



College of Education

EDUCATIONAL PSYCHOLOGY

M.A. THESIS PROGRAM 2020-2022



Department of Kinesiology and Educational Psychology

351 Cleveland Hall

Pullman, WA 99164-2136

Telephone: (509) 335-7016/335-9195

FAX: (509) 335-2097

Email: gradstudies@wsu.edu

<https://education.wsu.edu/graduate/edpsych/>

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Welcome from the Assistant Chair

On behalf of the faculty, I welcome you to the Educational Psychology M.A. program. We are pleased that you have accepted our invitation to join our community of scholars and we look forward to working with you over the next few years. We will do our utmost best to support your development as a scholar while at WSU. You will gain skills as a consumer, producer, and user of educational research to better the lives of those around you. If you take full advantage of the opportunities that these experiences give you, we believe you will be challenged at the appropriate level to foster your development into an independent researcher who can collaborate with diverse teams to answer important questions in the social and behavioral sciences. Personally, Washington State University has given me a tremendous opportunity to grow as a faculty and I, on behalf of all our educational psychology faculty, seek to do our best to mentor and support you to grow as a researcher. We truly believe that your hard work, motivation, persistence, and pursuit of learning will yield great dividends. I say this because I have seen many new students in our educational psychology program grow into great thinkers and researchers who now work as faculty in research and teaching institutions and as researchers in major testing companies and in government. The Educational Psychology faculty are here to support you on your journey to becoming a focused and driven researcher and scholar. Remember, your success is not luck. Your success is directly related to how you spend your time in the program while at Washington State University. We look forward to seeing your skills grow and celebrating your scholarly development over the next several years. That journey to being an accomplished researcher and scholar starts today and we are all here to accompany you on the journey. Go Cougs!

Sincerely,



Olusola O. Adesope

Professor

On behalf of the Educational Psychology Faculty

Introduction

Educational Psychology.....advancing theory and methods to better learning and performance.

Educational psychology is the study of how humans learn and retain knowledge, primarily in educational settings like classrooms. This includes emotional, social, and cognitive learning processes. Areas of focus might include teaching, testing and assessment methods, psychometrics, classroom or learning environments, and learning, social, and behavioral problems that may impede learning, technology in learning. Graduates work as professors, education specialists, learning analysts, program evaluators, and find positions in research institutions, school systems, the testing industry, government agencies, and private industry.

Congratulations on your admission to the Educational Psychology master's degree program in the Department of Educational Leadership, Sport Studies and Educational/Counseling Psychology at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. Because the Ed Psych program currently exists only on the Pullman campus, the information in this handbook refers only to that campus. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Studies 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 Studies and the Graduate School website: <https://gradschool.wsu.edu/facultystaff-resources/18-2/>.

Note: This program does NOT lead to certification as a school psychologist or licensing as a Limited Licensed Psychologist. Those interested in obtaining certification as a school counselor should contact the respective Area Coordinator for information on accredited school and community counseling programs throughout the U.S.

Program overview

We train students within educational psychology to develop strong methodological skills and a deep understanding of learning theory to work on challenging educational problems.

The M.A. in Educational Psychology requires the completion of a written thesis. Recipients in this program are well prepared to continue doctoral level training if so desired. However, this degree also enables the recipient access to entry-level positions in this intriguing field that presents an ever changing, challenging, and rewarding work environment.

The work in such areas may be rewarded, for example, by the ability to make contributions to the improvement of educational settings (e.g., schools, universities), to have a direct influence on individuals through the development of programs, methods, and tools to meet their needs, or to provide information to individuals who shape policy.

Thus, we seek individuals who will first meet challenging academic standards for entrance and show promise for success in the exciting field of educational psychology.

Mission

To produce successful professionals in educational psychology who have strong methodological skills, understanding of researchable topics, the ability to develop a research program, effectively communicate and work with a wide variety of professionals, and skills to understand nuance and ambiguity in the work environment.

Student learning outcomes

The learning outcomes on which students are rated include:

- I. Ability to think critically, evaluate, understand, apply, and communicate scientific research
 - A. Students will develop ability to critique research.
 - B. Students will be a major contributor (co-author) on one conference presentation or publication
 - C. Students will design and present their yearly projects.
 - D. Students will develop a *dissertation* or *thesis* that poses significant questions that can be investigated empirically, links research to relevant theory, uses methods that permit direct investigation of the question, uses methods that permit direction investigation of the question, provides an explicitly and coherent chain of reasoning, interprets outcomes of the study in light of current knowledge, with a goal to make research public to encourage professional scrutiny and critique for the public good.

- II. Ability to evaluate and apply research designs
 - A. Students will design and present their yearly projects.
 - B. During the prelim process, students will develop a cohesive, relevant research plan.
 - C. During the dissertation or thesis proposal process, students will develop a cohesive, relevant research plan.

- III. Ability to evaluate and apply statistical and measurement principles to their area of research.
 - A. Students will evaluate and apply appropriate statistical techniques in these areas. The statistical knowledge will include (but not limited to) correlation, (multivariate) analysis of (co)variance, regression, factor analysis, structural equation modeling, meta-analysis, item response theory, etc. Different combinations of these and other statistical techniques will be applied in students'

- i. Yearly project
- ii. Conference papers
- iii. Publications
- iv. Prelims
- v. Proposals

IV. Aware and evaluate how diversity issues and protected populations influence research

- A. Students will complete appropriate research training (i.e., CITI, Graduate School requirements) and provide documentation of completion.
- B. Students will create and display appropriate information in presentations and publications that demonstrate they have followed organizational (e.g., APA) standards for treatment of persons and research participants.
- C. Students will develop competence in Institutional Review Board (IRB) applications, understand the IRB process, and the development and use of consent strategies (e.g., forms, oral, etc.)

V. Development of professional identity appropriate for future career plans

- A. Students will establish membership in a professional organization relevant to her/his field of specialization.
- B. Students will provide service to professional organizations.
- C. Students will review for conferences/journals related to professional organizations.
- D. Students will hold leadership positions in professional organizations.

Master of Arts in Educational Psychology

The Educational Psychology program offers the Master of Arts in Educational Psychology and the Doctor of Philosophy (Ph.D.). This handbook will discuss requirements for the master's thesis program.

A thesis degree in educational psychology is designed for those seeking entrance into one of the following professional fields:

- college or university teaching in the areas of general educational psychology and/or educational measurement, evaluation and research design
- public school service in the role of a testing program director or coordinator of curriculum and program evaluation
- industry positions in research and testing companies (e.g., ACT, ETS)
- research and/or administration in research units such as the Northwest Regional Lab, American Institutes of Research, or an office of institutional studies at a college or university

The M.A. degree program consists of a total of 45 required credits with a minimum of 34 graded credits and a minimum of 11 credits of thesis credits (ED_PSYCH 700). The performance criteria in ED_PSYCH 700 are based on a satisfactory/fail scale, as opposed to a letter grade. 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.

Earning a degree requires much research experience and work in the field beyond completing coursework. To be clear, completing required coursework does not imply you are finished taking courses and are prepared to graduate!

Program Content

The M.A. in Educational Psychology requires the completion of a written thesis. In collaboration with the advisor/committee chair and other committee members, each student must file a master's degree 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 website.

The course of study for the Master of Arts in Ed Psych includes a minimum of 34 graded credits plus a minimum of 11 thesis credits (ED_PSYCH 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 supporting requirements for the M.A. degree. It is anticipated that completion of the degree will average two years beyond a bachelor's degree.

Educational Psychology M.A. Credit Overview
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	Credits
Graded Credits	
Ed Psych Foundation Courses	18
Supporting Courses	12
Ed Psych Seminar	4
Total Required Graded Credits	34
Thesis credits	11
Total Credits	45

Academic & Degree Requirements, Policies, and Procedures

Academic Standing and Annual Review

You are required to maintain a 3.0 cumulative grade point average (GPA) in your graduate program. If you fail to maintain a 3.0 cumulative GPA or receive an F in any course or internship, this poor performance may constitute grounds for terminating the student's program status; he/she cannot register for further study unless there is later reinstatement by a two-thirds vote of the program faculty.

Educational Psychology Faculty will conduct annual reviews of students' progress in the program. The student, upon request of the Faculty, will submit a brief statement of progress and a vita each year documenting progress (e.g., coursework, presentations/publications, etc.). These documents will be reviewed by the student's respective major professor. Upon review and conversation with the student, each student will receive a letter stating satisfactory or unsatisfactory progress toward degree completion. In the event of unsatisfactory progress, the Faculty will recommend corrective actions. Students receiving two unsatisfactory letters in subsequent years will be dismissed from the program.

Mandatory Research and CITI Training

All graduate students are required to complete the CITI Responsible Conduct of Research online training module. This is a web-based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. Students are encouraged to take this training as soon as they are admitted to the 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. 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 program.

If you have questions about this training, please contact the IRB at 509-335-3668 or irb@wsu.edu.

Temporary/Permanent Advisor and Committee

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 will work with you during your first year of the program. At the end of your first academic year, you and your temporary advisor will meet to discuss whether s/he will be your permanent advisor or another faculty member might better meet your substantive and methodological needs. 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>.

Selection of a Permanent Advisor/Committee Chair and Thesis 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.

You should meet with your temporary advisor to discuss your desires and make a transition plan. Then, only after meeting with the faculty member with whom you desire to serve as your permanent advisor *and* acquiring their commitment, complete the appropriate paperwork with the graduate office. Your temporary advisor does not have to serve as your permanent advisor. Students should understand that the faculty do discuss changes and student progress on a regular basis and can help facilitate this process.

The permanent advisor/thesis committee chair must have a doctoral degree and be qualified, according to COE guidelines, to chair committees. The individual should 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 assistance in selecting a permanent advisor/committee chair, refer to the Program Faculty Areas of Expertise document available in the Office of Graduate Studies and at the department website <https://education.wsu.edu/research/researchers/>, or consult with the department chair, a faculty member you know, or the staff in the COE Office of Graduate Studies. The chair of your committee must be a member of the Educational Psychology program faculty.

Your permanent advisor/committee chair will help you develop and file your Program of Study for Master's Degree and identify other faculty members to serve on your committee. Your committee will include at least three (3) individuals: the chair and at least one other member who are Graduate Faculty within Educational Psychology. See the Ed Psychology bylaws if you have questions. At least two of your committee members must be tenured or tenure-track faculty who meet stated requirements. Minimum requirements for the chair include:

- Ph.D. or Ed.D. in Educational Psychology
- Assistant Professor or above.
- Member of the College of Education Faculty

In addition to the above criteria, a chair for a proposed thesis should have research skills, experiences and expressed interest in sponsoring study and research in the proposed area. This will be reflected in the faculty member's record of research and publication, teaching field(s), and professional involvement with the field. A list of topics and their respective committee members is available on the [COE Faculty Research pages](#). A scan of the faculty bibliography is particularly helpful in identifying faculty who meet this criterion.

Developing and Submitting the Program of Study

The [Program of Study](#) (POS) lists your committee 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 course work for your program of study. 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 M.A. include a minimum of 34 semester hours of graded course work. The core should include the required foundation courses listed in this handbook, as well as 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 master's program committee may approve up to 6 credits of non-graduate credit (300- or 400-level courses at WSU) 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 (ED_PSYCH 600) and Master’s Research, Thesis, and/or Examination (ED_PSYCH 700) credits you plan to take, as well as courses taken on an S/F basis. You must enroll in a minimum of two credits of ED_PSYCH 700 in the semesters in which you take your Proposal Defense (T1) and the semester you defend your thesis. Your program must include at least eleven (11) credits of ED_PSYCH 700. Each semester you must enroll in at least 1 credit of Ed_Psych 700. Before enrolling, meet with your advisor to discuss your goals and to complete the [Independent Study Form](#). Submit the form to the ELSSECP Office, Cleveland 351 *before* the 10th day of classes.

The POS must be typed and circulated to the faculty members you asked to serve on your thesis committee for their initial approval. 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 thesis 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.

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

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

Continuous Enrollment Policy

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

Leave Guidelines

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 master's 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.

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 Week and posted on the Web at <http://www.hrs.wsu.edu/>. Graduate students on appointment do not earn annual leave or sick leave.

Grade Point Average

You are required to have a 3.0 cumulative and a 3.0 program GPA in order to be awarded a graduate degree. No work of B- or below may be dropped from a program, nor can a course be repeated for a higher grade if the final grade is C or higher. Any course listed in the Program of Study for a master's 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

Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 700 (master's) 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

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

If your advisor for your program requires the Internship in Educational Psychology, the department will not approve a waiver for ED_PSYCH 597.

If a student requests a waiver of a course in COE, then the course credited on the basis of a waiver will not apply toward the student's total number of credits required to be completed at Washington State University.

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 prior to formal admission to the Graduate School, other than credit earned while enrolled as a Class 5E or Special 8 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.

Educational Psychology Master of Arts Program Coursework

Program of Study Total Credits: (Minimum requirements: 45 credits)

Required Graded Coursework: (Minimum 34 graded credits)

Research Core (Minimum requirements: 6 credits)

ED_PSYCH 505	Research Methods (3) <i>or equivalent</i>	Fall, Spring, Summer
ED_PSYCH 508	Educational Statistics (3) <i>or equivalent</i>	Fall, Spring, Summer

Ed Psych Foundation Core (Requirements: 12 credits)

ED_PSYCH 502	Theoretical Foundations of Learning and Instruction (3)	Fall, Summer
ED_PSYCH 509	Educational Measurements (3)	Spring
ED_PSYCH 570	Theoretical Foundations and Fundamental Issues in Program Evaluation (3)	Fall
ED_PSYCH 573	Motivation Theories (3)	Fall

Recommended Supporting Coursework and Concentration (minimum of 12 credits)

SOC 525	Practicum in Survey Research (3)	Spring
ED_AD 521	Special Topics: Preparing the Dissertation Proposal (3)	
ED_AD 537	Advanced Qualitative Techniques (3)	Spring
ED_PSYCH 503	Advanced Learning Theories/Multimedia Learning (3)	Spring
ED_PSYCH 507	Introduction to Qualitative Research (3)	
ED_PSYCH 521	Indigenous Epistemology & Methodology (3)	Fall – even years
ED_PSYCH 521	Embodied Cognition (3)	Spring – odd years
ED_PSYCH 572	Introduction to Systematic Reviews & Meta-Analyses	Fall
ED_PSYCH 575	Multilevel Modeling (3)	Spring – odd years
ED_PSYCH 576	Factor Analytic Procedures (3)	Spring – odd years
ED_PSYCH 577	Item Response Theory (3)	Fall
PSYCH 516	Applied Structure Equation Modeling (3)	Spring
STAT 520	Statistical Analysis of Qualitative Data (3)	Fall

* *With approval from your advisor, other courses may be counted as supporting coursework.*

Seminar (Required 4)

Ed_Psych 574	Ed Psychology Seminar (1)	Fall, Spring
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Required Additional non-Graded Coursework

Thesis Credits (Minimum requirements: 11 credits)

Ed_Psych 700	Master's Research, Thesis, and/or Examination (V)	Fall, Spring
	<i>Enroll in at least 1 credit per semester. Enroll in at least 2 credits when taking the T1 and final examinations.</i>	

ED_PSYCH 600 Independent Study

Independent study provides the student the opportunity 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, the student is encouraged to develop an agreement with the independent study sponsor about the activities and goals for the semester. If the student wishes to undertake an independent study for the explicit purpose of developing

a thesis precis, this contract should specify in detail what activities and outcomes can be expected for that semester.

ED_PSYCH 574 Seminar

ED_PSYCH 574 is *a requirement for the M.A. degree* in Educational Psychology. This one credit, graded seminar must be taken 4 credits. Even beyond your credit limit you are expected and strongly encouraged to attend. This is a component of developing a scholarly environment that you will find in other work venues. The course has three overarching themes: (1) to further the research culture for faculty and students within the ED_PSYCH Program and across specializations, (2) to promote intellectual exchanges between graduate students and faculty from various specializations within ED_PSYCH around research concepts and approaches, and (3) to explore and interrogate research and the research process as conducted by students, faculty, and other noted scholars. An additional intent of the course is to build community among ED_PSYCH faculty and graduate students as a group of scholars. **Note that the students, even after 4 credits, are expected to attend seminar.** By not attending, you are not fully meeting program expectations and will reflect on your annual reviews.

The fall semester is focused on the discussion of selected readings in ED_PSYCH and discussion of various professional issues and tasks (e.g., developing a resume, searching for a job, keeping up with journal reading). The spring semester is focused on student presentations. All students *are required* to present their research work each year. The spring course provides the format for student presentations.

Sample Program:

This may change depending on what is being offered and individual student needs. Please work with your advisor to develop a plan of courses.

Fall Semester	Year 1	Spring Semester	Year 1
Course	Credit	Course	Credit
ED_PSYCH 502 Learning Theories	3	ED_PSYCH 509 Measurement	3
ED_PSYCH 574 Seminar	1	Supporting course work	3
ED_PSYCH 505 Intro to Ed Research	3	Supporting course work	3
ED_PSYCH 508 Educ. Stats.	3	ED_PSYCH 574 Seminar	1
ED_PSYCH 700	1	ED_PSYCH 700	1
Total	11	Total	11
Fall Semester	Year 2	Spring Semester	Year 2
ED_PSYCH 570 Intro to Eval.	3	Supporting course work	3
ED_PSYCH 573 Motivation	3	ED_PSYCH 574 Seminar	1
Supporting course	3	ED_PSYCH 700	6
ED_PSYCH 574 Seminar	1		
ED_PSYCH 700	3		
Total	13	Total	10

RESEARCH PRODUCTIVITY EXPECTATION

Consistent with the scientist-practitioner model of professional training in educational psychology, students in the master's program in educational psychology are expected to integrate the theoretical and research offerings of the university with internship experiences. The purpose of the internship is to provide actual supervised experience in the professional role for which the student is preparing. The Learning and Performance Research Center provides unique opportunities to apply theoretical concepts and methodologies to specific practical projects in various educational settings. In that context, students are required to develop at least one paper for presentation at a national meeting (e.g., AEA, AERA, NCME, etc.) and/or publication in a journal. Scholarly writing can be an invigorating and at the same time, an arduous process that typically requires substantial mentoring. Students will work under the guidance of faculty members to develop ideas, conduct literature reviews, and perform research. The experience, however, offers the rewards and challenges inherent to having a proposal accepted for presentation or a manuscript published in a peer-reviewed journal. In addition, students will gain insight into the importance of having their work reviewed and published as a member of the educational psychology community.

Thesis Guidelines

Developing a Precis

Typically by the end of the second semester of course work, the student will have developed an area of interest and thoughts about researchable questions related to that topic. The next step is for students to organize their ideas into coherent brief statements about the proposed research (i.e., a precis). This step is likely to be undertaken in the semester before writing the proposal. The precis is typically 5-6 double spaced, typed pages depending on the complexity of the topic. The precis is not a detailed literature review, but a convincing rationale for the need for the project. The document should provide information on students' general research interests, what research led you to this interest, and how their research will address key issues and move the field forward. The format should adhere to the style set forth in the Publication Manual of the American Psychological Association (APA), Seventh Edition.

The precis should include general information related to the following questions. .

- 1) What is the rationale for the study?
- 2) What is the problem, issue, question, or hypothesis?
- 3) What have others speculated, asserted, found, and/or concluded about this problem, issue, or question?
- 4) What do the student propose to do to investigate it?
- 5) What knowledge could be added to the literature that we didn't know before?

Specific details related to procedures and analysis of the study are not required for the precis. Students are not expected to have answers to the questions but rather show that they have begun thinking about these issues and have ideas of how to proceed based on the literature they have read.

When the student has completed the precis, he/she should submit it to the faculty sponsor or intended chair, allow him or her sufficient reading time, and schedule a meeting to obtain feedback. Students should use the feedback and questions to revise the precis. When the student and thesis chair are satisfied with the substance of the precis, a meeting should occur to make plans for future thesis work. The precis is then made available to targeted committee members and should be used as a guide for conversation during the precis meeting to help the student develop ideas for their next steps as well as ensure all committee members are informed on the general topic of the student's dissertation.

Writing the Thesis - Thesis Proposal (T1)

Writing the thesis proposal occurs in the context of an independent study by registering for Master's credit (ED_PSYCH 700). Thesis topics are generally selected in meetings with members of the student's advisory committee. After a relevant research topic has been identified, the graduate student will conduct a careful review of the literature and formulate a research design in consultation with the members of his/her committee. The candidate will prepare, in accordance with APA style, a formal thesis proposal consisting of an introduction, statement of the problem, survey of literature, methodology, and plans for data analysis. The student's thesis advisory committee will review the candidate's thesis proposal and make recommendations for further refinement. Proposals typically address in greater detail the questions addressed in the precis. Please see your major professor for possible formats of the thesis.

The formal thesis proposal (T-1) will be presented orally in a departmental colloquium or at least an open meeting.

Scheduling your Thesis Proposal (T1)

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a [Proposal Scheduling Form](#). This includes reserving a room for your presentation (consult with the department staff about scheduling a location). As this is a COE internal form, you must secure the signatures of your committee and submit the T1 Scheduling Form to the COE Office of Graduate Studies who will then secure the signature of the department chair and place the form in your file.

Following the colloquium presentation, the student's advisory committee will meet to recommend acceptance or rejection of the thesis proposal. Typically, the committee will make additional recommendations to the student to improve the proposed research. The student may begin the thesis work when the advisory committee has formally approved the proposal and signed the [T1 Approval Form](#). Please submit the approval form to the Office of Graduate Studies once it is signed with any required stipulations as noted on the approval form.

Human Subjects Form and CITI training

CITI training can be obtained at any point prior to submission of your IRB forms, but you are encouraged to do so as early as possible. After approval of the T-1 and prior to any data collection, you must obtain WSU Institutional Review Board (IRB) approval to conduct your dissertation 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 thesis and prevent you from scheduling the final T-2 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.

Final Approval of the Thesis

Each member of the student's advisory committee will examine the thesis manuscript and indicate preliminary approval or disapproval with comments and suggestions for improvement. Revisions may be

and often are required before the committee is satisfied that you are ready for the final oral defense (T2). When all members of the committee have given their preliminary approval, the student will submit final copies of the thesis according to the guidelines for the Graduate School and schedule their final exam.

All faculty members are not only invited to read the thesis before the final examination but also invited to attend the examinations. Only the members of the Graduate Faculty and the student's advisory committee are eligible to vote.

Scheduling the Final Examination (T2 Defense)

This is an official university examination open to the public. The final examination will be conducted by the student's advisory committee. The examination generally lasts from two to two and a half-hours, and focuses on the student's defense of the thesis.

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 Ed_Psych 700 at the beginning of the term you defend your T2.
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 thesis 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 thesis, 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 thesis a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
6. At the same deadline, your thesis draft must be sent to the Office of Graduate Education (gradstudies@wsu.edu) for announcements within the College of Education.

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.

Final Examination (T2 Defense)

The final oral examination is primarily a defense of the thesis but may also cover the general fields of knowledge pertinent to the degree. The examination is about two hours, which includes time for the presentation, questions, deliberation by the committee and signatures on the final paperwork. Your chair will be responsible for conducting the final examination/defense. While the examination is open to the public, you and your advisor may decide that only those faculty members eligible to participate on doctoral or masters committees may ask questions. Only committee members may vote. All members of your 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; if the committee consists of only three members, all must vote to pass. In the event of a failed final examination/defense, 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.

Graduation Checklist:

This section includes information about the application for the master 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](#). Reviewing the Summary at that time will allow you time to complete any deficiencies.

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 thesis title page, signature page, and abstract; copyright releases; submission of digital dissertations or thesis.

Thesis Submission and Binding

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

Additionally within the five (5) days, 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.

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.

Awarding of the Degree

After you have completed the degree requirements for the degree and your student account is cleared after the term has ended, you will receive the diploma usually in six-eight weeks. You will then be eligible to walk at the next commencement.

Graduate Student Exit Survey

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

Financial Support

Teaching and Research Assistantship Appointments

The Department has limited teaching assistant (TA) positions available to graduate students each year. 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 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.

Research assistantships (RA) may be available through funded projects, particularly through the Learning and Performance Research Center may also be available. 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.

Students who desire assistantships should contact educational psychology faculty members during the time of application.

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, students must leave a forwarding address with the COE Office of Graduate Studies, return all keys and equipment to the main office, and consult with the advisor about the student's 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. Contact the Information Systems staff to obtain a personal code to access the lab during non-working hours. There is also a computer lab in the Graduate Lounge (Cleveland Hall 70E) that can be used during weekdays.

Grievances:

If grievances arise, the student should discuss the problem with their chair and the 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, in the event that they are lost or the student leaves the University without returning them, the student 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 ELSSECP 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 the main office 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 thesis 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 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.

Travel:

For liability and reimbursement purposes, all students must complete a Travel Authority form for any work related trip they take that is outside of Pullman (or any other station for off-campus students). This and other forms are available in the Cleveland Hall 351. 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.

Students are strongly urged to attend professional meetings; at times, the department may have funds to pay some travel expenses of 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. Students may also obtain funding support from GPSA and other organizations.

General Information

Department Office

Washington State University-**Pullman**
Department of Kinesiology and Educational Psychology
351 Cleveland Hall
Pullman, WA 99164-2136
Phone: (509) 335-9117
Fax: (509) 335-6961
education@wsu.edu

Office of Graduate Education

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

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

Karen Krier
Academic Coordinator
Cleveland Hall 70B
Email: karen.krier@wsu.edu
Phone: 509-335-7016

Central Services, Facilities, and Resources

Student Services, including Health and Counseling Services <http://osae.wsu.edu/>

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

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

Map

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

I-9 Forms

WSU employs only U.S. citizens and aliens who are authorized to work in the U.S. in compliance with the Immigration Reform and Control Act of 1986.
<http://www.wsu.edu/forms2/ALTPDF/BPPM/60-04.pdf>

W-4 Forms

U.S. Citizens: <http://www.wsu.edu/payroll/taxes/completeW4.htm>
Non U.S. Citizens: <http://www.wsu.edu/payroll/nonUS/newInstIRSFormW4.htm>

Tax Information

U.S. Citizens: www.wsu.edu/payroll/ppt/StudentTaxPresentation12.ppt
Non U.S. Citizens: <http://payroll.wsu.edu/nonUS/nonUS.htm>

Automatic payroll deposit

<http://payroll.wsu.edu/stntpay/directdep/directdep.htm>

Social Security Numbers

Significance and correction of an SSN: <http://www.wsu.edu/forms2/ALTPDF/BPPM/55-05.pdf>
Use of an SSN on forms:
http://public.wsu.edu/~forms/HTML/BPPM/90_Records/90.78_Use_of_Social_Security_Number_on_Forms.htm
Application pointers: <http://www.wsu.edu/payroll/stntpay/sscardappoint.htm>