



College of Education

Curriculum and Instruction Master's Program Handbook

Pullman



Tri-Cities



Vancouver



Spokane



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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 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 Master's degree programs in the Department of Teaching and Learning at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in this handbook, please contact your 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/>. 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.

Overview

The Master's Degree Handbook is designed for current and prospective students. Current master's degree students will find this Handbook helpful in understanding the degree program options, the process for enrolling in course work, and information regarding policies and procedures for successfully completing a degree program. If you have questions that are not addressed in these guidelines, please visit our website (<https://education.wsu.edu/tl/>), contact your advisor, or contact/visit the College of Education (COE) Office of Graduate Studies.

The Department of Teaching and Learning offers the following master's degrees: Master of Education (EdM) and the Master of Arts in the following majors: Curriculum & Instruction or Special Education or Language, Literature and Technology; and Master in Teaching (MIT) Elementary or Secondary. If you seek K-12 Teacher Certification as part of your graduate program, you must pursue the MIT. If you are completing the Professional Certificate Program as part of a master's degree, then you pursue the EdM degree.

Although course options have been identified for each specialization, there is also considerable flexibility to tailor the program of study to your individual educational and professional goals. Your unique program of study is developed in collaboration with your faculty advisor and master's degree committee. For a comparison between the MA, EdM and MIT programs see Appendix A.

This handbook will address the M.A. and Ed.M. in Curriculum and Instruction Program.

Master of Arts (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 30 semester credit hours, 21 of which must be graded course work. Three research courses, three credits each, are a component of the 21 graded credits. A minimum of nine additional credits of TCH_LRN 700 (independent research work) are required and usually involve research/scholarship activities associated with the thesis and final oral examination. The performance criteria in TCH_LRN 700 are based on a satisfactory/fail scale, as opposed to a letter grade.

Master of Education (Ed.M.)

The Master of Education (EdM) degree is designed for students wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The EdM degree program consists of a minimum of 35 credits, of those a minimum of 29 must be graded course work in the A-F grading scheme. A minimum of one three-credit research course and one three-credit foundations course must be included in the graded credits. A minimum of 2 credits of TCH_LRN 702 are required and usually involve research/scholarship activities associated with the special project and final oral examination. The performance criteria in TCH_LRN 702 are based on a satisfactory/fail scale, as opposed to a letter grade.

Additional courses may also fulfill both Professional Certification and EdM requirements. Your advisor and master's degree committee must approve your program and will work with you to identify appropriate course work. For more information, please contact the COE Office of Graduate Studies, or visit our website (<https://education.wsu.edu/graduate/>).

Master in Teaching (MIT)

The Master in Teaching (MIT) degree is intended for those who desire an integrated master's degree program with either elementary education or secondary education and teacher certification. Candidates for this degree enter the MIT with a non-education bachelor's degree. *Note that the MIT has a November 15 deadline for Pullman/Spokane/Tri-Cities applications for admission and additional application materials beyond those required for the MA and EdM. For Vancouver campus please refer to their website for more information on deadline dates.* For more information, please contact the COE Office of Graduate Studies or refer to the MIT Handbook.

Program overview and Mission

Program Vision

The Curriculum & Instruction Program is designed to serve the needs of pre-service and practicing teachers who seek to build their knowledge and pedagogy skills through a strong equity approach, specifically focused on social justice and community-based education. With its student-centered programming, faculty provide mentoring aimed at supporting each student to reflect upon and cultivate their career and community goals. To support this, the program uses a culturally responsive approach with a high degree of flexibility and creativity. The Curriculum & Instruction Program encourages students to critically examine their lives and the lives of their students in order to strengthen practice, teach for change, develop teacher leadership, and nurture wellness.

Mission

Using a student-centered, culturally responsive approach, the Curriculum & Instruction Program broadly seeks to enhance the teaching practices of pre-service and in-service teachers to explicitly respond to the opportunity gaps in US education, improve teaching contexts and systems as they relate to school as a place of work and collegiality, and center on teaching for change, community-based leadership, and wellness.

Student Learning Outcomes

1. Locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice.
2. Effectively communicate scholarly work through written, oral, or alternative formats.
3. Develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision making.
4. Express value of diversity and demonstrate this value in pedagogical and inquiry endeavors.

Program Content

Students may earn a thesis option by the M.A. degree program or a non-thesis option by the Ed.M. degree program. The program of study generally requires two years to complete. Entering students will be expected to have appropriate pre-requisite coursework at the undergraduate level and/or work experience in sport and recreation that provides satisfactory background knowledge.

Master of Arts in Curriculum and Instruction (M.A. thesis option)

The thesis option requires a total of 30 semester hours, consisting of a minimum of 21 graded semester hours of approved course work and a minimum of 4 semester hours of Ed Ad 700 for the thesis to be defended in an oral examination.

Master of Education in Curriculum and Instruction (Ed.M. non-thesis option)

The non-thesis option requires a total of 35 semester hours, consisting of a minimum of 29 graded semester hours of approved course work and 4 semester hours of Ed Ad 702 for the final comprehensive examination.

The following is a breakdown of required foundational core, research, and supporting requirements for the masters' degrees. It is anticipated that completion of the degree will average two years beyond a bachelor's degree.

Curriculum and Instruction Credit Overview

	M.A.	Ed.M.
Research Core Courses	9	3
Foundations	3	3
Electives	9	15-24
Minimum Required Graded Credits	21	29
Additional credits (as needed) graded or non-graded	5	4
Thesis or non-Thesis Exam credits	4	2
Total Credits	30	35

Academic & Degree Requirements, Policies, and Procedures

Degree Requirements Mandatory Research Training

As of Spring 2020 term, a mandatory training for **CITI Responsible Conduct of Research/Conflict of Interest** is required of all graduate students. This is a web-based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. All students 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 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. Students will not be eligible for an assistantship until after this training is completed.

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

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

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.

Sport Management Faculty will conduct annual reviews of students' progress in the program. Each year of enrollment students will be asked to meet with their advisor/committee chair to complete and sign the annual review form.

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 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 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 (thesis) level research credit or 702 (non-thesis) project 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/>).

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 course work. It is your responsibility to contact your temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until you are ready to select a master's degree program committee and permanent advisor. The chair of that committee becomes your permanent advisor (see below). If you wish to change temporary advisors, please fill out the Change of Temporary Advisor form, found on the COE forms and deadlines page <https://education.wsu.edu/graduate/formsanddeadlines/>.

You should select a permanent advisor during your first semester of study. This typically occurs after one becomes acquainted with the various scholarly and research interests of the faculty members. To be a permanent advisor, a faculty member must meet specific College and University requirements. The permanent advisor for an 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 serves also as the chair of your master's degree program committee and will assist you in developing a Program of Study and in selecting at least two additional faculty members to serve on your master's degree committee.

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

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

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

- meets College of Education criteria for serving on committees
- is accessible for meetings with you and other committee members

- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

Developing and Submitting the Program of Study

The Program of Study (POS) Request form (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>) 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 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. It is recommended you receive email confirmation before seeking their approval on your POS.

The core courses for each degree are listed on the appropriate coursework page. 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 thesis master's program committee may approve up to six (6) credits of non-graduate credit (300- or 400-level courses at WSU) or your non-thesis master's program committee may approved 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 in which you take 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 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 ELSSECP Office, Cleveland 321 **before** the 5th day of classes.

The [Program of Study](#) is submitted through a student's myWSU account. The electronic routing for Graduate School forms may be found in a student's myWSU account under Profile > Service Requests. A student's upload and subsequent approvals by committee members and department chair count as ink signatures and become binding for all. When the program of study is approved by the Graduate School, an email is sent both to the student and the COE Office of Graduate Education. The approved program becomes a part of the requirements for the degree and becomes a "contract" between the Graduate School, the academic program, and the student.

Although Graduate School policy requires that this form be completed no later than the beginning of the third semester of graduate work, students are encouraged to submit it shortly after their first semester of

coursework and no later than when they have obtained 18 graded credits. Students are held to the master's program requirements in effect at the date of their admission, provided they submit a Program of Study and have it approved by the Graduate School within one year of the admission date. Otherwise, they will be held to the program requirements in effect at the time of approval of their Program of Study.

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

****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 12 credits and is subject to 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 prior to formal admission to the Graduate School, other than credit earned while enrolled as a Second Bachelors or Personal Enrichment, 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.

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/>).

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.

The student 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.

Curriculum and Instruction – Master of Education (Non-Thesis) Program Coursework

Program of Study Total Credits: Ed.M. (Minimum requirements: 35 credits)

Required Graded Coursework: (Minimum 29 graded credits)

Research Core (Minimum requirements: 3 credits)

ED_PSYCH 505	Research Methods (3)	Fall, Summer
ED_PSYCH 508	Educational Statistics (3)	Fall, Summer
TCH_LRN 588	Action Research: Teachers as Research (3)	Spring, Summer

Foundation Core (Requirements: 3 credits)

ED_AD 501	Philosophy of Education (3)	Fall, Summer
ED_AD 507	Social Foundations of Education (3)	Fall, Spring
ED_PSYCH 502	Learning Theories (3)	Fall, Summer
MIT 552#	Multicultural Education in a Global Society (3)	Fall, Summer
SPEC_ED 504	Professional Skills in Special Education (3)	Fall, Summer
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	Fall
TCH_LRN 537	Seminar in Language, Literacy, and Culture (3)	Spring, Summer
TCH_LRN 549	Communicating in a Multilingual Society (3)	Fall
TCH_LRN 580#	Multicultural Education in a Global Society (3)	Fall – odd years

Specialization (Requirements 15-24 credits)*

CSSTE 531	Cultural Studies in Education (3)	Fall – odd years
CSSTE 532	Gender, Power, & Education (3)	Spring – even years
CSSTE 533	Race, Identity, & Representation (3)	Fall, Spring, Summer
CSSTE 534	Social Theory in Education (3)	Fall – even years
CSSTE 536	Environment, Culture, & Education (3)	Fall, Spring
CSSTE 537	Place-Based Education (3)	Fall – even years
CSSTE 538	Youth Cultures in Education (3)	Fall
CSSTE 540	Globalization & Identity in Education	Fall – odd years
ED_AD 510	Improvement of Instruction (3)	Fall – odd years
ED_AD 514	Basic Principles of Curriculum Design (3)	Fall, Spring, Summer
ED_AD 580	School Organization and Administration (3)	Fall
ED_AD 582	Policy Formation and Analysis in Education (3)	Fall, Spring
MIT 550	Seminar in Middle School Education (3)	Summer
SPEC_ED 501	Teaching Students with Disabilities (3)	Fall
SPEC_ED 520	Teaching in Inclusive Classrooms (V 2)	Fall
SPEC_ED 521	Inclusion Strategies for Special Education Teachers (3)	Fall, Spring, Summer
TCH_LRN 501	Practicum in Bilingual/ESL Education [3 (1-6)]	Fall, Spring
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	Fall
TCH_LRN 518	Integrating Technology into the Curriculum (3)	
TCH_LRN 521	Topics in Education (V 1-4)	Varies by topic
TCH_LRN 528	Literacy within the Disciplines (3)	Fall, Summer
TCH_LRN 546	Teaching Writing (3)	Spring, Summer
TCH_LRN 549	Communicating in a Multilingual Society (3)	Fall
TCH_LRN 566	Democratic Education (3)	
TCH_LRN 577	Curriculum Theory (3)	Fall
TCH_LRN 580#	Multicultural Education in a Global Society (3)	Fall – odd years

* With approval from your advisor and committee, other courses may be counted as elective coursework
<https://catalog.wsu.edu/Pullman/Courses>.

#Cross-Listed courses.

Required Additional non-Graded Coursework

Ed.M. Non-Thesis Credits (Minimum requirements: *2 credits*)

TCH_LRN 702 Master’s Special Problems, Directed Study, and/or Examination (V) *Fall, Spring*
Enroll in at least 2 credits when taking the final examinations.

TCH_LRN 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, this [contract](#) should specify in detail what activities and outcomes can be expected for that semester.

Master of Education (Ed.M.) Non-Thesis Special Project (TCH_LRN 702)

The EdM 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.”

The Special Project is a research/inquiry project that you design in collaboration with your advisor/committee chair and the members of your committee. You register for a minimum of two (2) credits of TCH_LRN 702 when completing the EdM Special Project in your final semester.

The purpose of the project is to demonstrate your understanding of educational research and its applicability to practice in your field of study. In addition, it is a demonstration of your ability to understand, evaluate, and critique educational research. The project can take the form of historical or policy analysis, a review and analysis of the research literature in a specific area, a descriptive research project, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative type of a project. Your advisor/chair and committee members must approve your alternative project.

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

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

Format for the Personal Inquiry Project Proposal	Format for the Personal Inquiry Project Final Document
Purpose/Statement of Inquiry Project	Purpose/Statement of Inquiry Project
Review of Literature Related to Educational	Review of Literature Related to Educational

Question(s)	Question(s)
Process for Exploration of the Question(s) [Methodology]	Process used for Exploration of the Question(s) [Methodology]
Timeline for Completion	Results/Findings
	Discussion and Conclusions

Steps for Completing a Special Project

Meet with your advisor/committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about the Special Project.

You will work closely with your advisor/committee chair and members of your committee in drafting the inquiry project document. The final written document will be submitted to your committee. See Appendix B for Timeline Considerations.

In consultation with your advisor/committee chair, schedule a Special Project proposal meeting by using the [Proposal Scheduling Form](#). You must submit a written proposal to the committee two weeks prior to the M-1 meeting. The proposal will be a detailed outline of the Special Project (see format described previously or Appendix C for suggested additional Special Project Options). Work with your advisor/committee chair to draft and revise the project proposal before submitting it to the entire committee.

The committee will evaluate the Special Project proposal and either approve it, approve it subject to modifications, or deny the Special Project proposal by the [Special Project Proposal Approval Form](#). 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/>).

At that point you will schedule the oral final examination on the project (see instructions below). Following the final examination, committee members will complete ballots indicating a pass/fail outcome for the Special Project (TCH_LRN 702 is graded S/U—satisfactory/unsatisfactory).

Non-Thesis Master's Final Examination (TCH_LRN 702)

The semester prior to during which you plan to graduate; you should [Apply for Graduation](#) in myWSU. The fee associated with the Application for Degree must be paid with the application, please see the [Deadlines and Procedures](#) for current and last date for scheduling exams during the term of graduation. If you do not graduate in the semester for which you applied, you must update your application for degree.

This is an official university examination open to the public. You must be registered for TCH_LRN 702 (minimum of two credits) in the semester in which you take the final examination. The final examination will be conducted by the student's advisory committee.

During the semester in which you are completing the Special Project, you should:

- Share drafts of the final project report with your advisor
- Meet regularly with your advisor/committee chair to review your progress

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](#) is available of the Graduate School 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.

At least two weeks before the oral examination (your presentation), provide your committee with a final written copy of the Special Project.

Scheduling the Non-Thesis Final Examination

When you and your committee determine you are ready for the formal presentation of your project, you must complete and submit a Final Examination scheduling form. This includes reserving a room for your presentation (consult with the department staff about scheduling a location).

1. You must be enrolled in a minimum of two (2) credits of Tch_Lrn 702 at the beginning of the term you defend your project.
2. You must Apply for Graduation.
3. At least 15 business days before your defense, complete the scheduling of the final examination by providing your committee a completed [Scheduling Examination Form for Dissertation/Thesis/Non-Thesis Final Exams](#). 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.

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.

Exceptions will not be made for late paperwork except in dire circumstances. It is the student's responsibility to make sure that all paperwork is completed in a timely manner.

At the defense, only committee members may vote and 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.

Following the final oral 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.

Students have ten working days after their final defense to submit a digital copy of their Special Project to their committee.

Non-Thesis 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 for non-thesis degrees.

- 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.
- 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 in the semester before the final 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. The fee associated with graduation must be paid prior to the final examination. If the student does not graduate in the semester for which they applied, they must reapply for the degree. The paid fee carries over to the next semester for up to one calendar year.
- You must be registered for a minimum of two (2) credits of TCH_LRN 702 (Master's Comprehensive Examination) at the beginning of the semester in which the final examination is to be taken.
- Complete your project to the satisfaction of your advisor & committee. Then arrange the 702 ballot or presentation date& time with your committee and reserve a room.
- Complete the [Scheduling Exam form](#). Submit the form no later than 15 business days before the exam by uploading it to myWSU account > Profile > Service Request for electronic approvals within myWSU. Ballots will be sent directly to the committee for voting.

Awarding of the Degree

After you have completed the degree requirements for the master's and your student account is cleared, you will receive the diploma usually in six-eight weeks after the term is completed.

Graduate Student Exit Survey

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

Curriculum and Instruction - Master of Arts (Thesis) Program Coursework

Program of Study Total Credits: (Minimum requirements: 30 credits)

Required Graded Coursework: (Minimum 21 graded credits)
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Research Core (Minimum requirements: 9 credits)

ED_PSYCH 505	Research Methods (3)	<i>Fall, Summer</i>
ED_PSYCH 508	Educational Statistics (3)	<i>Fall, Summer</i>
ED_AD 536	Qualitative Research (3)	<i>Fall</i>
TCH_LRN 588	Action Research: Teachers as Research (3)	<i>Spring, Summer</i>

Foundation Core (Requirements: 3 credits)

ED_AD 501	Philosophy of Education (3)	<i>Fall, Summer</i>
ED_AD 507	Social Foundations of Education (3)	<i>Fall, Spring</i>
ED_PSYCH 502	Learning Theories (3)	<i>Fall, Summer</i>
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	<i>Fall</i>
TCH_LRN 537	Seminar in Language, Literacy, and Culture (3)	<i>Spring, Summer</i>
TCH_LRN 549	Communicating in a Multilingual Society (3)	<i>Fall</i>
TCH_LRN 580#	Multicultural Education in a Global Society (3)	<i>Fall – odd years</i>

Specialization (minimum of 9 credits)*

CSSTE 531	Cultural Studies in Education (3)	<i>Fall – odd years</i>
CSSTE 532	Gender, Power, & Education (3)	<i>Spring – even years</i>
CSSTE 533	Race, Identity, & Representation (3)	<i>Fall, Spring, Summer</i>
CSSTE 534	Social Theory in Education (3)	<i>Fall – even years</i>
CSSTE 536	Environment, Culture, & Education (3)	<i>Fall, Spring</i>
CSSTE 537	Place-Based Education (3)	<i>Fall – even years</i>
CSSTE 538	Youth Cultures in Education (3)	<i>Fall</i>
CSSTE 540	Globalization & Identity in Education	<i>Fall – odd years</i>
ED_AD 510	Improvement of Instruction (3)	<i>Fall – odd years</i>
ED_AD 514	Basic Principles of Curriculum Design (3)	<i>Fall, Spring, Summer</i>
ED_AD 580	School Organization and Administration (3)	<i>Fall</i>
ED_AD 582	Policy Formation and Analysis in Education (3)	<i>Fall, Spring</i>
MIT 550	Seminar in Middle School Education (3)	<i>Summer</i>
SPEC_ED 501	Teaching Students with Disabilities (3)	<i>Fall</i>
SPEC_ED 520	Teaching in Inclusive Classrooms (V 2-3)	<i>Fall</i>
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	<i>Fall</i>
TCH_LRN 518	Integrating Technology into the Curriculum (3)	
TCH_LRN 549	Communicating in a Multilingual Society (3)	<i>Fall</i>
TCH_LRN 580#	Multicultural Education in a Global Society (3)	<i>Fall – odd years</i>

* With approval from your advisor and committee, other courses may be counted as elective coursework <https://catalog.wsu.edu/Pullman/Courses>.

#Cross-Listed courses, please see WSU Catalog for enrollment restrictions.

Required Additional non-Graded Coursework
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Thesis Credits (Minimum requirements: 4 credits)

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

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

Master of Arts (M.A.) Thesis Guidelines

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 the particular area.

The MA degree requires a thesis as the culminating product and an oral final examination. The final examination of the thesis is intended to explore your ability to integrate and interpret material in the major and supporting fields with emphasis on the work presented in the thesis. The thesis may utilize quantitative and/or qualitative research methods. With committee approval, the thesis may follow an alternate format.

A thesis is designed to address a hypothesis or explore researchable questions. These hypotheses/questions should be specific, clear, and focused on some aspect of educational inquiry. The thesis includes a thorough 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 Proposal
Purpose/Statement of Research Problem	Purpose/Statement of Research Problem
Review of Literature Related to Research Problem	Review of Literature Related to Research Problem
Methodology	Methodology
Timeline for Completion	Results/Findings
	Discussion

Writing the Thesis Proposal (T1)

Writing the thesis proposal occurs in the context of an independent study by registering for Master's credit (TCH_LRN 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. See Appendix B for Timeline Considerations.

The candidate will prepare, in accordance with [APA style](#), a formal thesis proposal consisting of the following:

- an introduction
- statement of the problem
- survey of literature
- methodology
- 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 to your committee and possibly be open to the public.

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 T1 [Proposal Scheduling Form](#). This includes reserving a room for your presentation (consult with the department staff about scheduling a location). You must secure the signatures of your committee and submit the T1 Scheduling Form to the COE Office of Graduate Studies (gradstudies@wsu.edu) 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 (gradstudies@wsu.edu) once it is signed with any required stipulations as noted on the approval form.

Human Subjects Form and CITI training

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

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

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

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 Thesis 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 Tch_Lrn 700 at the beginning of the term you defend your T2.
2. You must Apply for Graduation at the beginning of the term.
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.

Exceptions will not be made for late paperwork except in dire circumstances. It is the student's responsibility to make sure that all paperwork is completed in a timely manner.

Thesis Final Examination (T2 Defense)

The final oral examination is an official university examination that is open to the public. From a content standpoint, it is primarily a seminar presentation aimed at defending the thesis but may also cover the general fields of knowledge pertinent to the degree. The examination may not exceed two and a half hours. The chair is responsible for conducting the final examination/defense. While the examination is open to the public, only faculty members may ask questions and vote, assuming they have participated in the assessment of the student's examination work. (See [Chapter 7D](#) of the Graduate School Policies and Procedures manual for more detailed information about the examination process.)

The candidate shall "pass" if the number of affirmative votes by committee members is equal to or greater than two-thirds (i.e., at least two affirmative votes on a three-person committee, at least three affirmative votes on a four-person committee, at least four affirmative votes on a five-person committee, etc.). In the event of a failed examination, a second and final attempt may be scheduled after a lapse of at least three

months. When scheduling for a second exam, the scheduling form must be submitted at least 15 business days in advance of the exam day. Only committee members may vote. The entire committee must be present and vote.

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

At the end of the term, regardless of your defense date, after completing the degree requirements for the master's and the student's account is cleared, the student will receive the diploma approximately 6-8 weeks after the term is completed.

Graduate Student Exit Survey

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

Thesis Library:

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

Thesis 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.

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 obtain a copy of the [Digital Dissertation and Thesis Guidelines](#) and [Thesis Template](#). 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.

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 in the semester before the final 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. The fee associated with

graduation must be paid prior to the final examination. If the student does not graduate in the semester for which they applied, they must reapply for the degree. The paid fee carries over to the next semester for up to one calendar year.

- Register for Tch_Lrn 700 (Master's Thesis Examination) (minimum of two credits or as many as necessary to meet the number of credits listed on the Program of Study) at the beginning of the semester in which the thesis is to be defended.
- Once your advisor approves your thesis please make an appointment with Kelly McGovern for a formatting check of your document. Then arrange the 700 presentation date & time with your committee and reserve a room.
- 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.
- At the same time the Scheduling Exam form is due, upload the thesis (in PDF format) to the [Proquest/UMP/ETD Administrator](#) for the official format checking prior to the ballots being released to the committee. Expect an email detailing any necessary corrections to formatting. Also, submit a copy to the Office of Graduate Studies (gradstudies@wsu.edu) for the departmental announcement.
- If you have Human Subjects you will need to submit the IRB approval or exemption email confirmation with your scheduling form through myWSU.
- Within five (5) working/business days after your defense: 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.

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 (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.

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 faculty members during the time of application as well as check the Graduate School Jobs website.

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:

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 must be submitted, approved by the department chair, and initialed by your committee 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. Applications for student travel grants may be submitted through the [GPSA website](#). 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

Washington State University **Pullman**
Department of Teaching & Learning 321
Cleveland Hall
Pullman, WA 99164-2132
Phone: (509) 335-6842
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College of Education
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Washington State University **Tri-Cities**
College of Education
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niamh.oleary@wsu.edu

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Academic Coordinators

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College of Education
Jennifer Gallagher, Academic
Coordinator
Undergraduate (VUB) 308
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Fax: (360) 546-9040
Email: j.gallagher@wsu.edu

Central Services, Facilities, and Resources

Residency Requirements

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

Email

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

Parking and Map

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

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

Tri-Cities: <http://tricities.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/newInstIRSFomW4.htm>

Tax Information

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

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

Social Security Numbers

Significance and correction of an SSN and application pointers:

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

Central Services and Facilities

Student Services, including Health and Counseling Services

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

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

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

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

APPENDIX A: Master’s Degree Program Description Comparisons

Department of Teaching and Learning [Approved by T&L 1-26-07]

The Department of Teaching and Learning in the College of Education, Washington State University, offers three Master’s Degrees: Master in Teaching (MIT), the Education Master (EdM) and the Master of Arts in Education (MA). The MIT and the EdM are available on all WSU campuses (Pullman/Spokane, Tri-Cities, and Vancouver); the MA is available on the Pullman/Spokane campus only. Availability of specific courses/specializations will vary by campus.

Each of the three Master’s Degrees serves a unique purpose and entails requirements specific to that degree. The chart below compares the three degrees. Endorsement/course work specializations are available in the EdM and the MA programs. The MIT is a cohort-based alternative teacher preparation program with prescribed and sequenced course work and requirements (See MIT Handbook for more information.)

*Comparison of MIT, EdM, and MA Degree Programs*¹

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
Primary Career Intention	Positions emphasizing teaching in K-12 classrooms.	Positions emphasizing expertise and leadership in teaching, within school districts, including curriculum directors, behavior specialists, reading specialists, teacher leaders.	Positions emphasizing research and scholarship in higher education, community colleges; preparation for doctoral study.
Degree Objective	Preparation of entry-level teachers with a focus on action research/inquiry as a paradigm for practice.	Preparation of teacher leaders capable of locating, analyzing, synthesizing, and critically evaluating research to apply knowledge to problems of practice.	Preparation of entry-level educational scholars, focused on inquiry to acquire new knowledge and examine or build theory.
Knowledge Base	Critically evaluates existing knowledge base and applies knowledge to practice.	Develops new knowledge and applies knowledge and theory to practice.	Develops theoretical and conceptual knowledge. Inquiry focus with an emphasis on understanding relationship of theory and practice.
Research Methods	Course work focused on developing a broad understanding of educational research, with skills in implementing action research/inquiry in the classroom.	Course work focused on developing a broad understanding of educational research, with skills in one area of implementation (e.g., quantitative, qualitative, action research methods, etc.).	Course work focused on developing a broad/deep understanding of educational research, including development of skills in implementing qualitative, quantitative, and mixed methods/alternative methods.
Internship	Pre-student teaching and student teaching internships focused on developing entry level teaching skills and educational knowledge.	Will likely not involve an internship.	May include experience in college teaching and research. May intern with one or more professors related to research interests.
Comprehensive Knowledge Assessment	Written master’s project and oral presentation. May also include portfolio assessment.	Written master’s project and oral presentation; or, written exam.	Written thesis and oral presentation.

¹ Portions **Internship** adapted from Young, M. (Summer, 2006). “From the director: The M.Ed., EdD., and Ph.D. in educational leadership.” UCEA Review.

Comparison of MIT, EdM, and MA Program Requirements, Continued.....

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
Culminating Event	Applied project using action research, descriptive research, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice.	Applied project using action research, descriptive research, quantitative, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice; or written exam.	Original research study with goal of building theory and/or research literature base.
Options	Endorsed for public school teaching at one of two levels: <ul style="list-style-type: none"> • Elementary (P-8) Certification • Secondary (5-12) Certification 	State endorsements and/or concentrations of T&L course work available in <ul style="list-style-type: none"> • ELL/Bilingual Education • Special Education • Curriculum & Instruction 	State endorsements and/or concentrations of T&L coursework available in <ul style="list-style-type: none"> • ELL/Bilingual Education • Special Education • Curriculum & Instruction
Graded Credits	34 - 38 graded credits minimum See program descriptions for detailed list of required coursework. MIT includes course work in <ul style="list-style-type: none"> • Research Methods • Learning Theory • Foundations/Social Context of Education • Educational Technology • Assessment of Learning • Classroom Management • Diversity (i.e., ESL, Special Education, culture) • Research in Teaching MIT includes specialized core coursework specific to each option: <ul style="list-style-type: none"> • Elementary Education • Secondary Education 	29 graded credits minimum <ul style="list-style-type: none"> • 3 credits research methods • 3 credits foundations • 15-21 credits from the Department of Teaching and Learning (May include endorsement course work) • 3-9 credits in supporting area (May include Professional Certification course work; endorsement course work; or course work from other departments.) 	21 graded credits minimum <ul style="list-style-type: none"> • 9 credits research methods • 3 credits foundations • 9 credits from the Department of Teaching and Learning in area of concentration
Non-Graded Credits	2 credits of MIT 702 for Project and/or Oral Exam	Optional: Tch_Lrn 600 Special Projects. Required: 2 credits of TCH_LRN 702 for Project and Oral Exam; or written exam.	Optional: Tch_Lrn 600 Special Projects. Required: 4 credits of TCH_LRN 700 for scholarship leading to and including thesis development and oral defense
Internship Credits	3 credits of Pre-internship with Seminar and 10 credits of Internship with Seminar	Optional	Optional
Total Minimum Credits	48-52	32-35	30

Approved by T&L Faculty, Friday, January 26, 2007; updated/edited 8-14-13
Modified 2017 to reflect current approvals at the university level.

Appendix B: Example of Special Project/Thesis Timeline Considerations

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

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

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

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

1. Draft 1 of chapters/sections to advisor/chair.
2. Draft 1 returned to you 2 weeks after advisor/chair receives it.
3. Draft 2 to advisor/chair: You edit/revise.
4. Draft 2 returned to you 2 weeks after advisor/chair receives it.
5. Draft 3 to advisor/chair: You edit/revise.
6. Draft 3 returned to you 2 weeks after advisor chair receives it

(This drafting/revising may continue through several additional cycles.)

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

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

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

3. Draft 2 to program committee members
4. Draft 2 returned to you 2 weeks after members receive it

(This drafting/revising may continue through several additional cycles.)

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

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are

then written on the scheduling form. Each committee member, and the advisor/chair must sign the form. You obtain their signatures for the form and simultaneously give the members a copy of your quality draft.

Submit the signed scheduling form to the Graduate Studies office in Cleveland Hall at least 13 working days before your presentation/final defense. The Coordinators will copy it for your file and submit the form to the Graduate School (at least 10 working days before the presentation/defense). We recommend that you plan to submit the signed scheduling form to the Graduate Studies office in Cleveland Hall with plenty of days to spare – you can submit the form before the 13-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 15-20: Begin asking committee members for dates of availability for the presentation of the Special Project/Thesis

April 1st: Completed Scheduling Form uploaded through your myWSU portal

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 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 C: Special Project Options

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

Research Project

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

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

Examination

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