



College of Education

DEPARTMENT OF TEACHING AND LEARNING

**Cultural Studies and Social Thought  
in Education (CSSTE)**

**Doctoral (PhD) Student Handbook**



Office of Graduate Education  
Cleveland Hall 70  
Pullman, WA 99164-2114  
Telephone: (509) 335-9195/335-7016  
Fax: (509) 335-5907  
Email: [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)  
<http://education.wsu.edu/tl/index.html>

**Academic Year**  
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## Welcome and Introduction

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### The Department Chair

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

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

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

We strive to facilitate and support a collaborative, positive, and productive culture for our graduate students. We are here to help you achieve your graduate goals. The faculty and staff in the Cultural Studies and Social Thought in Education (CSSTE) 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

### The Program Coordinator

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Welcome to the Cultural Studies and Social Thought in Education doctoral program! We hope this Handbook provides you with a big picture of our program: its origins, goals, focus on community, academic processes, and student outcomes. Our students are a major strength of our program. CSSTE students commit to professionalism in a critical scholarly community, where together we read, write, have discussions, present at national conferences, and work towards research publications, grants, and programming through a variety of formats and venues. We pride ourselves on the quality of students' intellectual-activist work and the pedagogies they employ in writing and presenting at conferences, as well as in their teaching, mentoring, advising, and other assistantship work. This Handbook should help you acclimate to this new doctoral landscape. Please ask your advisor any questions that you cannot find answered here.

John Lupinacci, Ph.D.  
Associate Professor of Cultural Studies and Social Thought in Education

## Introduction

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The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Education in the College of Education. You can also visit our website <http://education.wsu.edu/graduate/> for additional information.

The forms discussed in this handbook are available from the College of Education Office of Graduate Education and the Graduate School website: <http://gradschool.wsu.edu/current-students/formsfordegree.html>.

## Historical Overview

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The Cultural Studies and Social Thought in Education doctoral program at Washington State University originated with the hiring of three faculty members in 2001 all of whom had PhDs in the Social Foundations of Education: Michael Hayes, Paula Groves Price, and David Gruenewald. The three were tasked by Dean Judy Mitchell with the development of a new PhD in the Social Foundations of Education or a related area. Dawn Shinew whose degree was in Social Studies Education but who also had a strong background in Foundations was a fourth member of this group. Pam Bettis was hired in 2003 and became a part of the emerging program. After much consideration and examination of related degrees across the nation, the original group decided that a PhD in Cultural Studies and Social Thought in Education would honor the degrees and training that faculty brought to the program, but also move the degree into a more contemporary and larger scholarly landscape by framing it as one that focused on Cultural Studies. However, the group was committed to using the theoretical and conceptual tools of cultural studies and applying them to the field and context of education. Thus the goals of the Cultural Studies and Social Thought in Education program were to equip doctoral students with an array of theories and concepts that could apply to their areas of interest and background training, including literacy, English as a Second Language, popular culture, studies in gender, race/ethnicity, sexual identity and social class, higher education, science and math education, multicultural education, and curriculum theory. With the addition of Pauline Sameshima, the landscape also included arts based inquiry and related projects. Coursework specifically designed for the degree was developed over several years starting in 2003-04. The degree requirements as presented below were concretized by 2008 and have since been modified. Since 2004, the number of students has grown, and with support of the College of Education and the university the faculty have the opportunity to be highly selective in the admissions process and rigorous throughout the program.

Former affiliate faculty member Bernardo Gallegos initiated and chaired the first two Globalization, Diversity and Education Conferences sponsored by the College Of Education. After Gallegos' departure in 2005, the Cultural Studies and Social Thought in Education program under the leadership of Michael Hayes was tasked with the conference and since then it has been a large part of the CSSTE program and organized by a committee comprised of CSSTE faculty and students. The conference celebrated its 16<sup>th</sup> anniversary in 2020. Cultural Studies and Social Thought in Education faculty and students take a pivotal role in the conference and its culture.

Cultural Studies and Social Thought in Education faculty are committed to the continual construction and maintenance of a healthy and supportive professional learning work environment. Although students must grapple with controversial and difficult materials, they are supported by their peers and faculty, and faculty are supportive of each other in this educative process. See Appendix A for Cultural Studies and Social Thought in Education current faculty and their research interests.

## **Cultural Studies and Social Thought in Education Program Overview**

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### **Program Mission**

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Cultural Studies and Social Thought in Education (CSSTE) addresses issues of culture and power as they play out in contemporary and historical contexts of education and schooling. We seek to develop scholars and practitioners who will stimulate positive change in educational institutions and the communities that they serve.

### **Student Learning Outcomes**

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After completing the Cultural Studies and Social Thought in Education Doctoral Degree Program students will:

- Demonstrates the ability to locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice
- Demonstrates the ability to effectively communicate scholarly work through written, oral, and/or alternate formats
- Demonstrates the ability to skillfully inquire into areas of program-related interest
- Demonstrates scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making
- Demonstrates an understanding and valuing of diversity and social justice through his/her scholarly work
- Conducts and disseminates original scholarship that demonstrates acquisition and application of new knowledge and theory
- Demonstrates behavior that indicates he/she is becoming an emerging expert in his/her area of study

### **Doctor of Philosophy (Ph.D.)**

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The Teaching and Learning department Ph.D. program requires at a minimum of 72 credit hours of study and consists of graded and non- graded coursework. The Cultural Studies and Social Thought in Education (CSSTE) program has the additional requirements to include a minimum of 45 semester hours of graded credit beyond the bachelor's degree and a minimum of 20 semester hours of Doctoral Research, Dissertation, and/or Examination (CSSTE 800).

## Program Content

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In collaboration with the advisor/committee chair and other committee members, each student must file a doctoral degree Program of Study (a.k.a. – Degree Requirements). Students will work with their advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

The committee must approve the program, which is formalized by submitting the completed Program of Study form to the Department Chair and Graduate School.

The program of study lists required courses but it does not capture the importance of being a part of a scholarly environment. As mentioned previously, Cultural Studies and Social Thought in Education faculty pride themselves on being intentional about the building and maintenance of a rigorous yet supportive scholarly community. The required Reading Group is a programmatic vehicle to build and maintain such a community. Students are required to enroll and attend three semesters of the Reading Group whose curriculum varies. In the past, this one hour course has focused on the writing of conference proposals as well the presentation of conference papers, watching contemporary movies that illustrated various facets of globalization, and engaging scholarly readings outside of the formal curriculum. This course also operates as a major vehicle for senior students to mentor first year students. As importantly, the course provides numerous social events for students and faculty to interact in a more informal manner. Typically we offer a beginning of the year social event as well as a celebratory end of the year graduation party. Faculty believe that these events help build community.

The following is a breakdown of core, cognate, and research requirements and recommendations for the Doctor of Philosophy in Education with a specialization in Cultural Studies and Social Thought. It is anticipated that completion of the degree will average four years to five years for those students who enter the program with a master's degree. Six credits from a master's degree are allowed to "count" towards the doctoral coursework requirement. However, the decision on whether to include master's level coursework in the Program of Study remains with the chair and the committee.

Students who enter the doctoral program without a master's degree must complete more coursework. At this time, these students must take 54 credits of graded coursework. For specific courses and semester offerings, please see Appendix B. For current faculty and their research please see Appendix A.

### CSSTE Doctoral Credit Overview

	Credits
<b>Graded Credits</b>	
Foundation Core Courses	15
Research Courses	15
Advanced Research Course	3
Cognate Area and Additional Courses	12
<b>Total Required Graded Credits (A-F grading rubric)</b>	<b>45</b>
Additional Courses (S/F or A-F grading rubrics)	7
Dissertation credits (S/U grading rubric)	20
<b>Total Credits</b>	<b>72</b>

## **Academic Requirements, Policies, and Procedures**

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### **Department of Teaching and Learning Ph.D. Programs**

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The Ph.D. requires at least 72 credit hours of study and consists of graded and non-graded coursework. The CSSTE Ph.D. program has the additional requirement of a minimum of 45 semester hours of graded credit beyond the bachelor's degree and a minimum of 20 semester hours of Doctoral Research, Dissertation, and/or Examination (CSSTE 800).

### **Academic Standing and Annual Review**

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

Each year the Graduate School requires progress reviews of all graduate students. The Program Coordinator initiates this review by sending the Student Self-Evaluation Form for Annual Review ([Appendix C](#)) survey link to you via email. You are required to complete the self-evaluation/progress review within 10 working days of receiving it. After your permanent advisor reviews your Self-Evaluation, your advisor will complete the Faculty Assessment of Student Progress (Appendix D) form and schedule a meeting with you to review and sign the assessment. After the meeting, you will receive a copy of the signed report. Additionally, the CSSTE program requires to participate in an annual review throughout coursework and leading up to preliminary exams through which we they are advised by the full CSSTE faculty for feedback and advice as they and prepare for their careers. Progress in the program is contingent on successful reviews. Although rare, in some cases students may not progress through coursework to successful prelims and then onto dissertation.

### **Mandatory Research Training**

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All graduate students are required to complete the CITI Responsible Conduct of Research online training module. This is a web-based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. Students are encouraged to take this training as soon as they are admitted to the doctoral program. Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to the College of Education (COE) Office of Graduate Education at [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu). Delay in the completion of this training could delay a student's progression through their graduate program. The training will need to be repeated after a five-year period. Given that research in the college of education almost always includes human subjects, you are also required to complete the "Social/Behavioral Research Course". Directions for registering and finding the training can be found at <https://irb.wsu.edu/documents/2021/03/citi-training-registration-guide.pdf>. We strongly recommend that students complete both trainings as soon as you are admitted to the doctoral program.

If you have questions about this training, please contact the IRB at 509-335-3668 or [irb@wsu.edu](mailto:irb@wsu.edu).

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

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#### ***Assignment of a 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 the student. The temporary advisor will assist the student with the initial selection of coursework. It is the student's responsibility to contact the temporary advisor as soon as possible after admission to the Department. The

temporary advisor serves only until the student is ready to select a doctoral degree program committee and permanent advisor. The chair of that committee becomes the permanent advisor (see below). If a student wishes to change temporary advisors, that student can complete the Change of Temporary Advisor form found at <https://education.wsu.edu/documents/2015/09/change-of-temporary-advisor.pdf>.

### ***Section of a Permanent Advisor/Committee Chair and Doctoral Committee***

You are encouraged to select a permanent advisor/committee chair as soon as possible after your first semester of study. By this time, you should know several faculty members and their areas of specialization. The permanent advisor/doctoral committee chair must have a doctoral degree and be qualified, according to College of Education guidelines, to chair doctoral committees. The individual must be a member of the Graduate Faculty in the Cultural Studies and Social Thought in Education Ph.D. Program (see Appendix A). The individual should also have expertise in the area that will be the focus of your study. This will be reflected in the faculty member's record of research and publication, teaching, and professional service. If you need additional assistance in selecting a permanent advisor/committee chair, consult with the department chair, a faculty member you know, or the staff in the College of Education Office of Graduate Education.

Your permanent advisor/committee chair will help you develop and file your Program for Doctoral Degree and identify other faculty members to serve on your doctoral committee. The doctoral committee must consist of at least two members, in addition to the committee chair, who hold a doctoral degree and are qualified, according to College of Education guidelines and Cultural Studies and Social Thought in Education Ph.D. program bylaws, to serve on doctoral committees. At least two of the three committee members must be members of the Cultural Studies and Social Thought in Education Ph.D. Program Graduate Faculty and the Department of Teaching and Learning. All three committee members should have expertise related to your program of study. One person who does not meet the College of Education criteria for serving on doctoral committees may be appointed to the committee as a fourth member. The committee must also include a faculty member from your chosen cognate area. The supporting cognate area may be from the College of Education or another college.

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

- has previous experience on dissertation committees
- meets College of Education criteria for serving on doctoral committees
- is available for the duration of the dissertation (e.g., are there sabbatical or retirement plans?)
- has expertise related to the topic of research
- has expertise in the research methodology
- 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 (a.k.a. – Degree Requirements)**

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The [Program of Study](#) (POS) form lists your committee chair and other committee members and the courses that comprise your doctoral program. Your permanent advisor/committee chair, in collaboration with other members of your doctoral committee, will help you identify the appropriate coursework for your program of study. The courses are then listed on the Program of Study form. When committee members approve the form in myWSU, it indicates they agree to be on your committee and approve your program of study.



The core courses for the Cultural Studies and Social Thought in Education Ph.D. must include a minimum of 45 semester hours of graded course work beyond the master's degree. The core should include the required CSSTE courses listed in this handbook, as well as the Advanced Research Core ([Appendix B](#)).

These graded courses are listed in the “Core Program” section of the Program of Study form. Details on these courses are provided in later sections. Generally, only graduate-level WSU and transfer courses can be included in the Program of Study. No course used for a previously completed masters or doctoral degree may be used. However, your doctoral program committee may approve up to 9 credits of non-graduate credit (300- or 400-level courses from WSU) for your program of study. 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).

In the “Research and Additional Studies” section of the Program of Study form, list the Special Projects or Independent Study (TCH\_LRN 600 – S/F grading) and Doctoral Research, Dissertation, and/or Examination (CSSTE 800 – S/U grading) credits you plan to take, as well as courses taken on an S/F basis. You must enroll in 2 credits of CSSTE 800 in the semesters in which you take your Preliminary Examination (sometimes referred to as the comprehensive examination) and the semester you defend your dissertation. Your program must include at least 20 credits of CSSTE 800. Each semester you must enroll in at least 1 credit of CSSTE 800. Before enrolling, meet with your advisor to discuss your goals and to complete the [Independent Study Form](#). Submit the form to the T&L Office, Cleveland 321 *before* the 10<sup>th</sup> day of classes.

The Program of Study must be typed and circulated to the faculty members you asked to serve on your doctoral committee. The Program of Study is submitted through a student’s myWSU account. Although Graduate School policy requires that this form be completed no later than the third semester of graduate work, or if you are a part-time student, no later than your sixth semester, or completion of 24 credits, whichever comes first, you are encouraged to submit it shortly after your first semester of course work, if you are a full-time student, or, if you are a part-time student, during your fifth semester or after completion of 20 credits.

The electronic routing for Graduate School forms may be found in a student’s myWSU account under Profile > Service Requests. *A student’s upload and subsequent approvals by committee members and department chair count as ink signatures and become binding for all.* When the program of study is approved by the Graduate School, an email is sent both to the student and the COE Office of Graduate Education. The approved program becomes a part of the requirements for the degree and becomes a “contract” between the Graduate School, the academic program, and the student. You are held to the doctoral program requirements in effect at the date of your admission, provided you submit a Program of Study and have it approved by the Graduate School within one year of your admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your POS.

### **Changes to your Program of Study (Degree Requirements)**

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

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

## Deadlines

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You should check the Graduate School's [Deadlines and Procedures for the Doctoral Degree](#) for submission of the Program of Study so that you get current information about due dates that affect you.

## Continuous Enrollment Policy

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

## Continuous Doctoral Status (CDS)

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Continuous Doctoral Status (CDS) allows doctoral students to meet the Graduate School's continuous enrollment requirement without enrolling for credit or applying for Graduate Leave. CDS is only an option for students who have completed all coursework and passed preliminary exams. If these requirements are met, students will *automatically* be placed into CDS (fall and spring semesters only) if they do not enroll for credit. Subsequently, ***a fee will be charged to the student's account*** after the 30<sup>th</sup> day of each semester (fall and spring only) while in CDS. Students are required to pay this fee each semester to maintain their Continuous Doctoral Status.

While in CDS students maintain WSU library privileges, but they cannot progress in the completion of 800 credits. It is also important to note that CDS does not extend a student's deadline to complete degree requirements (three years after preliminary exams or 10 years after the first course on the Program of Study, whichever is sooner).

Students wishing to return to active enrollment and register for 800 credits, schedule their dissertation proposal defense (D-1) or dissertation defense (D-2), are advised to contact their Academic Coordinator a minimum of two months prior to the start of the semester in which they wish to resume enrollment for credit and *request that they be taken out of CDS* and given an active term for enrollment.

NOTE: Some students may not be eligible for CDS. International students maintaining their visa status, students on an assistantship requiring full time enrollment to obtain benefits, and students needing financial aid or financial aid deferral, should confer the appropriate office for their situation to ensure CDS is an option for them.

Further information on Continuous Doctoral Status (CDS) may be found at <https://gradschool.wsu.edu/chapter-five-a2/>

## Grade Point Average

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

If you are a regularly admitted graduate student who has completed only one semester or one summer session of graduate study with a GPA of 2.75 or above, you are eligible for continued enrollment. Upon

completion of two semesters, one semester and one summer session, or two summer sessions of graduate study and thereafter, a 3.0 GPA or above is required for continued enrollment in the Graduate School. If you are admitted on a provisional status, you must maintain at least a 3.0 GPA in order to continue your enrollment in the Graduate School.

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

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

### **Registration and Credit Load**

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Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 800 (doctoral) level research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy go to the Graduate School Policy and Procedures at <https://gradschool.wsu.edu/policies-procedures/>.

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

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The number of transfer credits allowed for a doctoral program is subject to departmental recommendation and final approval by the Graduate School.

The number of transfer credits allowed for the Cultural Studies and Social Thought in Education Ph.D. program is nine (9). If approved, up to nine (9) 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. Graduate credit earned (with a grade of "B" or higher) at Washington State University prior to formal admission to the Graduate School, other than credit earned while enrolled as a Second Bachelors or Non-Degree/non-matriculated undergraduate 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. For necessary interpretations, inquiries should be sent to the Dean of the Graduate School.

Transfer credit is requested formally by listing the courses on the Program of Study, but preliminary determination will be made earlier upon request to the Graduate School. Graduate credit from non-accredited institutions will not be accepted for transfer to graduate degree programs. Graduate credit earned within the State of Washington from an accredited institution whose main campus is outside the

state will be considered for transfer to a graduate degree program only upon special petition to the Dean of the Graduate School.

### **Highly-Recommended Activities (All but One Not Required)**

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- Submit a proposal to present, and ideally present research at a major conference
- Submit papers for publication in refereed journals or edited book projects
- Volunteer as a reviewer for a publication and/or conference
- Engage in scholarly and/or teaching activity through a lens of equity and diversity, or in settings that involve or take into account equity and diverse learners
- Collaborate with faculty on grant development, submission, and/or enactment
- Work closely with a faculty member on a research project
- Complete the IRB CITI course (required)
- Conduct presentations to peers in courses
- If possible, teach undergraduate courses in pedagogy and/or content

### **The Importance of a Scholarly and Healthy Community**

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Most higher education institutions operate from a neoliberal standpoint which emphasizes individualism, competition, hierarchy, and preparation for work. Stanley Aronowitz calls universities “knowledge factories” since they emulate the climate and mechanics of corporations and harken back to the days of Taylorism and the efficiency movement. The Cultural Studies and Social Thought in Education program attempts to construct a space (in and outside of the classroom) that resists this dominant discourse in our thinking and our actions.

Comparing yourself, your advisor, your committee, your progress to other students in the program can at time be more harmful than helpful. For example, pitting theory against practice and practice against theory is not helpful; we all make different kinds of contributions and the program emphasizes praxis—or theory and practice enacted together as inseparable. Please consider the importance of a healthy scholarly community with regard to your talk, thinking, actions and contribute to the ongoing construction of a healthy scholarly community. Cultural Studies and Social Thought in Education faculty believe that it is our everyday habits that demonstrate our commitment to social justice, and that together with scholarly thinking and writing contribute to our roles and identities as scholar-activist educators. The strength of this program rests on you, your class preparation, willingness to critically and ethically engage with your fellow students and faculty respectfully. Cultural Studies and Social Thought in Education faculty recognize that the concept of inclusion and community has been romanticized and often shaped by assumptions of that fail to value diversity; we are not interested in that kind of community but one that takes on difficult knowledge, disagrees respectfully, and continues with the hard work of social justice in this world. At times folks will participate in different ways, some are introverts, some extroverted, etc. Our diversity is what makes us the great program we are. Please, honor that and work always to be inclusive and understanding while holding respect for one another as central in all your relationships.

### **Graduate Student Responsibilities**

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Another facet of a healthy community is students taking responsibility for all required graduate school forms, deadlines for submitting paperwork, and general institutional forms. Faculty are not always alert to these dates (since they have their own professional deadlines). Please stay on top of these. The COE Graduate Studies Office can help with all of this. Further, faculty cannot always quickly respond your work, especially during the preliminary exams, dissertation proposal and dissertation itself. Please allow for a maximum of three weeks for faculty members to provide feedback to your scholarly work. Faculty

are on nine month appointments, and therefore are not always available during the summer months. It is your responsibility to plan important meetings, milestones, and seek feedback during times when all committee members are available. Do not EXPECT your committee to work during summer months.

Finally, the Cultural Studies and Social Thought in Education program adheres to the American Psychological Association scholarly reference style (as opposed to MLA or Chicago, etc.). Details of this scholarly writing style can be found in the APA Manual (7<sup>th</sup> edition) and [online](#), the Purdue University OWL website which provides a shortened version of APA.

## Program Flow

The following chart provides a more detailed look at what a student should expect while going through the Cultural Studies and Social Thought in Education program.

<b>CCSTE–PhD Program Overview</b>		
<b>Phase 1</b>	<i>Year 1</i>	<p><b>Course Work</b></p> <p><b>1<sup>st</sup> Student Annual Review: To Be Conducted at the End of the First Year</b></p> <p>Each student will have completed course work in the program, submitted a 1-2 page reflective summary of their first year, and have generated an initial Plan of Study (POS) with their temporary advisors. Temporary Advisors are assigned to help a student negotiate their first year in the program. When students are ready to complete a POS, then a permanent advisor should be selected. Until then, the Temporary Advisor will complete an Annual Review Report (ARR) and submit to the program chair and share with the CSSTE faculty at an end of the year student review.</p> <p><b>(Temp. Advisor)</b></p>
	<i>Year 2</i>	<p><b>Course Work</b></p> <p><b>2<sup>nd</sup> Student Annual Review: To Be Conducted at the End of the Second Year</b></p> <p>Each student will have completed course work in the program, solidified a Doctoral Chair, Committee Members, and Plan of Study during the first semester of the second year or earlier. During the Plan of Study meeting, students will not only submit the Graduate School’s Plan of Study form, they will also submit a one-page statement of career goals, one page statement of possible dissertation topics, and current vita.</p> <p>It is at this time that your committee will advise if you are recommended to move forward from course work toward Preliminary exams. In cases where your committee does not find students work and progress sufficient to progress to Prelims students will be advised as to how they can apply for a Master’s degree in Curriculum &amp; Instruction (a program with requirements often completed in the CSSTE programs of study) and students will be supported/advised to complete a Master’s Thesis or Related Project.</p> <p><b>(Temp. Advisor – Doctoral Advisor)</b></p>
<b>Phase 2</b>	<i>Year 3-4</i>	<p><b>Course Work/Preliminary Exams</b></p> <p><b>1. Preliminary Exam Proposal:</b></p> <p>Each student will work with their Chair and Committee to discuss the student’s course work and preparation for preliminary exams. Students should facilitate this meeting and have submitted a 2-3 page proposal that summarizes what they have learned in their coursework and introduces what it is they hope to research for their dissertation. The Committee and the student discuss what would be necessary in order to show competency as a scholar in the area of the student’s research interest and together they outline potential questions for the</p>

examination. Students and their Chair may provide potential questions and with the Committee's input modify them and/or approve them. The Committee and the student agree on a time-table for the exam process that includes preparation and together they set a date for the exams. Typically, CSSTE faculty advise that students take some time for that preparation, like a semester or summer.

## **2. Preliminary Exams:**

The successful writing and oral defense of the preliminary exams are central to the development of a scholarly identity. Preliminary exams consist of three to four questions that typically cover the areas of theoretical framework, methodology, and literature review needed for the imagined dissertation project. Students should plan on writing approximately 25 pages of scholarly text for each question using the APA style. These questions are known in advance, and students should prepare accordingly. The formal preliminary exam process consists of students receiving the three questions from their Doctoral Advisor and then three weeks later submitting three well written and conceptualized papers. The page limit is to encourage students to consider these as manuscripts to be published. At the end of the process, the Chair will submit all three questions to the Committee members who should have no less than two weeks to read them and prepare for the oral defense. The oral defense should be scheduled for two hours. During that time period, committee members will ask students questions regarding what they have written. If students fail their preliminary examination, they are guaranteed a second attempt by the Graduate School, typically with a representative of the Graduate School in attendance.

## **3. Dissertation Proposal and Dissertation Proposal Defense:**

First, students and Chairs may wish to renegotiate the Committee composition at this time. Scholarly interests, personality differences, working styles and timelines are all reasons that Chairs may withdraw from a committee or students desire a different Chair and/or committee members. This is a "natural" time for a committee to be reconfigured.

Students may draw from their preliminary exam work to construct their dissertation proposal. Students may choose to move quickly to the dissertation proposal after the successful completion of their preliminary exams since the two are intellectually connected. Students will work closely with their Chair on the dissertation proposal; the Chair will read drafts and offer feedback until the document is ready for the Committee. The Committee should have two weeks to read the document prior to the two-hour Dissertation Proposal Defense. Faculty are most interested in the problem statement/rationale for the study and the methodology and methods since they have read the student's literature review and theoretical framework preference in the preliminary exams. The Dissertation Proposal should run approximately 25-30 pages and include the following:

Background of the Problem (Brief literature review)

	<p>Problem Statement/Rationale for the Study</p> <p>Research Questions/Hypotheses/Purposes</p> <p>Theoretical Framework</p> <p>Methodology (Research Design)</p> <p>Methods (Techniques employed)</p> <p>Participant Selection (if appropriate)</p> <p>Validity (if appropriate)</p> <p>Interview questions/survey instrument/parameters of arts-based study (when appropriate)</p> <p>Dissertation Timeline</p>
<p><b>Phase 3</b>    <i>Year 4-5</i></p>	<p><b>Dissertation</b></p> <hr/> <p><b>1. Dissertation:</b></p> <p>After a successful dissertation proposal defense, students begin the challenging and delightful work of the dissertation. Working closely with the Chair, students implement their dissertation proposal and complete an Institutional Review Board application if the study involves human participants. Students should expect to submit multiple drafts to the Chair for review and feedback.</p> <p><b>2. Dissertation Review:</b></p> <p>When the Chair and student deem the final draft of the dissertation to be the best of their combined skills, the document is shared with the Committee Members who are given two weeks to read and respond in written form to the document. It is at this time that Committee Members must carefully review the document, provide feedback and determine whether the document is defensible or not. Committee members must provide detailed feedback if the dissertation is not deemed defensible. The student will then address the concerns of the Committee and submit a second draft to the Committee for determination of its status. When committee members agree that it is defensible, then the appropriate paperwork is filed, and the defense date is set. The final dissertation defense is open to the public. Candidates for the PhD are expected to present a 20-minute presentation on their research so that attendees who have not read the dissertation understand the basics of the study. Committee members then proceed to ask questions and engage in a lively scholarly conversation. Students are expected to provide a copy of their dissertation study to the CSSTE program and Department of Teaching and Learning so that others may view their work easily.</p>



## **Preliminary Examination (also known as the Comprehensive Written and Oral Assessment)**

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### **Purpose and Assumptions**

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The Preliminary Examination is an official university exam that is both a written and oral assessment of program knowledge. It may also be referred to as the Comprehensive or Candidacy Assessment/Examination.

After the [Program of Study](#) has been approved and most or the entire program has been completed, the Comprehensive Assessment is designed and scheduled. The products used for this assessment should illustrate the student's ability to *synthesize relevant research* in order to evidence her or his working knowledge of:

- important area(s) of cultural studies in education, such as how education is influenced by issues of race, gender, sexual orientation, and power; philosophies of education; theoretical frameworks of teaching, learning, and leading,
- tensions that exist in a given field and the various stances towards them, and
- various research methodologies and implications of choosing one over another.

The following three assumptions must also be met:

1. The comprehensive assessment includes both written and oral components.
2. The committee chair and the student will identify the appropriate option for committee approval.
3. The comprehensive assessment must be passed before defending a dissertation proposal.

Please see Phase 2 of the CSSTE doctoral program overview laid out in the above chart for the details of the Preliminary Exam processes.

### **Scheduling the Preliminary Exam (Official Defense)**

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After all committee members have had the opportunity to read the written component of the examination, the oral component is scheduled. Students must be enrolled at the beginning of the term in a minimum of two (2) credits of CSSTE 800 to take the exam. Scheduling the Preliminary Examination with your committee includes setting the date, location and time of the meeting. It is the student's responsibility to insure that all members of the committee agree and the location is reserved before submitting the official Scheduling form.

The student must complete the [Preliminary Examination Scheduling Form](#) before uploading by the student through their myWSU portal > Profile > Service Request for electronic approvals within myWSU. Only completed forms will be processed and must be submitted at least 15 business days prior to your defense (but not counting day of the defense, weekends or holidays) to allow for five (5) processing days in the department before its due in the Office of the Graduate School.

### **Oral Component and Balloting**

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Once all committee members have had the opportunity to read the written component of the assessment, the oral component of the assessment is scheduled. All committee members must be present. Following the oral examination, committee members meet to discuss the results and ballot on whether you pass or fail the assessment. The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following the oral exam or up to five days after the examination. All members of your committee must attend the oral exam and the ballot meeting, and all must vote. The final ballot result

is either a pass or fail. After the ballot meeting, the Office of Graduate Education will notify you in writing regarding the results. You are also free to contact your chair after the ballot meeting to receive and discuss the results.

## **Repeating the Preliminary Examination**

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In the event of a failed assessment, you may be re-assessed a second and final time only at the request of the department/program that previously voted to fail you. There is no automatic right to a second assessment. At least three months must elapse between a failed assessment and a re-examination. Failure of two comprehensive assessments results in termination of enrollment in the doctoral program and the Graduate School.

## **Thesis/Dissertation Guidelines**

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### **Dissertation Research Proposal (D1)**

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The dissertation "...is a scholarly, original study that represents a significant contribution to the knowledge of the chosen discipline" (WSU Graduate School Policies and Procedures). A dissertation research proposal (College of Education refers to this as the D-1) is a concise and convincing overview of the research you propose to undertake for the dissertation.

The following section describes the dissertation proposal, how to complete a dissertation proposal, and the various steps involved in completing the dissertation. Please read the descriptions and guidelines carefully.

It is recommended that several semesters before your Preliminary Examination you should be working with your advisor/committee to define your area of research, identify specific research questions, and prepare the dissertation proposal (D-1). While the D-1 may be developed prior to or after the Preliminary Examination, you may only formally present your proposal to your committee after the Preliminary Examination has been passed. The advantage to providing a draft of your D-1 to your committee prior to the Preliminary Examination is that the research you are proposing to conduct may help the committee formulate examination questions that will benefit you during the dissertation phase of your doctoral work.

It is recommended you submit the written D-1 to your advisor/chair and schedule a meeting to obtain feedback. Your advisor's/chair's feedback should be used to revise and clarify the D-1. When you and your advisor/chair are satisfied with the D-1, provide a copy to your committee for feedback. At that time, you and your advisor/chair will set the date and schedule the D-1 Proposal meeting at which you will provide a formal presentation of your proposal to your advisor/committee and other students/faculty in the program (see below for scheduling and approval).

You may enroll in research credits (CSSTE 800) during the semesters in which you develop the proposal, and you must enroll in those credits while working on the dissertation.

### **Development of a Dissertation Proposal (D1)**

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The dissertation proposal must be written according to the style specified in the latest edition of the Publication Manual of the APA (APA Quick Guide is available at <http://www.wsulibs.wsu.edu/quickguides/apa>). The APA style (7th edition) templates may be found here <https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>.

The D1 should address the following questions:

1. What is the rationale for the study? Why is it important?
2. What is the problem, issue, question, or hypothesis?
3. What have others speculated, asserted, found, and/or concluded about this problem, issue, question, or hypothesis?
4. What do you propose to do to investigate, explore, or examine your topics?
  - a. Whom will you observe, test, teach, interview, etc. (i.e., who will be the participants/subjects)?
  - b. What instruments or measures will be employed to conduct those activities?
  - c. How will you conduct the study (procedures)?
  - d. How will you organize or analyze the resulting data (analysis)?
  - e. What will be your intervention (if applicable)?
5. What knowledge will be added to the literature that was not known before? How is your study proposal going to significantly impact the field?

Students are expected to work closely with their dissertation chair and committee in constructing the D1. Written drafts of the D1 should be submitted to your committee chair, who will provide feedback. Your chair's feedback should be used to revise and clarify the D1. When you and your committee chair are satisfied with the D1, provide a copy to your committee for feedback. You and your chair will decide upon the means of obtaining your committee's feedback (e.g., a meeting, presentation, written comments submitted to you or the chair).

Provide adequate time (minimum of two weeks) for committee members to review drafts of your proposal. The writing process varies from one committee to the next. However, a typical process is for you to work closely with the committee chair to prepare and revise initial drafts of the D1 chapters. You and the committee chair will decide when it is best to begin sharing the chapters with the other committee members. Expect further revisions once the other committee members review the chapters.

## Writing the Dissertation Proposal (D1)

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While you will develop the format for the proposal with your chair, the proposal typically addresses in greater detail most or all of questions addressed in the précis and consists of the following chapters:

**Chapter I. Introduction (or Statement of Problem).** This chapter provides a clear and concise view of what is to be studied and why. The phenomenon under study should be described, along with a brief analysis of the manner in which this phenomenon has been addressed in the extant literature. When appropriate, relevant contexts and autobiographical information may be provided to situate the study. Note that this chapter does not provide a complete literature review. In addition to the research question/hypotheses and analysis of how the phenomenon has been addressed in the literature, you should provide an overview of your research methodology and the implications of your proposed research. It is recommended that research questions are clearly stated somewhere in this chapter.

**Chapter II. Review of the Literature.** The structure of the literature review chapter will vary according to your topic and the approach you take to justify, based on the extant literature, your research questions. The review is a well-integrated document in which material is organized logically under headings and subheadings, consistent with the APA Publication Manual format. The review is selective. It does not include material unrelated to the research questions. Summary tables of relevant research are often appropriate. A good review identifies the theories, frameworks, primary research findings, adequately and

inadequately documented conclusions, needed research, and implications of findings for theory and practice. Views and findings are more often restated, paraphrased, and summarized rather than quoted.

**Chapter III. Methodology.** The material in this chapter will vary depending on the nature of your proposed study. In general, the chapter should provide detailed information about the participants (who), procedures (how, when, where), data (what), and analysis. Topics may include:

1. Operational definitions.
2. Characteristics of participant(s). Provide a complete description of the participants, including the number of participants, how they will be selected, and the participant characteristics that are important to the study (e.g., age, gender, experience, education level).
3. Research design. If it's an ethnographic study, for example, describe your approach (e.g., participant-observer) and elaborate on what that will mean. For a quantitative study, describe the type of research (e.g., quasi-experimental), experimental and control groups, dependent and independent variables, and research design (e.g., post-test comparison of randomly selected control and experimental groups).
4. Instrumentation. Include a detailed description of any data collection instruments and/or procedures, including, if relevant, information about their validity and reliability. If you develop a new instrument, provide details about how you will develop the instrument, including, if relevant, how you will assure the instrument is valid and reliable. Instruments that are not commonly known should be appended to your proposal.
5. Apparatus. Thoroughly describe any equipment to be used in the conduct of the study.
6. Materials. Give a complete description or provide examples of any materials to be used in the study (e.g., written scenarios to which participants will respond).
7. Procedures. Provide a step-by-step description of how you will conduct the study. This should incorporate and tie together the other elements of the methodology (i.e., participants, research design, instrumentation, etc.).
8. Analysis. Describe in detail how you will analyze the data. It's insufficient to simply state an analytic method (e.g., constant comparative method, ANOVA). Instead, indicate which data, including subsets of data, will be subjected to which analytic methods and how the results relate to specific research questions.

## Scheduling the D1 Defense

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When you and your committee determine you are ready for the formal presentation of the proposal and have set a date and time, you must complete and submit a [Dissertation Proposal \(D-1\) Scheduling form](#) and reserving a room for your defense, which can be done in the Department of Teaching and Learning office. As this is an internal COE form, you must secure the signatures of your committee and submit the D1 Scheduling Form to the Office of Graduate Education, [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu), who will then secure the signature of the department chair and place the form in your file.

The formal dissertation proposal consists of a presentation in a colloquium that is open to the public. The presentation includes the opportunity for questions from your committee members and others in the audience. Immediately following the colloquium, your doctoral committee will meet to recommend approval or disapproval of the D1 as indicated on the [Dissertation \(D1\) Proposal Approval Form](#):

- a) approved as presented;
- b) approved, subject to revisions as specified by the committee;
- c) approved, subject to revisions as specified and subject to further review and approval by the committee; or,
- d) approval denied.

Approval or disapproval of the dissertation proposal is documented by committee members' signatures on the D-1 approval form and submitted to the Office of Graduate Education ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)).

## Human Subjects Form and CITI training

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After approval of the D-1 and prior to any data collection, you must do CITI training and obtain WSU Institutional Review Board (IRB) approval to conduct research involving human subjects. The IRB letter of approval must be submitted to your committee chair and the College of Education Office of Graduate Education before you commence data collection. You may submit a copy to the Office of Graduate Education when you receive the confirmation, but it must be submitted no later than when your Dissertation/Thesis Acceptance/Final Examination scheduling form is submitted. Failure to gain approval prior to data collection shall result in rejection of the final dissertation and prevent you from scheduling the final doctoral examination.

The IRB form for approval of human subjects research is available on the IRB website <http://www.irb.wsu.edu/>. The IRB form must be signed by the chair of your committee and the department chair before it is submitted. Review of the request generally takes 2-4 weeks; at which time you will inform you by email as to whether your research is approved.

## Writing the Dissertation

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The dissertation "...is a scholarly, original study that represents a significant contribution to the knowledge of the chosen discipline" (WSU Graduate School Policies and Procedures). You must enroll for research credits (CSSTE 800) in the semesters you work on the dissertation.

Upon approval of the D-1, CITI training and receipt of the IRB approval for human subjects research, you may begin the study as outlined in the methods section of your proposal. Upon completion of data collection and analysis, you are ready to write the dissertation.

In its final form, the dissertation usually includes five chapters—the three described in the previous section plus the results and discussion chapters. It is not uncommon for them to undergo several iterations before final approval.

**Chapter IV. Results.** This chapter provides a detailed presentation of the results. Do not interpret the results, draw conclusions, or relate the findings to the extant literature. Examples of results include descriptive and/or inferential statistics, and themes, with supporting data, that emerged from analysis of qualitative data. The chapter is often organized around the analyses conducted for each research question.

**Chapter V. Discussion.** This chapter focuses on the meaning of the study and the significance of the results. The chapter typically begins with a brief summary of what was done and why. This is followed by a presentation of the results as they relate to the research questions. The discussion tends to be more conceptual than empirical and specific results are noted only as evidence to justify the assertions and conclusions related to the research questions. The discussion explains what the results may mean. This discussion may focus on why more support was not found to support or refute the research questions, or on the meaning of the support that was found. This discussion is a thoughtful analysis of the results obtained. It's appropriate to acknowledge the limitations of the research, state the implications of the findings for both theory and practice, and make recommendations for future research.

The following [format](#) should be followed for submission of a traditional Dissertation:

- WSU front matter [Title, copyright, signature, Acknowledgements, Table of Contents, List of Tables (if any tables), List of Figures (if any figures), Dedication (optional)]
- Body of the work
  - Ch. 1: Introduction (or Statement of the Problem)
  - Ch 2: Review of Literature
  - Ch 3: Methodology
  - Ch 4: Results
  - Ch 5: Discussion
- References
- Appendices

## **Alternative Formats**

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Alternative formats to the dissertation formats described above must be approved by the Department and the Graduate School. Once your committee has approved the alternative format proposal, your committee chair requests approval from the Department's Graduate Committee. They, in turn, seek approval from the Graduate School.

## **Final Examinations**

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### **Final Approval of the Dissertation (D2)**

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Each member of the student's advisory committee will examine the dissertation manuscript and indicate preliminary approval or disapproval with comments and suggestions for improvement. Revisions may be and are often required before the committee is satisfied that you are ready for the final oral defense (D2). When all members of the committee have given their preliminary approval, the student will submit final copies of the dissertation according to the guidelines for the Graduate School and schedule their final exam.

Please be aware that you will need to have a completed final draft of the entire dissertation at least 30 days prior to your final defense date. For fall semester this means you will need to have a completed draft by at least mid-October and for spring semester, you will need to have a completed draft by mid-March.

### **Scheduling the Final Examination (D2)**

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With the committee's consent that the written document is ready, you and the committee will need to agree upon a date, time, and have the location of the defense reserved. The following steps all need to happen almost simultaneously at least 15 business days before your defense date:

1. You must be enrolled in a minimum of two (2) credits of CSSTE 800 at the beginning of the term you defend your D2.
2. You must Apply for Graduation.
3. Complete the scheduling of the final oral examination by providing your committee a completed [Scheduling Final Examination Form for Dissertation/Thesis degrees](#). The form is uploaded by the student through their myWSU account > Profile > Service Request for electronic approvals within myWSU. The form will be electronically approved by your committee and department chair and ultimately the Graduate School.
4. Committee members' agreement for the Exam form signifies preliminary approval of the dissertation that is suitable in content and format for submission to the UMI/ProQuest through the

[WSU Libraries Dissertation site](#). Although the ETD Administrator from UMI/ProQuest checks the dissertation, this pre-check does not constitute final acceptance as this check is for formatting issues only, content will be reviewed by your committee.

5. Committee members must be given the entire dissertation a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
6. At the same deadline, your dissertation draft must be sent to the Office of Graduate Education ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)) for announcements within the College of Education.

The examination must be scheduled at least four months, but less than three years, after satisfactory completion of the Preliminary Examination. The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular business hours and only during academic sessions.

At least ten (10) working days prior to the final examination, a copy of the dissertation must be made available for public review in the Office of Graduate Education. At the same time, an abstract must be submitted electronically to the Office of Graduate Education.

## **Final Examination**

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The final oral examination is primarily a defense of the dissertation but may also cover the general fields of knowledge pertinent to the degree. You must register for CSSTE 800 (minimum of two credits) in the semester in which you take the final examination.

The examining committee shall include your doctoral committee and any other members of the faculty in attendance who are eligible, according to COE criteria, to participate on dissertation committees. Your committee chair will be responsible for conducting the final examination. While the examination is open to the public, only those faculty members eligible to participate on doctoral committees may ask questions and vote. All members of your doctoral committee must attend and vote.

In order to pass the final oral examination, a minimum of three-fourths of those voting must vote to pass you. In the event of a failed final examination, a second and last attempt may be scheduled, at the request of the major department, after a lapse of at least three months. There is no automatic right to a second defense.

## **Dissertation Submission and Binding**

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After you pass the final oral examination, you have five (5) business days to submit your final corrected digital copy of the dissertation to UMI/ProQuest. The final upload link will be located on the email confirmation page from the precheck.

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

Doctoral students have the addition task of completing the online [Survey of Earned Doctorates \(SED\)](#), emailing the confirmation page to [gradschool@wsu.edu](mailto:gradschool@wsu.edu).

All students are required to submit a copy of the thesis to the committee chair either in electronic format or on paper, their choice, (binding is optional and decided upon by the chair/advisor). Any additional copies submitted to the other committee members are up to the student's advisor.

## Graduate Student Exit Survey

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

## Awarding of the Degree

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After you have completed the degree requirements for the doctorate 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 be hooded by your committee chair or designee at the next commencement.

## Graduation Checklist:

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This section includes information about the application for the doctoral degree, deadlines and procedures summary, and information for committee members and students planning final examinations.

By the deadline (listed on the university calendar) of the semester in which you plan to graduate, you must Apply to Graduate, a link in your myWSU student center, at least one semester before the final oral examination is scheduled so that students can be notified of graduate requirements (to-do lists) before enrolling for their last semester. The fee associated with graduation must be paid prior to the final examination. If you do not graduate in the semester for which you applied, you must reapply for the degree. However, the fee is paid it carries over from semester to semester for one calendar year.

The semester prior to scheduling the final examination, you should review the Graduate School Deadlines and Procedures Summary (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>). Reviewing the Summary at that time will allow you time to complete any deficiencies.

After your committee agrees to the date and time of the final defense (D2) you should upload your Scheduling Exams: Doctoral/Thesis, Non-Thesis and Preliminary Exam form to your myWSU Portal. The form is due in your portal at least 15 business days prior to your defense (no weekends or holidays) to allow for 5 processing days in the department before its due in the Office of the Graduate School.

At the same time you will upload an electronic copy of your dissertation to [www.dissertations.wsu.edu](http://www.dissertations.wsu.edu) for the official format check and send the Office of Graduate Education a copy for posting on the COE defense announcement website.

You should also obtain a copy of the Digital Dissertation and Thesis Guidelines (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>). This document includes important information about the format of the dissertation title page, signature page, and abstract; copyright releases; submission of digital dissertations.

After you pass the final oral examination, you have five (5) business days to submit your final corrected digital copy of the dissertation to UMI/ProQuest. The final upload link will be located on the email confirmation page from the precheck.

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



Doctoral students have the additional task of completing the online [Survey of Earned Doctorates \(SED\)](#), emailing the confirmation page to [gradschool@wsu.edu](mailto:gradschool@wsu.edu).

All students are required to submit a copy of the thesis to the committee chair either in electronic format or on paper, their choice, (binding is optional and decided upon by the chair/advisor). Any additional copies submitted to the other committee members are up to the student's advisor.

## **Graduate Assistantships and Financial Aid**

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### **Teaching and Research Assistantship Appointments, Scholarships and Financial Aid**

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

Availability of assistantships on other campuses are available periodically; students should inquire with faculty and academic advisors on those campuses for information on possible opportunities.

**TA appointments** require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). A TA typically teaches two courses each semester under the supervision of a faculty member. A TA must enroll in Tch\_Lrn 527 for one-credit in each semester of the TA appointment, up to a total of three credits (i.e., three semesters). The course covers teaching and learning, inquiry, and professional issues.

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

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

**Non-resident graduate students** holding either state funded or non-state funded graduate service appointments on a quarter-time or greater basis may be awarded a waiver of the non-resident differential. The department is responsible for awarding non-resident “NR” differential waivers in the waiver section of the PERMS action. Domestic graduate students who have residency outside of Washington State are highly encouraged to apply for Washington residency to avoid paying out-of-state tuition after their first year of their graduate appointment. Residency website; <http://residency.wsu.edu/>

- a. Appointments for 50% or greater may receive a full non-resident “NR” waiver.
- b. Appointments less than 50% but at least 25% may receive half of a non-resident “1/2NR” waiver.
- c. Non-resident waivers cannot be guaranteed beyond one year. Please see <https://gradschool.wsu.edu/establishing-residency/> information regarding residency requirements and establishing residency.

For more information please contact the Graduate School at [gradschool@wsu.edu](mailto:gradschool@wsu.edu) or 509-335-6424.

### **Scholarships and Other Financial Aid**

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**College of Education Scholarships:** Scholarships are available through the COE. Applications are available through University Scholarship Services in November and are due January 31st of the following year for the upcoming academic term. Awards generally begin at approximately \$2000. For more

information, contact the COE 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://finaid.wsu.edu/>.

## **Travel**

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Students are strongly urged to attend professional meetings; however, the department does not have funds to pay travel expenses of students on appointment. Advisors may use grant or project monies to pay partial travel expenses for graduate students attending meetings. The Graduate School disburses some grant-in-aid travel funds, which can be used for travel to professional meetings. Application forms for student travel grants may be obtained from the Graduate School. It is advisable to apply for a travel grant if you are presenting a 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.

## **Business Policies**

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### **Leave Guidelines**

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#### **Leave from the Program (not on an assistantship)**

Students who decide that a leave of absence is necessary 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 doctoral program. The plan must include a timetable specifying when course and program requirements will be completed. The Department Chair will not consider any request for a leave until the student, in conjunction with his/her advisor, submits such a plan.

The student will file a [Graduate Leave Status form](#) (GLS) through their myWSU account. GLS is only awarded once in a student's degree career.

For those who have passed their preliminary examination and are not required to be enrolled for visa or other required enrollment purposes, you may choose to go on Continual Doctoral Degree Status (CDS). Please read up on requirements and eligibility in the [Graduate School PP – Chapter 5.A.2.a](#). 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 dissertation.

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

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

### **Travel:**

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For liability purposes, all students seeking to obtain financial reimbursement for work-related travel must

complete a Travel Authority form. Contact your campus academic advisor for access to this form. This form must be submitted, signed by the Department Chair, and initialed by your advisor/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. If funds are available, 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.

### **Checkout/Exit:**

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

### **Grievances:**

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If grievances arise, the student should discuss the problem with their advisor/chair and the Graduate Coordinator(s). If additional consultation is needed, please consult the Department Chair or Unit Director, or as a final resort, the WSU Ombudsman. The WSU Ombudsman Office is in Wilson Short Hall, Room 2, phone (509) 335-1195, and is available to students on all campuses.

### **Dissertation Library:**

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

## General Information

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### Department Offices

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

Washington State University **Spokane**  
College of Education  
PO Box 1495  
Spokane, WA 99210-1495  
Phone: (509) 358-7942  
Fax (509) 358-7933  
[carmen.beck@wsu.edu](mailto:carmen.beck@wsu.edu)

Washington State University **TriCities**  
College of Education  
2710 Crimson Way  
Richland, WA 99354-1671  
Phone: (509) 372-7396  
[andrea.cox@wsu.edu](mailto:andrea.cox@wsu.edu)

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

### Academic Coordinators

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

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

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

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

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

## New Student Information

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### Residency Requirements

<https://gradschool.wsu.edu/establishing-residency/>

### Email

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://tricity.wsu.edu/campusmaps/#top>

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

### I-9 Forms

WSU employs only U.S. citizens and aliens who are authorized to work in the U.S. in compliance with the Immigration Reform and Control Act of 1986. A list of acceptable documentation may be found here

<http://hrs.wsu.edu/wp-content/uploads/2016/05/I9-Acceptable-Documents-9-27-17.pdf>

### W-4 Forms

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

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

### Tax Information

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

Non U.S. Citizens: <https://payroll.wsu.edu/non-u-s-citizens/>

### 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://tricity.wsu.edu/current-students/student-affairs/>

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

*Libraries*

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

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

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

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

*Parking*

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

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

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

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

## Appendix A: Faculty and Research Area

Core Faculty	Research Area
Amir Gilmore, Ph.D.	Research interests are Black Aesthetics, Black Masculinities, Afrofuturism, Afro-Pessimism, and the political economy of schooling. Drawing from recent theorizations of BlackCrit, Amir’s current research examines how anti-Black confrontations impede the lives of Black boys inside and outside of schooling. Moreover, Amir’s research illuminates the understudied phenomenon known as <i>Black Boy Joy</i> . Black Boy Joy is a social and spiritual practice of Black fulfillment and Black being, and the refusal of white supremacist systems.
Johnny Lupinacci, Ph.D.	Research focuses on how people, specifically educators, learn to both identify and examine destructive habits of modern human culture. His work proposes that, through education, teachers can be leaders in confronting dominant assumptions about existing as individuals separate from and superior to the greater ecological systems to which we belong. His research focuses on ecocritical perspectives in teacher education that include anarchist pedagogies, EcoJustice Education, critical animal studies, and radical efforts to support deschooling.
A.G. Rud, Ph.D.	Research focuses on the cultural foundations of education, with particular emphasis on the moral dimensions of teacher education, P-12 educational leadership, and higher education.
Stephany RunningHawk Johnson, Ph.D.	Research focuses on recruiting, retaining and supporting Indigenous students attending universities and majoring in science fields, with a particular emphasis on how the philosophy behind the way science courses are taught creates barriers for Indigenous students, as well as other students of color. Stephany is interested in working with local Tribes to incorporate place-based education and Indigenous Traditional Ecological Knowledges in order to increase Indigenous students’ sense of identity and belonging in a university setting. She is also conducting research on how non-Indigenous instructors can begin to decolonize their curriculum and teaching practices. All of Stephany’s work is dedicated to supporting Nation building, Tribal sovereignty, and empowering Indigenous communities and students in working toward social justice.
Richard D. Sawyer, Ed. D.	Research and scholarship focuses on reflexive and transformative curriculum within transnational contexts, especially those related to education and neo-liberalism and homo-normativity. He recently developed a critical self-study methodology, now in use internationally, called duoethnography. In 2015 he received the outstanding book award for this qualitative methodology from Division D. of the American Educational Research Association. In addition, he studies how educators begin to change their thinking and their teaching in relation to diversity. He has published articles on perceptions (and ways to unfreeze perceptions) of educators in the United States on Palestinians living in refugee camps and individuals resisting NAFTA in Mexico. Finally, he examines how educators change their perceptions and develop new visions for education. He has recently begun publishing on how teachers develop democratic and collaborative visions for public education.

Affiliate Faculty	Research Area
Ashley Boyd, Ph.D.	Research focuses on English education, with emphasis on critical pedagogy, social justice, and broadening traditional notions of multicultural education.
Jane Kelley, Ed.D.	Research and scholarly activities is grounded in critical multicultural analysis and involves the examination of ideology of power in children’s literature and the dissemination of this theory and pedagogy. Kelley’s research is two-fold. First, she applies a critical multicultural analysis to children’s literature in order to bring the ideology of power as it is portrayed in children’s literature. Second, she investigates pedagogical strategies to introduce a critical multicultural analysis to pre-service teachers, service teachers, and graduate students.
Zoe HighEagle Strong, Ph. D.	Research goals are (a) to identify social contexts that promote positive identity, resilience, coping, emotion regulation, and reconciliation among youth that experience threats in educational environments (e.g., peer aggression/bullying, injustice, racism), and (b) to utilize culturally sustaining/revitalizing approaches to support Native American education, aspirations, and preparation for college and/or a career. She Directs the Center for Native American Research and Collaboration.
T. Francene Watson, Ph.D.	Research focuses on school and community gardens, which is inspired through place-based education, critical pedagogy, the arts, and community action research in the Pullman area.
Shameem Rakha, Ph.D.	Research is focused om increasing equity in our schools for students of color. Shameem’s research examines the use of culturally relevant pedagogy to increase student engagement and improve student academic outcomes. Recently, I have been looking specifically at ways to cultivate caring relationships between teachers and students, particularly in situations where there is a mismatch between the cultures of these groups.
Lisa Guerrero, Ph.D.	She is an interdisciplinary scholar who is particularly dedicated to thinking about the impact of intersectionalities, and the relationships between culture and power in both her scholarly work and her classrooms. Her central research and teaching interests include African American literature, black masculinity, African American satire and humor, critical popular culture studies, race and commodity culture, and cultural studies.
David Leonard, Ph.D.	While seemingly disparate in topic, ranging from sporting cultures to video games, from the ways we narrate gun violence to sports media discourse, from post–Katrina hip-hop to Shawn Green’s religious/baseball identities, Leonard’s work is linked by its commitment to examining the ways in which racial meaning is constructed, transformed, and challenged across time and space. He focuses on the manner that representations and dominant discourses teach race within the popular imagination. His work also explores narratives and ideologies within a myriad of popular cultural spaces, examining the ways in which media culture becomes a space of contestation, rearticulation, reification, and even resistance. David Leonard investigates popular culture as both a space of violence/white supremacist affirmation and opposition. Focusing on sports, he underscores the importance of the historic moment of production and consumption, thinking through what we can learn about race, gender, nation, and class through examining popular cultural representations and audience reception.



Affiliate Faculty	Research Area
<p>Carmen Lugo Lugo, Ph.D.</p>	<p>Research focus is on:</p> <ul style="list-style-type: none"> <li>• Puerto Rican and Latina/o/x studies</li> <li>• Race and gender in popular culture</li> <li>• Latina/o literature and constructions of ethnicity and gender</li> <li>• Colonialism/imperialism and empire</li> <li>• Post-9/11 cultural and rhetorical productions</li> <li>• Race relations in the US</li> </ul> <p>Carmen uses literature, history, sociology, ethnic studies, popular culture, and a little bit of luck to teach about issues of race and structural inequalities. On a broad level, she teaches about the relationship between social markers and identities (such as gender, race, class, sexuality, etc.), privilege, power, and the resulting unequal distribution of resources.</p>
<p>Pamela Thoma, Ph.D.</p>	<p>Research focus is on:</p> <ul style="list-style-type: none"> <li>• Asian American Studies (literature, film, popular culture)</li> <li>• Citizenship Studies (neoliberal political economy, biopolitics, labor)</li> <li>• Feminist Cultural and Media Studies (work, women’s health, consumer culture, postfeminist/postracial discourse)</li> <li>• Feminist Theory (affect, gender, intersectionality, labor, reproductive justice, human rights)</li> <li>• Literary Studies (contemporary women’s literature, genre, popular literary and visual culture)</li> <li>• Medical Humanities (literature and visual culture of health, disability, care, philanthropy, illness)</li> <li>• Transnational Studies (activism, labor, global public health, globalization, media)</li> </ul>

## Appendix B: CSSTE Program Coursework and Requirements

### General Overview

The Doctor of Philosophy in Education, with a specialization in Cultural Studies and Social Thought in Education is a research degree program that consists of a minimum of 72 credits. The program consists of a minimum of 45 graded credits and a minimum of 20 credits of CSSTE 800. The remaining credits may include graded (A-F grading rubric) and non-graded (S/F grading rubric) course work relevant to the doctoral program. In collaboration with the advisor/committee chair and other committee members, each student designs his/her doctoral program of study. The committee must approve the plan, which is formalized by submitting the Program of Study to the department chair and Graduate School.

### **Doctor of Philosophy in Cultural Studies and Social Thought in Education (Dissertation) - 72 credits**

				<i>Typically Offered</i>
<b><u>Foundation Core – Required Primary Core (15 credits minimum)</u></b>				
CSSTE	531	Cultural Studies in Education	3	<i>Fall – Odd years</i>
CSSTE	532	Gender, Power, and Education	3	<i>Spring – Even years</i>
CSSTE	533	Race, Identity, and Representation in Education	3	<i>Fall, Spring, Summer</i>
CSSTE	534	Social Theory in Education	3	<i>Fall – Even years</i>
CSSTE	530	Readings in Cultural Studies and Social Thought in Education ( <i>1 credit/semester: 3 credits required</i> )	3	<i>Fall, Spring</i>
<b><u>Required Research Core – (15 credits minimum)</u></b>				
EdRes	562	Epistemology, Inquiry, and Representation	3	<i>Fall, Spring</i>
EdRes	563	Principles of Research	3	<i>Spring</i>
EdRes	564	Qualitative Research	3	<i>Fall</i>
EdRes	565	Quantitative Research	3	<i>Fall, Spring</i>
Tch_Lrn	531	Frameworks for Research in Mathematics and Science Education	3	<i>Spring</i>
<i>Where needed, prerequisites Ed_Psych 505 &amp; 508 may be needed in addition to the 15 credits of required research listed above.</i>				
<b><u>Advanced Research – (3 credits minimum)</u></b>				
CSSTE	544	Discourse Analysis	3	<i>Fall</i>
CSSTE	545	Critical Ethnography in Education	3	<i>Spring</i>
EdRes	569	Arts-Informed Perspectives in Educational Research	3	<i>Spring</i>
<b><u>Required Cognate Area Courses (9 credits)– see PhD Cognate Options or check with your advisor</u></b>				
<b><u>Required Dissertation hours - 20 credits (minimum) – S/U Graded</u></b>				
CSSTE	800	Master’s Thesis and/or Examination credits	20	<i>Fall, Spring, Summer</i>

*Please verify current course offerings in the current time schedule or with your Advisor as class offerings may vary from the typical term offering.*

<sup>1</sup> *Variable credit course in catalog. Be sure you are registering for the correct credits as listed on the course syllabi.*

### Notes on Cognate Area Courses and Additional Courses:

Students may select from the College of Education Cognate/Elective list and/or Plan of Study approved and relevant courses from the following disciplines/fields of study including American Studies, Comparative Ethnic Studies, Higher Education, Sociology, Communication, History, Anthropology, Political Science, to name a few.

## Appendix C: WSU College of Education PhD Cognate Options

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### General Overview

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Education PhD programs at Washington State University are designed to provide focused, discipline-specific expertise to emerging scholars in the fields of 1) Cultural Studies and Social Thought in Education (CSSTE), 2) Educational Psychology (Ed\_Psych), 3) Language, Literacy, & Technology (LLT), 4) Mathematics & Science Education (Ed\_MthSc), and 5) Special Education (Spec\_Ed). Each area contains core research and knowledge important to scholars in that given field.

However, educational research often draws from a wide array of theories, frameworks, and methodologies that cut across various fields of study. Because specific areas of research often have interdisciplinary foci that relate to two or more of the above areas, the five Education PhD programs at WSU have collectively developed sets of courses that represent possible *cognates* in specific areas of study. The courses should be selected in conjunction with your advisor and **can be used to satisfy the cognate area requirement of your program of study**, if applicable. Students have the option of obtaining a/an 1) discipline-specific cognate, 2) interdisciplinary cognate, or 3) dual-area cognate. These options extend any other set of options already offered by the student's given PhD program.

All courses listed below will be offered to all campuses via videoconferencing and will be scheduled in the evening, unless noted below. Scheduling and other logistical issues might prevent a student from being able to take the specified courses in a given cognate. It is recommended strongly that the list of courses be used whenever possible; however, we recognize the need for flexibility and are open to approved changes or course substitutions subject to the approval of the student's advisor and program committee. It is up to the student and faculty advisor to monitor cognate progress and completion.

### Discipline-Specific Cognate Options

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The following cognates are comprised of 3-credit courses recommended for students by faculty in the given areas, and intended for students not enrolled in the given area. They provide collectively a base of knowledge suitable for a cognate in that area.

Discipline-Specific Cognate in ...		
<b>Cultural Studies and Social Thought in Education</b>		
CSSTE 531	Cultural Studies in Education	<i>Fall Even</i>
CSSTE 535	Multicultural Education in a Global Society	<i>Fall every year</i>
CSSTE 536	Environment, Culture, and Education	<i>Spring Odd</i>
CSSTE 537	Place Based Education	<i>Spring Odd</i>
<b>Educational Psychology</b>		
Ed_Psych 502	Theory Foundations of Learning and Instruction	<i>Fall every year</i>
Ed_Psych 573	Motivational Theories	<i>Spring Even</i>
Ed_Psych 521	Topics Course: Embedded Cognition	<i>Fall Even</i>
Ed_Psych 521	Topics Course: Data Management and Visualization	<i>Summer every year</i>

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**Language, Literacy, and Technology**

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Tch_Lrn 511	Foundations of Theoretical Frameworks	<i>Fall Odd</i>
Tch_Lrn 549	Communicating in a Multilingual Society	<i>Spring Odd</i>
Tch_Lrn 570	Theory and Research in Electronic Literacies	<i>Spring Odd</i>

**Choose one of the following:**

Tch_Lrn 550	Second Language Learning and Literacy	<i>Fall Even</i>
Tch_Lrn 562	Foundations of Literacy: Theory & Research	<i>Spring Even</i>

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**Mathematics and Science Education**

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Tch_Lrn 581	Learning & Development in Math & Science	<i>Fall Odd</i>
Tch_Lrn 584	Research on Teaching in Math & Science	<i>Fall Even</i>

**Choose two from the following:**

Tch_Lrn 512	Language and Cultural Factors in Mathematics	<i>Spring Odd</i>
Tch_Lrn 531	Frameworks for Research in Math & Science Education	<i>Spring Even</i>
Tch_Lrn 571	Research in STEM Education	<i>Spring Odd</i>
Tch_Lrn 574	Science for All	<i>Fall Even</i>

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**Special Education**

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Spec_Ed 589	Special Education Personnel Preparation and Professional Development	<i>Fall Odd</i>
Spec_Ed 592	Single Subject Research Design and Methods	<i>Spring Even</i>
Spec_Ed 593	Diversity, Equity, and Inclusion in Special Education	<i>Fall Odd</i>
Spec_Ed 595	Universal Design	

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**Interdisciplinary Cognate Options**

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Students interested in obtaining an interdisciplinary cognate can do so by taking any four of the courses in the above grid. However, it is recommended strongly that the courses be connected by a given theme or focus; advisor and committee approval of an interdisciplinary cognate is required.

To assist students and advisors interested in the interdisciplinary option, the following cognates have been created that are comprised of 3-credit courses offered in several different WSU PhD programs, connected by a specific focus identified in the cognate title.

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**Interdisciplinary Cognate in ...**

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**Research Methods across Disciplines**

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Ed_Psych 521	Topics Course: Data Management and Visualization	<i>Every Summer</i>
Spec_Ed 592	Single Subject Research Design and Methods	<i>Spring Even</i>
Tch_Lrn 511	Foundations of Theoretical Frameworks (LLT)	<i>Fall Odd</i>
Tch_Lrn 531	Frameworks for Research in Math & Science Education	<i>Spring Even</i>

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**Research on Learning and Cognition**

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Ed_Psych 502	Theory Foundations of Learning and Instruction	<i>Fall every year</i>
Spec_Ed 593	Diversity, Equity, and Inclusion in Special Education	<i>Fall Odd</i>
<b>OR</b>		
Tch_Lrn 550	Second Language Learning and Literacy	<i>Fall Even</i>
Tch_Lrn 562	Foundations of Literacy: Theory & Research	<i>Spring even</i>
Tch_Lrn 581	Learning & Development in Math & Science	<i>Fall Odd</i>

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**Research on Equity in Education**

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CSSTE 535	Multicultural Education in a Global Society	<i>Fall every year</i>
Spec_Ed 593	Diversity, Equity, and Inclusion in Special Education	<i>Fall Odd</i>
<b>OR</b>		
Tch_Lrn 512	Language and Cultural Factors in Mathematics	<i>Spring Odd</i>
Tch_Lrn 574	Science for All	<i>Fall Even</i>
Tch_Lrn 549	Communicating in a Multilingual Society	<i>Spring Odd</i>

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**Research on Instruction**

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CSSTE 537	Place Based Education	<i>Spring Odd</i>
Spec_Ed 595	Universal Design	
Tch_Lrn 570	Theory and Research in Electronic Literacies	<i>Spring Odd</i>
Tch_Lrn 584	Research on Teaching in Math & Science	<i>Fall Even</i>

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**Research on Social Aspects of Education**

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**Choose 4 of the 5 courses listed:**

CSSTE 536	Environment, Culture, and Education	<i>Spring Odd</i>
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Ed_Psych 521	Topics Course: Embedded Cognition	<i>Fall Even</i>
Spec_Ed 595	Universal Design	
Tch_Lrn 549	Communicating in a Multilingual Society	<i>Spring Odd</i>
<hr/>		
<b>OR</b>	Tch_Lrn 512	Language and Cultural Factors in Mathematics
	Tch_Lrn 574	Science for All
		<i>Spring Odd</i>
		<i>Fall Even</i>

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### Dual- and Multi-area Cognate Options

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Students interested in obtaining a dual-area cognate can do so by taking four courses that are 1) thematically connected, 2) outside of the students' degree program, and 3) approved by the student's advisor and committee. The courses should provide students with core knowledge in both fields of study, as well as the basis for a collective focus across the areas.

If deemed appropriate, students could create a cognate by taking courses in three different program areas if they satisfy the three criteria outlined above.

Here are two examples of potential dual- and multi-area cognates:

- ***Literacy in Special Education:*** Tch\_Lrn 549, 562; Spec\_Ed 593, 595
- ***Equity in STEM Education:*** Tch\_Lrn 512, 549, 574; CSSTE 535

## Appendix D: Required Forms for Program

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**Tch Lrn Independent Study form** – A form to be used every time you enroll in 521, 522, 523, 524, 590, 600, 700 or 800. For majors: CSSTE, Ed\_MthSc, LLT, MIT, Spec\_Ed, Tch\_Lrn.  
<https://education.wsu.edu/documents/2015/09/tl-independent-study-enrollment-form.pdf/>

All current/updated Graduate School Forms may be found on their website  
<https://gradschool.wsu.edu/facultystaff-resources/18-2/>

**Deadlines and Procedures** – These are the deadlines and procedures for graduation set by the Graduate School and updated yearly.

**Program of Study** – Your advisory committee assists you in the development of your proposed program of study.

**Preliminary Exam** – Must have approved program of study on file, and permission from committee. Check deadlines.

**Proposal Defense (D1)** – To schedule your dissertation or thesis proposal meeting, please have your committee sign the D-1/T-1 scheduling form. A D-1 form must be completed at a dissertation proposal meeting. Found at <https://education.wsu.edu/graduate/dissertationforms/>

**Final Scheduling form** – Must have approved form on file at the Graduate School before scheduling final defense or exam.

**Application for Degree** –

The Application for Graduate Degree and Graduation should be submitted early in the semester *prior* to graduation and by posted deadlines. Apply online through your myWSU account, see instructions at <https://gradschool.wsu.edu/graduation-application/>. The Graduate School will generate an official “To Do” list that specifies any deficiencies that students have in their program. Please note: *The Apply for Graduations link will not be active if the Graduate School does not have an approved Program of Study on file.*

**Guidelines for Theses and Dissertation Formatting and Submission** – Instructions for finalizing and submitting your dissertation.

**Final Dissertation/Thesis Acceptance Checklist** – A list of tasks to be completed in the semester in which you are planning to graduate.

**Graduation Checklist** – A list of tasks to be completed in the semester in which you are planning to graduate.

**Survey of Earned Doctorates** – Submit along with your final dissertation. To be completed online and submitted to [gradschool@wsu.edu](mailto:gradschool@wsu.edu).

**Additional Forms:**

**Committee Change** – to add or remove a committee member.

**Change of Program** – if a change is made to a program of study after the program has been approved by the Graduate School.

**Graduate Leave Form** – For graduate students who wish to go on official graduate leave.

**Petition Form** – Petition changes in enrollment and/or academic calendar deadlines.

**Re-enrollment** – If you are unable to attend courses for a semester, you will be required to submit a re-enrollment form. This has a \$25 nonrefundable processing fee.

**A Note on official Graduate School Forms:** Forms must have complete information and any/all required signatures before submission through the Office of Graduate Education before they will be routed to the Graduate School for final approval. Any forms received that are missing required information will be returned; this may result in delayed processing time and effect deadlines.



## **Appendix E: Annual Review**

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According to policies established by the Graduate School and Cultural Studies and Social Thought in Education Ph.D. Program Faculty, faculty will review all graduate students annually in order to monitor their progress. All students will be informed in writing of the results of this review.

Student progress through the program will be considered using the following framework but this consideration will not be limited to this framework. Students should submit an updated vita and statement of progress each year documenting their yearly and cumulative progress, including any steps taken to address comments from past annual reviews.

## Appendix F: Program Outcomes and Assessment

### Evaluation Documents for Teaching and Learning PhD Students, including Cultural Studies and Social Thought in Education Students

#### Graduate Program Outcomes and Assessment System

Graduate Program Outcomes (All graduate students)	Data/Measurement(s) and Source	Data Collected (When/Who)	Analysis (When/Who)	Program Improvement
1. Program graduates locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice.	Preliminary Exams; Research Core; Dissertation; Papers in various courses	Year 3 of program; Faculty in research courses; Program Committee	Program Committee; faculty in courses	We use research and scholarly inquiry in our courses to help us mentor students
2. Program graduates effectively communicate scholarly work through written, oral, and/or alternate formats.	Course assignments; Preliminary Exam and oral defense; Dissertation	Faculty in courses; Program Committee	Faculty in courses; Program Committee	We use research and scholarly inquiry in our courses to help us mentor students
3. Program graduates skillfully inquire into areas of program-related interest.	Course Assignments; Dissertation	Faculty in courses; Dissertation Committee	Faculty in courses; Dissertation Committee	We use research and scholarly inquiry in our courses to help our students present and publish articles
4. Program graduates develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision making.	Course assignments; Dissertation	Faculty in courses; Dissertation Committee	Faculty in courses; Program Committee	We use research and scholarly inquiry in our courses to help our students present and publish articles
5. Program candidates value diversity and social justice and these principles are integrated into their scholarly work.	Course Assignments; research papers; dissertation	Faculty in Courses; dissertation committee	Faculty in courses;	The entire program is centered on issues of equity and diversity in research and practice
Additional Doctoral Level Learning Outcomes	Data/Measurement(s) and Source	Data Collected (When/Who)	Analysis (When/Who)	Program Improvement
6. Program graduates conduct and disseminate original scholarship that demonstrates acquisition and application of new knowledge and theory.	Dissertation written and oral defense	End of Program by Committee	Dissertation Committee	We use research and scholarly inquiry in our courses to help our students present and publish articles
7. Program graduates become emerging experts in their area of study.	Dissertation; Conference presentations and publications	End of program by Committee ;	Dissertation Committee; Peer reviews in the field	We use research and scholarly inquiry in our courses to help our students present and publish articles

## Appendix G: CSSTE Successfully Graduated Students

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Student Name, Year of Successful Defense, Dissertation Title, Advisor

1. John Traynor (2007) *Ad Majorum Dei Glorium: Jesuit Secondary Education in Washington State*. Mike Hayes
2. Maria Moscatelli (2008) *The Socialization Process of the Student Teacher During the Student-Teaching Experience: Continuous Negotiation Between Student Teacher and Mentor Teacher*. Mike Hayes
3. Hillary Merk (2008) *Community Building Makes It Nice For Everybody?: Teachers' Understandings and Practices of Classroom Management*. Pam Bettis
4. Bob Manteaw (2008) *Education for Sustainable Development: An Emergent Discourse for Multi-Sector Learning and Action Partnerships*. David Greenwood.
5. Tami Moore (2008). *Placing Engagement: Critical Reading of Interaction between Regional Communities and Comprehensive Universities*. Dawn Shinew.
6. Melissa Saul (2009) *Peace Education in the Context of Occupation*. Dawn Shinew.
7. Christina Garcia (2009) *Neustria's Voices Resisted: Experiences of Chicanas/Latinas in the Pacific Northwest*. Paula Groves Price
8. Courtney Williams (2009). *Problems Come With the Package: Exploring the Effects of Race, Gender, and Media on Identity Development of African American Adolescent Girls*. Leslie Hall
9. Brandon Sternod (2009). *Critically Examining Men, Masculinities, and Culture: Boys in Crisis and Male Teachers as Role Models*. Pam Bettis
10. Shiron Patterson (2009). *Beyond Color, Beyond Name: African American Youth Perceptions of Historically Black Colleges and Universities and Predominantly White Universities*. (Ed.D) Paula Groves Price
11. Birgitte Brander (2010) *Enactments of Culturally Responsive Teaching in Schools and Classrooms: A Case Study*. Paula Groves Price.
12. Debbie Dougan (2010). *Can You See The Beauty? Nonviolent Communications as Counter Narrative in the Lives of Former Prisoners*. Leslie Hall.
13. Paul Mencke (2010) *Responding To Critical Pedagogy: Marginalized Students and the College Classroom*. Dawn Shinew.
14. Xyanthe Neider (2010) "When you come here, it is still like it is their space": *Exploring the Experiences of Students of Middle Eastern Heritages in Post 9/11 U.S. Higher Education*. Pam Bettis (Higher Ed Degree)

15. Sanford Richmond (2011) *Hip Hop Ain't Dead, It's Sittin' in the White House: A Critical Discourse Analysis of Hip Hops Cultural, Social, And Political Influence on American Society*. Paula Groves Price.
16. Sean Agriss (2011). *Reimagining The Norm: The Family And Medical Leave - Taking Practices Of Faculty In Higher Education Who Identify Outside Of Strict Heterosexual Family Structure*. Dawn Shinew.
17. Theresa Watson (2012). *Soul Music from an Educator: Sustainability and Garden Education in Schools*. Dawn Shinew.
18. Davina Hoyt (2013). *Living Two Lives: The Ability Of Low Income African American Females In Their Quest To Break The Glass Ceiling Of Education Through The Ellison Model (TEM) Mentoring Approach*. Mike Hayes.
19. Joan Oviawe (2013). *Appropriating Colonialism: Complexity and Chaos in the Making of a Nigeria-Centric Educational System*. Mike Hayes.
20. Leola Dublin MacMillan (2013). *Crystallizing Quintessence: Recognizing Black Girl Heterogeneity*. Pam Bettis (American Studies)
21. DaVina Hoyt (2013). *Living two lives: The ability of low income African American females in their quest to break the glass ceiling of education through The Ellison Model (TEM) Mentoring approach*. Mike Hayes.
22. Adam Imbrogno Attwood (2015). *Aesthetic literacy through the avant-garde: Establishing an aesthetically responsive curriculum*. AG Rud.
23. Mary Crowell (2015). *Facilitating Difficult Knowledge in the Classroom: Intimate Transgressive pedagogy From a Psychoanalytic Poststructural Feminist Framework*. Pam Bettis.
24. Araceli Frias (2015). *Reconceptualising Graduate School Preparation: Examining Undergraduate Scholars' Responses to a Critical Race Curriculum*. Pam Bettis.
25. Nicolau N. Manuel (2015). *Language and Literacy Policies in Sub-Saharan Africa: Towards a bilingual language education policy in Angola*. Pam Bettis.
26. Maria Isabel Morales (2015). *Conocimiento y Testimonio: An Exploratory Case Study of Mexican American Children of (Im)migrants Learning With(in) Cherry Orchards*. Pam Bettis.
27. Shannon Christine Gleason (2016). *Unmasking STEM: A Feminist Policy Analysis*. AG Rud.
28. Patricia Maarhuis (2016). *Replies to wounds: Meaning across multiple ekphrastic interpretations of interpersonal violence and the clothesline project*. AG Rud
29. renée holt (2016). *An Indigenous Inquiry on Culturally Responsive Curriculum*. Paula Groves Price.
30. Charise DeBerry (2017) *Empowerment Through Incorporation: Discourses of Success and Othering at One Land-Grant PWI*. Paula Groves Price.

31. Manee Moua (2017) *Illuminating the Complexities of a First-Generation, Hmong American Mother in Graduate Education*. Pam Bettis.
32. Meghan Levi (2017) *The Miseducation of the Good Girl: A Feminist Policy Discourse Analysis of the Collegiate Ideal for Women Post World War II*. Pam Bettis.
33. Edmundo M. Aguilar (2017) *Between Worlds: A Personal Journey of Self-Reflection While on the Path of Conocimiento*. Paula Groves Price.
34. Stephen Yoder (2017) *The New Wild West and Critical Pedagogy in Higher Education: Challenging First-Year Student Identity and Epistemology Through Curriculum*. AG Rud.
35. Nancy Carvajal-Medina (2017) *Testimonios of the U.S. Rural "Homeless": A Critical and Decolonizing-Decolonized Ethnography*. Pam Bettis.
36. Nicole Ferry (2018) *There's a Leader in You!: A Critical Mapping of Leadership Discourse in the American University*. Pam Bettis.
37. Matthew Jefferies (2018) *Destabilizing Gender Inclusive Housing: A Feminist Poststructural Policy Analysis*. Pam Bettis.
38. Beth Buyserie (2018) *Language, Knowledge, and Power in a Composition Program: Applying Critical Race Theory, Queer Theory, and Decolonial Scholarship to a Participatory Action Research Project*. Paula Groves Price.
39. Nicole Ferry (2018) *There's a Leader in You!: A Critical Mapping of Leadership Discourse in the American University* Pam Bettis
40. Mary Ward (2019) *Possibilities for an Inclusive Praxis: A Feminist Analysis of Discourses of Mindfulness and Inclusion* AG Rud
41. Bruce Hazelwood (2019) *"Get That Son of a Bitch Off the Field!": Sport in University Classrooms* Pam Bettis
42. Caitlyn Scales (2019) *(Re)Imagining Global Identities at the Central Idaho School: A Critical Ethnography* Paula Groves Price
43. Darci Graves (2019) *Armed with More than Knowledge: An Auto Ethnographic Exploration of Gun Culture* Pam Bettis and Ashley Boyd (Co-Chairs)
44. Carolina Silva (2019) *"Let's Fuck Shit Up!": Inside the Immigrant Youth Movement in Rural Washington* Paula Groves Price
45. Amir Gilmore (2019) *The Joyful Sounds of Being Your Own Black Self* Pam Bettis
46. Paulina Abustan (2020) *Alternative Worldmaking of Intersectional Disability Justice and Queer Critical Race Feminists Found in an Elementary School: A Critical Intersectional Feminist Ethnography* AG Rud
47. Courtney Benjamin (2020) *"You Don't Have to Become a Man to Succeed in STEM": A Critical Discourse Analysis of STEM Faculty Women's Participation in an External Mentor Program* Paula Groves Price

48. Venice Guillory-Lacy (2020) *“Our Community is Just Not Ready for You Yet: A Critical Qualitative Study of Black Women K-12 School Administrators* Paula Groves Price
49. Emmanuel Jaiyeola (2020) *Interrogating Women’s Grassroots Empowerment Program in Nigeria: A Case Study of Ogotun Mat Weaving Center in Ogotun-Ekiti, Nigeria* Pam Bettis
50. Roy Escobar (2020) *Knowledge Sits in Places: School function and Prison Form* T. Francene Watson and AG Rud (Co-Chairs)
51. Jeremiah Sataraka (2020) *Toward an Ocean Critical Race Theory* Paula Groves Price
52. Callie Palmer (2021) *Troubling My Settler Past: A Critical History of Whitman County* John Lupinacci
53. Lauralea Edwards (2021) *Exploring Equity and Access in Scholarship Applications Using Machine Learning: A Mixed Methods Approach* AG Rud
54. Jenne Schmidt (2021) *(DE)Constructing Nature and Disability Through Place: Towards an Eco-CRIP Politic* John Lupinacci
55. Marco Cerqueira (2022) *Abrazando Quetzalcóatl and La Coatlicue: A Nephantlera Waking the Path of the Snake* Susan Finley and John Lupinacci
56. Toria Messinger (2022) *Poetic Discourse Analysis: The Roles of Education in Prison Abolishment and Futures of Public Health and Safety* AG Rud
57. Mohammad Alshammari (2022) *In Light of Saudi Vision 2030: Exploring Educational Leaders' Perceptions Towards Implementing Privatization in Higher Education* AG Rud
58. Zachary Mazur (2022) *Critically Conscious Curation and the Role of Arts Based Research in a Curriculum of Care* John Lupinacci and Susan Finley