



College of Education

DEPARTMENT OF TEACHING AND LEARNING

Language, Literacy & Technology Program Student Handbook

Master's Degrees

Pullman, Vancouver, Spokane, & Tri-Cities



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Welcome from the Chair

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

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

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

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

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

Introduction

Congratulations on your admission to the Language, Literacy and Technology (LLT) Program in the Department of Teaching and Learning at Washington State University (WSU). The LLT Master's Program combines two areas of focus, English Language Learners (ELL) and Literacy Education, and integrates education technology. The guidelines in this Student Handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in the Handbook, please contact your advisor or the staff in the Office of Graduate Education (Cleveland Hall 70) in the College of Education (COE). You can also visit our website (<https://education.wsu.edu/graduate/>) for additional information.

The forms described in this Handbook are available from the College of Education (COE) Office of Graduate Education website (<https://education.wsu.edu/graduate/formsanddeadlines/>) and the Graduate School website (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>). Some of the forms contained in the appendices of this document have been reformatted to fit this Handbook and, therefore, should not be copied for official use.

Language, Literacy, and Technology Program Overview

Program Vision

Equitable access to and success with education worldwide through literacy instruction, language learning, and technological innovation

Mission

To engage learners with local and international research communities in order to understand and apply effective research-based language and literacy education practices enhanced by technology.

Student-Focused Program Goals

1. Students engage in meaningful research around language learning and literacy practices incorporating technology innovation in content areas;
2. Students design and implement effective research-based language and literacy instruction that incorporates technology in either formal or informal settings;
3. Students articulate how human and technological development, first and additional language acquisition, culture, community, and policy shape instructional literacy and language practices throughout our lives;
4. Students advocate for all learners and their families by collaborating with schools, communities, and educational agencies.

Student Learning Outcomes

1. Students will be able to locate, analyze, and synthesize research literature, and apply this information to problems of practice.
2. Students will be able to skillfully communicate scholarly work through written, oral, and/or alternate formats.
3. Students will be able to effectively apply their knowledge and skills to their professional contexts.
4. Students will be able to demonstrate scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making.

The Language, Literacy, and Technology Master Degree Handbook is designed for current and prospective students on the Pullman, Spokane, Tri-Cities, and Vancouver campuses. Current master's degree students will find this Handbook helpful in understanding the degree program options, the process for enrolling in coursework, and information regarding policies and procedures for successfully completing a degree program. If you have questions that are not addressed in these guidelines, please visit our website (<https://education.wsu.edu/college/tl/>), contact your advisor, or contact/visit the Academic Coordinators within the College of Education's (COE) Office of Graduate Education.

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

Master of Education (Ed.M.)

The Master of Education (Ed.M.) degree in LLT is designed for students wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The Ed.M. degree program consists of a minimum of thirty (30) graded credits plus a minimum of two (2) credits for the final project (TCH LRN 702). Enrollment in TCH LRN 702 usually involves research/scholarship activities associated with a Special Project. The performance criteria in TCH LRN 702 are based on a satisfactory/fail scale, as opposed to a letter grade. This degree is available on Pullman, Spokane, Tri-Cities, and Vancouver campuses.

Master of Arts in Education (M.A.)

The Master of Arts (MA) degree is designed for students who desire to study and explore educational research. The MA degree is well suited for those students wishing to eventually pursue a doctoral degree or a research/leadership role in schools or organizations/agencies. The MA degree program consists of a minimum of thirty (30) graded credits with an additional four (4) credits of thesis work (TCH LRN 700). The performance criteria in TCH LRN 700 are based on a satisfactory/fail scale, as opposed to a letter grade. This degree is available on the Pullman and Spokane campuses.

Program Content

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

<https://gradschool.wsu.edu/documents/2016/08/program-study-request.pdf/>

The course of study for the Master of Education (Ed.M.) in LLT includes a minimum of thirty (30) graded credits plus a minimum of two (2) credits for the final project (TCH LRN 702). The Master of Arts (M.A.) in LLT also requires thirty (30) graded credits with an additional minimum of four (4) credits of thesis work (TCH LRN 700). Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

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

LLT Masters Credit Overview

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

Program Faculty by Campus

Pullman

Joy Egbert, Ph.D., University of Arizona, jegbert@wsu.edu

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

Anne Marie Guerrettaz, Ph.D., Indiana University, a.m.guerrettaz@wsu.edu

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

Jane Kelley, Ed.D., University of Massachusetts, jekelley@wsu.edu

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

Kelly Puzio, Ph.D., Vanderbilt University, kelly.puzio@wsu.edu

- Literacy instruction, Differentiated instruction, Culturally relevant instruction

Tom Salsbury, Ph.D., Indiana University, tsalsbury@wsu.edu

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

Susan Skavdahl, M.Ed., University of Idaho, susan.skavdahl@wsu.edu

- Educational Technology K-8, Practicum supervisor for Special Education

Margaret Vaughn, Ph.D., University of North Carolina at Greensboro, margaret.vaughn@wsu.edu

- Adaptive and equitable practices to support student agency and literacy learning.

Tri-Cities

Yuliya Ardasheva, Ph.D., University of Louisville, yuliya.ardasheva@wsu.edu

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

Eric Johnson, Ph.D., Arizona State University, e.johnson@wsu.edu

- Language policy, Bilingual education, Immigrant education

Sarah Newcomer, Ph.D., Arizona State University sarah.newcomer@wsu.edu

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

Vancouver

Deanna Day, Ph.D., University of Arizona, dday-wiff@wsu.edu

- Children's literature, Literature circles, Digital literacy

Jessica Masterson, Ph.D., University of Nebraska-Lincoln, jessica.masterson@wsu.edu

- Secondary language and literacy education, Youth literacies, and Democratic education

Academic Requirements, Policies, and Procedures

Degree Requirements Mandatory Research Training

As of the Spring 2020 term, mandatory training for CITI Responsible Conduct of Research/Conflict of Interest is required of all graduate students. This is a web-based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. You are encouraged to take this training as soon as possible. This training will take approximately 2-3 hours, depending on how in-depth you choose to read. Once you have completed this training, you will receive an email confirmation of your completion. Please forward this email to the College of Education Office of Graduate Education (gradstudies@wsu.edu) and if you have been awarded an assistantship to that department as well. You will not be eligible for an assistantship until after completing this training.

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

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

Academic Standing and Annual Review

You must 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 determine whether or not you will be allowed to remain in the program.

Each year the Graduate School requires progress reviews of all graduate students. The LLT Coordinator initiates this review by sending the Student Self-Evaluation Form for Annual Review survey link to you via email. You must complete the self-evaluation/progress review within ten (10) business days of receiving it. After your advisor/chair reviews your Self-Evaluation, your advisor will complete the Faculty Assessment of Student Progress 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.

Grade Point Average

You are required to have a 3.0 cumulative and a 3.0 program GPA to be awarded a graduate degree. No course may be repeated for a higher grade if the final grade is C or higher. Any course listed in the Program of Study for a degree with a grade of C- or below must be repeated, and the course cannot be repeated on a S/U (satisfactory/ unsatisfactory) basis.

If you are a regularly admitted graduate student who has completed only one semester or one summer session of graduate study with a GPA of 2.75 or above, you are eligible for continued enrollment. Upon completion of two semesters, one semester and one summer session, or two summer sessions of graduate study and thereafter, a 3.0 GPA or above is required for continued

enrollment in the Graduate School. If you are admitted on provisional status, you must maintain at least a 3.0 GPA to continue your enrollment in the Graduate School.

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

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

Registration and Credit Load

As a graduate student, you must complete appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of ten (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) TCH LRN 700 (thesis) research credit or TCH LRN 702 (non-thesis) project credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of two (2) credit hours and no more than nine (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/>).

Temporary/Permanent Advisor and Committee

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

You should select a permanent advisor during your first semester of study. This typically occurs after you become acquainted with the various scholarly and research interests of the faculty members. To be a permanent advisor, a faculty member must meet specific College and University requirements. The permanent advisor for an Ed.M. student must be a tenured professor/faculty member, a tenure-track professor/faculty member, or a clinical professor/faculty member. For students in the MA degree program, the permanent advisor must be a tenured professor/faculty member or a tenure-track professor/faculty member. The permanent advisor also serves as the chair of your master's degree program committee and will assist you in developing a Program of Study and selecting at least two (2) additional faculty members to serve on your master's degree committee.

The master's degree committee must consist of a chair/advisor and at least two (2) additional faculty members. To be a master's degree program committee member, faculty must meet specific College and University requirements. The members of an Ed.M. student's master's degree and the MA degree program committee must be tenured professors/faculty members, tenure-track professors/faculty members, or clinical professors/faculty members.

Your permanent advisor/chair and other committee members are identified on the Program of Study form when it is completed (see below). The advisor/chair, the other committee members, and the Chair of the Department of Teaching and Learning must approve this form before it is sent to the Graduate School for final approval.

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

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

Developing and Submitting the Program of Study

The Program of Study (POS) Request form (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>) lists your chair and other committee members and the courses that comprise your master's program. Your permanent advisor/committee chair, in collaboration with other members of your thesis committee, will help you identify the appropriate coursework and research activities for your program of study. The courses are then listed on the Program of Study form. When committee members approve the form, it indicates they agree to be on your committee and approve your Program of Study. You should receive an email confirmation before seeking their approval on your POS.

The core courses for the M.A. include a minimum of thirty (30) semester hours of graded course work and additional four (4) hours for thesis work and defense. The core should include the required foundation courses listed in this handbook and the Research Core.

These graded courses are listed in the "Core Program" section of the Program of Study form. Generally, only graduate-level WSU and transfer courses can be included in the Program of Study. However, your thesis master's program committee may approve up to six (6) credits of non-graduate credit (300- or 400-level courses at WSU – A-F grading rubric) or your non-thesis master's program committee may approve up to nine (9) credits of non-graduate credits for your program of study. Courses graded S/F may NOT be used in the core program. Any course included in the Program of Study form in which a grade of "C-" or below is earned must be repeated as a graded course (it cannot be repeated on an S/F basis-satisfactory/fail), nor may it be dropped from your Program of Study.

In the "Research and Additional Studies" section of the Program of Study form, list the Special Projects or Independent Study (TCH LRN 600); the non-thesis Master's Special Problem, Directed Study and/or Examination (TCH LRN 702) credits; and the thesis Master's Research, Thesis, and/or Examination (TCH LRN 700) credits; you plan to take, as well as courses taken on an S/F basis.

For a non-thesis degree, you must enroll in a minimum of two (2) credits of TCH LRN 702 in the semester you take to defend your Special Project/Exam.

For a thesis degree, you must enroll in a minimum of two (2) credits of TCH LRN 700 in the semesters in which you take defend thesis Proposal Defense (T1) and the semester you defend your thesis. Your program must include at least four (4) credits of TCH LRN 700. Each semester you must enroll in at least one (1) credit of TCH LRN 700. Before enrolling, meet with your advisor to discuss your goals and to complete the Independent Study Form (<https://education.wsu.edu/graduate/formsanddeadlines/>). Submit the form to the Teaching & Learning Office, Cleveland 321, before the 10th day of classes.

The [Program of Study](#) is submitted through your myWSU account. The electronic routing for Graduate School forms may be found in your 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 Graduate School approves the program of study, an email is sent to you and the COE Office of Graduate Education. The approved program becomes a part of the requirements for the degree and becomes a "contract" between the Graduate School, the academic program, and you.

Although Graduate School policy requires that this form be completed no later than the beginning of the third semester of graduate work, you are encouraged to submit it shortly after your first semester of coursework and no later than when you have obtained 15-18 graded credits. You are held to the master's 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 the admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your Program of Study.

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

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

Transfer Credit and Credit Restrictions

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

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

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

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

Deadlines

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

Continuous Enrollment Policy

All full- and part-time degree-seeking graduate students at all campus locations must maintain continuous enrollment in the Graduate School, registering for each semester, excluding summer sessions, from the time of first enrollment until all requirements for the degree are completed. Continuous enrollment is maintained by registering for a minimum of two (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/>).

Endorsement Information

If you wish to add an ELL or Reading Endorsements (or any other endorsement) to your teacher certificate must apply to the WSU endorsement program. After all coursework and testing requirements are met, you must submit a separate application to have the endorsement added to your teaching certificate. More information and applications can be found on the COE website (<https://education.wsu.edu/teacherresources/addonendorsements/program/>).

Leave Guidelines

Leave from the Program (not on an assistantship)

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

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

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

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

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

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

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

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

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

Thesis Students: Within five (5) business days after the defense, upload the final thesis to the provided ETD/Proquest link, upload to myWSU > Profile > Service Request a PDF copy of the title page, signature page, and abstract page, and the [Hold Harmless Agreement/Copyright Acknowledgement](#).

Thesis Submission and Binding

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

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

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

Thesis Library

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

Awarding of the Degree

After completing the degree requirements for the master's and the student's account is cleared, you will receive the diploma approximately 6-8 weeks after the term is completed.

Graduate Student Exit Survey

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

Degree Requirements for Thesis/Special Project/Final Examination

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

The Ed.M. degree program requires a project as a culminating product and/or an oral/written final examination in addition to course work (referred to in procedures and policies as the “Special Project”). See ([Appendix D](#)) for the various possible Special Projects. You register for a minimum of two (2) credits of TCH LRN 702 when completing the Ed.M. Special Project in your final semester. However, the planning for the TCH LRN 702 project should begin two (2) semesters earlier. The Special Project is a research/inquiry project that you design in collaboration with your advisor/chair and your committee members. The purpose of the project is to demonstrate your understanding of educational research and its applicability to practice in your field of study. In addition, it demonstrates your ability to understand, evaluate, and critique educational research.

As indicated in ([Appendix D](#)), the Project can take the form of historical or policy analysis, a review and analysis of the research literature in a specific area, a descriptive research project, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative type of Project which must be approved by your advisor/chair and committee members.

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

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

Steps for Completing a Special Project

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

The committee will evaluate the Special Project proposal and either approve it, approve it subject to modifications, or deny the Special Project proposal by the Special Project Proposal Approval

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

3. At the beginning of the semester before which you plan to graduate; you should [Apply to Graduate in myWSU](#). Your Program of Study MUST be approved by the Graduate School before this link will open in your myWSU Student Center. If you do not graduate in the semester for which you applied, you must reapply for the degree. The fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.
4. At the beginning of the term that you will defend your program, you must register for a minimum of two (2) credits of Tch_Lrn 702 when completing the EdM Special Project.
5. During the semester in which you are completing the Special Project, you should:
 - a. Share drafts of the final project report with your advisor.
 - b. Meet regularly with your advisor/committee chair to review your progress.
 - c. When the final written version of the completed Special Project has been approved by your advisor/committee chair and committee members, schedule a final oral or written examination (a presentation of your project to your committee). The official Scheduling Exam form (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>) is available on the Graduate School website. Please check the Graduate School's Deadlines and Procedures bulletin to determine the last possible date to conduct a final oral or written examination (your presentation) in any semester. This can be found on their forms website. Your scheduling form must be submitted through myWSU to your Committee at least 15 business days prior to your final exam (presentation). All committee members must be present at the examination.
 - d. At least two weeks before the oral or written examination (your presentation), provide your committee with a final written copy of the Special Project.
6. Following the final oral or written examination (the project presentation), your committee members will complete ballots that indicate a pass/fail outcome. Your advisor/committee chair will notify you of the ballot outcome. In most cases, even a student who passes will be expected to complete some revisions in the written document.
7. Students have five (5) business days after their final defense to submit a digital copy of their Special Project to your advisor.
8. After you complete the final examination, complete the Graduate Student Exit Survey online (Office of Assessment will send you an email).

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

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

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

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

Steps for Completing the Thesis

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

The committee will evaluate the proposal and either approve it, approve it subject to modifications, or deny the thesis proposal with the T1 Approval Form (<https://education.wsu.edu/graduate/dissertationforms/>). If the committee approves the proposal, you can proceed to conduct the thesis. However, if your thesis involves human subjects, you must

obtain Institutional Review Board (IRB) approval for the research before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your thesis not meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the Office of Graduate Education. The human subjects approval form is available on the IRB website (<http://www.irb.wsu.edu/>).

3. If the thesis proposal is denied, you should work with your advisor/committee chair to revise the proposal. If the proposal is denied, you must hold another T-1 meeting, during which the committee will review the revised proposal.

Your advisor/committee members are responsible for ensuring that you follow the appropriate thesis format. Contact the Graduate School or visit its website for the requirements regarding final acceptance of the thesis. Your advisor/committee members must approve your final written thesis before you can schedule the final oral examination. For information about the format of the thesis, please refer to the [Thesis and Dissertation guidelines and documents](#) found on the Graduate School website.

Please check not only the Graduate School's Deadlines and Procedures (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>) to determine any date restrictions to conduct a final oral examination (your presentation) in any semester but also your committee's availability, as they must be present at your examination.

4. At the beginning of the semester, before you plan to graduate, you should [Apply to Graduate in myWSU](#). Your Program of Study MUST be approved by the Graduate School before this link will open in your myWSU Student Center. If you do not graduate in the semester for which you applied, you must reapply for the degree. The fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.
5. At the beginning of the term, you will defend your program register for a minimum of two credits of TCH LRN 700 when completing the thesis and defending.
6. After the committee approves the final written thesis, you may schedule the final oral examination by completing the Final Examination Scheduling Form. To schedule the examination, the student completes the official university [Scheduling Final Examination form](#). Students upload this form to myWSU > Profile > Service Request for electronic approvals within myWSU. Only complete forms will be processed and forwarded for committee, departmental chair and ultimately Graduate School approval.
 - a. The completed scheduling form and thesis must be submitted at least 15 business days before the scheduled examination date.
 - b. At the same time, a PDF copy of the thesis draft must be [uploaded through Proquest for the official formatting check](#). Although the Proquest Administrator checks the thesis, this check does not constitute final acceptance as it only scans the document for formatting issues. The content is reviewed and approved by the committee.

- c. At the same time, a copy of the thesis should be delivered to the COE Office of Graduate Education (gradstudies@wsu.edu) for distribution and announcements.

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

7. If copyrighted material is included in the thesis or project, you must obtain written permission from the copyright owner to reproduce the material in the thesis/project. Such written permission must be submitted to the Graduate School at final acceptance.
8. Final oral examinations for the thesis are public. The examining committee shall include your advisor, members of your committee, and may include any other faculty members. Although any member of the public at large may attend a final examination, only Graduate Faculty members may ask questions and ballot. All members of the student's committee must attend and ballot.
9. Following the final oral examination, your committee members will ballot to indicate a pass/fail status. Your advisor/committee chair will notify you of the outcome.
10. After passing the final oral examination, you have five (5) business days to submit the final corrected digital copy of the thesis to [the link provided by the Proquest Administrator after the precheck](#).
 - d. Additionally, you must upload to myWSU > Profile > Service Request a PDF copy of the title page, signature page, and abstract page, and a [Hold Harmless Agreement/Copyright Acknowledgement](#) as well through myWSU.
 - e. You must submit a copy of the thesis to the committee chair either electronically or on paper (binding is optional and decided upon by the chair/advisor). Any additional copies submitted to the other committee members are up to the student's advisor.
11. After completing the final examination, you are strongly encouraged to complete the online Graduate Student Exit Survey. A link to the survey will be sent by the Office of Assessment for Curricular Effectiveness.

Human Subjects Form and CITI training

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

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

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

Continuation for Another Degree

To continue for another degree, you should contact the COE Office of Graduate Education to get information on how you can proceed. You must complete a full application for any additional degree programs you wish to enter. Discuss your ideas about another degree with the chair/advisor for your master's degree committee. They will help you review the available options.

Graduate Student Exit Survey

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

Financial Support

Graduate Assistantship Appointments (GA)

The Department of Teaching and Learning has approximately 8-10 teaching assistant (TA) positions on the Pullman campus. These positions are competitive and are awarded primarily to graduate students with previous teaching experience in the United States. The department attempts to support graduate students for more than one year, so a limited number of TA appointments become available each year. TA appointments are half-time positions (20 hours/week) that come with a tuition waiver, monthly stipend, and health benefits. The department discourages additional employment while holding a TA appointment.

Teaching assistantships (TA) require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). A TA typically teaches two courses each semester under the supervision of a faculty member and during the first semester of the assistantship must enroll in TCH LRN 527 Seminar in Teacher Education Instruction for one-credit. The course covers teaching and learning, inquiry, and professional issues.

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

College of Education Scholarships

Scholarships are available through the College of Education. Applications are available through University Scholarship Services in November and are due January 31st of the following year for the upcoming academic term. Awards range in dollar amounts with the average about \$2000. For more information, contact the College of Education Scholarship Coordinator (509-335-7843) or visit the website (<https://education.wsu.edu/students/scholarships/>).

Other Financial Aid

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

Business Policies

Checkout/Exit:

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

College of Education Computer Lab:

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

Grievances:

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

Keys:

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

Mail:

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

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

Photocopying:

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

Staff Assistance:

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

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

Telephone:

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

Thesis/Dissertation Library:

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

Travel:

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

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

General Information

Department Offices

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Academic Coordinators

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Email: j.gallagher@wsu.edu

Email

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

Central Services and Facilities

Student Services, including Health and Counseling Services

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

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

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

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

Maps

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

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

Tri-Cities: <http://tricitie.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: <https://payroll.wsu.edu/taxes/>

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

Automatic payroll deposit for students on half-time GA

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

Social Security Numbers

Significance and correction of an SSN and application pointers:

<http://www.wsu.edu/payroll/stntpay/sscardappoint.htm>

Appendix A: LLT Master’s Program Overview

Coursework Phase	Thesis/Special Project Proposal Phase	Work on Thesis/Special Project Phase	Defense Phase
<ul style="list-style-type: none"> • Review Master’s Program Coursework (Appendix B) • Choose Chair and Committee and develop a Program of Study (POS) • Submit POS to Graduate School (1st or 2nd semester of program) • Complete required graded credits <p><u>Total Credits:</u> EdM – 32 MA – 34</p> <p><u>Required Graded Credits:</u> EdM – 30 MA – 30</p> <p><u>Required Non-Graded:</u> EdM – 2 MA – 4</p>	<ul style="list-style-type: none"> • Select research topic • Meet with Chair and Committee to discuss the research study and format • Thesis (MA) - or - • Special Project (EdM) Options <ol style="list-style-type: none"> 1. Research Project. 2. Examination 3. Literature Review 4. Policy Analysis 5. Portfolio 6. Curriculum and Instruction Project • Proposals can be discussed and accepted before all coursework is complete. The sooner you have a proposal; the sooner you can begin working on drafts. • Submit M-1/T-1 Scheduling Form to COE Graduate Studies Office (10 business days prior to meeting with committee) 	<ul style="list-style-type: none"> • Meet with Chair and Committee and develop schedule of completion • Share chapters or sections of your thesis/project with your Chair • Expect to complete several drafts of your work • Allow your Chair at least 2 weeks to review sections/chapters • Anticipate at least one semester working on drafts 	<ul style="list-style-type: none"> • Enrolled in Final Examination credits EdM Degree (2 credits) TCH LRN 702: Special Project MA Degree (4 credits) TCH LRN 700: Thesis (4) • Meet with Chair and Committee and select final examination date • Submit final draft to Chair and Committee at least 1 month before the examination date • Complete Scheduling Exam Form and submit through myWSU (15 business days prior to examination date) <p>Defend Thesis/Project</p> <ul style="list-style-type: none"> • Final oral or written examination is primarily a defense of the thesis/project, but may also cover the general fields of knowledge pertinent to the degree. • The examination lasts approximately one hour. The examining committee shall include your master’s committee and any other members of the faculty. • Your committee chair will be responsible for conducting the final examination. The examination is open to the public. All members of your master’s committee must attend and vote. • 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

Appendix B: LLT Master’s Program Coursework

Master’s Program of Study Total Credits:

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

Required Graded Coursework: (Minimum requirements: EdM - 30 credits; MA – 30 credits)
--

LLT Specialization Core (Minimum requirements: 9 credits)

TCH LRN 518	Integrating Technology into the Curriculum (3)	Spring
TCH LRN 544	Advanced Children’s and Young Adult Literature (3)	Fall
TCH LRN 549	Communicating in a Multilingual Society (3)	Spring

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

ED_PSYCH 505	Research Methods I (3)	Fall, Spring, Summer*
ED_PSYCH 508	Educational Statistics (3)	Fall, Spring, Summer*
TCH LRN 588	Action Research (3)	TBD

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

English Language Learners (ELL) Electives:

TCH LRN 501	Practicum in Bilingual / ESL Education	Fall, Spring*
TCH LRN 504	Advanced Study in Linguistics for Educators (3)	TBD
TCH LRN 509	Research in Curriculum & Assessment for Bilingual/ESL Education (3)	TBD
TCH LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	TBD
TCH LRN 514	Methods and Materials for Bilingual/ESL Education (3)	TBD

Literacy Electives:

TCH LRN 528	Literacy within the Disciplines (3)	TBD
TCH LRN 546	Teaching Writing (3)	TBD
TCH LRN 551	Psychology of Reading (3)	TBD
TCH LRN 553	Assessment and Instruction for Reading (4)	TBD
TCH LRN 558	Improving Reading Comprehension K-12 (3)	TBD

Technology Electives:

TCH LRN 516	Advanced Study in CALL (3)	Spring*
TCH LRN 519	Instructional Media Production I (3)	Fall*
TCH LRN 570	Theory and Research in Electronic Literacies (3)	Spring odd years
TCH LRN 573	Theory and Research in CALL (3)	Spring even years
ED_AD 518	Media Literacy and Educational Technology (3)	TBD
SPEC_ED 595	Universal Design (3)	Fall odd years

Other Electives:

TCH LRN 582	Scholarly Writing (3) highly recommended	Spring
XXX_XXX	Other courses approved by program committee	

* Please check the schedule regarding which semester the courses are offered on each campus.

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

MA Degree Final Examination

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

EdM Degree Final Examination

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

LLT Masters Credit Overview

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

Approved by the faculty on April 13, 2016.

TCH LRN 600 Independent Study

Independent study allows you to investigate topics of personal interest for exploratory purposes (i.e., investigate possibilities for a thesis topic) or complete supporting course work that is not offered during a semester that accommodates a student’s schedule. In either case, you are encouraged to develop an agreement with the independent study sponsor about the activities and goals for the semester. If you wish to undertake an independent study for the explicit purpose of developing a thesis, this contract (<https://education.wsu.edu/graduate/formsanddeadlines/>) should specify in detail what activities and outcomes can be expected for that semester.

Pathway to Endorsement or Certificate:

<u>Endorsement or Certificate in English Language Learners</u>	
Required Coursework	Elective coursework
(15 credits)	(3 credits)
TCH LRN 501	TCH LRN 504
TCH LRN 509	TCH LRN 516
TCH LRN 514	ED AD 519
TCH LRN 510	
TCH LRN 549	

<u>Certificate in Education Technology Across the Curriculum</u>	
Required Coursework	Elective coursework
(9 credits)	(6 credits)
TCH LRN 516	TCH LRN 570
TCH LRN 518	TCH LRN 573
TCH LRN 519	ED AD 518
	SPEC ED 595

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

Appendix C: Special Project/Thesis Timeline Considerations

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

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

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

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

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

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

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

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

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

After the last draft/revise cycle, you will want to share the revised chapters/sections with your advisor/chair. The advisor/chair will review the draft within two weeks of you submitting it to him/her. More edits and revisions may be needed per the advisor's/chair's suggestions. The resulting draft would again be shared with the committee members, who may also suggest

edits/revisions. This cyclical process will continue until you have a quality draft of your Project/Thesis. Some students need 5-10 draft cycles to reach a quality draft of the Project/Thesis. (If you need 5 draft cycles that is a minimum of 10 weeks of reading/revising time and does not include your revision/editing time, so planning accordingly is important for staying within the timeline.)

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form. Each committee member, and the advisor/chair must approve the form within myWSU. Please submit the form at least 15 business days before the defense so as to allow for processing time in the department before it is due in the Graduate School. The Graduate School requires 10 full business processing days not counting your defense date or holidays or weekends.

We highly recommend that you plan to submit the signed scheduling form to to your myWSU account with plenty of days to spare – you can submit the form before the 15-day limit.

You must be enrolled in Final Examination credits during the semester in which you present your Project/Thesis. EdM Degree: TCH LRN 702 (minimum 2 credits) MA Degree: TCH LRN 700 (minimum 4 credits)

Sample Timeline for a Spring Defense/Presentation

November 1: First draft to advisor/chair*

November 15: Draft 1 returned to you

December 2: Draft 2 returned to you

December 16: Draft 3 to advisor/chair

January 3: Draft 3 returned to you

January 17: Draft 4 to committee members

January 31: Draft 4 returned to you

Consult with advisor/chair

February 7: Draft 5 to committee members

February 21: Draft 5 returned to you

Consult with advisor/chair

March 7: Draft 6 to advisor/chair

March 21: Draft 6 to you

Consult with your advisor/chair.

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

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

April 14: Completed Scheduling Form to Graduate Studies Office in Cleveland Hall April 17: Scheduling Form received in the Graduate School

April 25: Presentation of Special Project

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

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

Appendix D: Special Project Options

You may select from various options for completing their requirements for TCH LRN 702. Each of the options is described in detail below.

Research Project

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

1. Develop a clearly worded research question with both local and larger educational implications and importance.
2. Examine and report in a thematic way previous research that has been conducted dealing with similar issues and/or approaches to teaching and learning.
3. Utilize research methods appropriate to the question, using triangulation (e.g., by source, time, observer, theory), and explaining the rationale for these methods with references to methodological sources.
4. Present the findings, as framed by the literature review, with clear references to the data that show how findings were reached, including tables, charts, or graphics where they add clarity.
5. Link conclusions to the larger educational landscape and areas for future inquiry, practice, and research.
6. Use correct grammar, organizational techniques, and APA style.
7. At the presentation (if applicable), talk about your work in a thoughtful, coherent, and professional manner, with the option of including alternative and creative methods of presenting as approved by the Chair.

Examination

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

1. The student and the chair of the 702 Committee generate 3-4 questions for the examination.
2. The other two 702 Committee members approve or suggest revisions to the 3-4 questions and the questions are revised.
3. Once the 702 Committee and the student agree to 3-4 questions, the 702 Chair and the student determine a start and ending date for the examination. Students may have approximately 15-30 days to answer 3-4 questions. Each answer is to be eight-ten pages in length (double space), excluding references, tables, figures, and appendices.

4. The student gives the answers to the 3-4 questions to each of the 702 Committee members.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the answers.
6. At the 702 Examination Presentation (if applicable), the student gives an overview of the answers. 702 Committee members have the opportunity to discuss and question the student about the answers. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.
7. 702 Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated.

Literature Review

The goal of the literature review option is for the student to provide a critical, integrative review of a selected topic of relevant literature bearing on educational practice or policy. "Such reviews should include conceptualizations, interpretations, and syntheses of literature and scholarly work in a field relevant to education and education research. The review should go beyond description to include analysis and critiques of theories, methods, and conclusions represented in the literature." (From Review of Educational Research submission criteria, p. 1, 2010.) This review will culminate in the submission of a paper and the presentation (if applicable) at a professional colloquium.

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

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

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

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

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

1. Each student opting for the literature review alternative will present a 2-3 page proposal to 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the topic of the literature review, briefly discuss controversy about the topic, and describe the disciplinary nature of the educational research to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary).
2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring the student to the literature review topic. The review is not expected to be exhaustive of a topic but to provide a map of the topic. As such, the student should identify what decisions have been made as to what they consider essential to the analysis, what has been left out, and the extent to which the student privileges/represents one author over another, and why.
3. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the literature review, the date for completion of drafts and final papers are set by the 702 Chair and the student.
4. The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the Review of Research in Education and/or The Review of Educational Research. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.
5. The student submits the completed literature review to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.
6. At the 702 Examination Presentation (if applicable), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 702 Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the Chair.

Policy Analysis

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

1. Each student opting for the policy analysis alternative will present a 2-3 page proposal to 702 committee members of the graduate education faculty. This

- proposal will briefly summarize important background information, identify the policy of the analysis, briefly discuss the policy, and describe the disciplinary nature of the policy to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary)
2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring the student to the policy topic. The analysis is not expected to be exhaustive, but rather to provide a map of the policy. As such, the student should identify what decisions have been made as to what they consider essential to the analysis, what has been left out, and the extent to which the student privileges/represents one author over another, and why.
 3. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the analysis, the date for completion of drafts and final papers are set by the 702 Chair and the student.
 4. The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the Review of Research in Education and/or The Review of Educational Research. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.
 5. The student submits the completed policy analysis to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.
 6. At the 702 Examination Presentation (if applicable), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 702 Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the Chair.

Portfolio

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

1. Each student opting for the portfolio alternative will present a 2-3 page proposal to the 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the area of growth or concern that the portfolio addresses, and describe the nature of the exhibits to be gathered. Note: Portfolios for ProCert or National Board certification cannot be used for this alternative.
2. Once the 702 Committee and the student agree to the nature and goal of the

- portfolio, the 702 Chair and the student determine a start and ending date for the portfolio. Students keep track of their progress, exhibits, and rough drafts.
3. The portfolio will be comprised of exhibits that demonstrate the student's application of knowledge and skills acquired during their graduate studies. Exhibits in a professional portfolio may include: representative student work (final papers or projects), videotaped lessons, instructional modules that have been developed around a theme or issue of concern (e.g., science unit), or multi-media presentations addressing required content or illustrating teaching practices.
 4. For each exhibit, the student will write a narrative analysis or reflection that cites research and concentration areas within the graduate program. This narrative analysis should include: 1) the development of the exhibit, 2) what you gained/learned, and 3) how the exhibit helped students learn. These narratives must include specific references to the knowledge and competencies addressed in the courses.
 5. As a culminating activity, the student will be asked to give a 60-minute colloquium presentation to committee members, other faculty, students, colleagues and invited guests. During this 702 presentation (if applicable), the student will give an overview of the portfolio. 702 Committee members have the opportunity to discuss and question the student about the review. 702 Committee members either sign-off on the examination or identify areas that need to be revised, resubmitted, and reevaluated by the Chair and committee members.

Curriculum and Instruction Project

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

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

report on the project.

6. At the 702 Project Presentation (if applicable), the student shares the results of his/her project. 702 Committee members have the opportunity to discuss and question the student about the project. It is anticipated that the 702 Project Presentation will last no longer than sixty minutes.
7. 702 Committee members either sign-off on the project or identify areas of weakness in the project that need to be revised, resubmitted, and re-evaluated.