



WASHINGTON STATE UNIVERSITY

College of Education, Sport, and Human Sciences

DEPARTMENT OF TEACHING AND LEARNING

Cultural Studies and Social Thought in Education

Student Handbook Doctorate Degree



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Welcome from the Department Chair

Welcome to the Department of Teaching and Learning graduate program! We look forward to mentoring you through the world of research, knowledge generation, dissemination of research at conferences and through publication, pedagogical action, and advocacy.

We have extremely talented and knowledgeable faculty who are both excellent teachers and superb researchers. They are closely connected to the K-12 public school system, and they are 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., writing interventions for students with disabilities, professional development for teachers) and some that is community-based (e.g., support for parents with children who have Autism). You have access to these faculty and their projects through course work and advising structures.

Please read through this handbook. 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 for a collaborative, positive, and productive culture for our graduate students, and we are here to help you achieve your graduate goals. We hope that you achieve these goals both through the processes outlined in the handbook as well as through the final projects, theses and dissertations that you produce at the end of your graduate school journey.

Thomas Salsbury, Ph.D.
Chair, Department of Teaching and Learning

The Program Coordinator

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

Stephany RunningHawk Johnson, Ph.D.
Assistant Professor of Cultural Studies and Social Thought in Education

Introduction

Congratulations on your admission to the Cultural Studies and Social Thought (CSSTE) doctoral degree program in the Department of Teaching and Learning at Washington State University (WSU). This handbook's guidelines assist you in planning and completing your program. Please read and discuss them with your advisor. Because the CSSTE Ph.D. program currently exists only on the Pullman campus, the information in this handbook refers only to that campus. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Education within the College of Education, Sport and Human Sciences (CESHS). You can also visit our [website](#) for additional information.

The forms discussed in this handbook are available from the College of Education, Sport and Human Sciences (CESHS), Office of Graduate Education as well as the [WSU Graduate School forms page website](#).

Notice of Non-Discrimination

WSU does not discriminate and prohibits discrimination on the basis of sex, race, color, national origin, disability, age, religion, creed, genetic information, marital status, protected veteran/military status, or immigration or citizenship status in any education program or activity that it operates compliant with Title IX and other civil rights laws and regulations. Inquiries regarding Title IX, ADA, or other civil rights laws, as well as reports of discrimination can be directed to the [Compliance and Civil Rights](#) or through their email ccr@wsu.edu, [WSU ADA Coordinator](#), or [WSU Title IX Coordinator](#). More information on WSU's policies and procedures to respond to discrimination and harassment are available on this website: [Nondiscrimination statement](#).

Historical Overview

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

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

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

In May 2025 the College of Education changed its college name to the College of Education, Sport and Human Sciences (CESHS).

Cultural Studies and Social Thought in Education Program Overview

Program Mission

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

Student Learning Outcomes

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

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

Program Content – Doctor of Philosophy in CSSTE

The Ph.D. requires at least 72 credit hours of study and consists of graded (A-F grading rubric) and non-graded coursework (S/F or S/U grading rubric). The CSSTE Ph.D. program has the additional requirement of a minimum of 45 semester hours of graded credit beyond the bachelor's degree and a minimum of 20 semester hours of Doctoral Research, Dissertation, and/or Examination (CSSTE 800). The performance criteria in CSSTE 800 are based on a satisfactory/unsatisfactory scale instead of a letter grade.

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

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

The program of study lists required courses but it does not capture the importance of being a part of a scholarly environment. As mentioned previously, CSSTE faculty pride themselves on being intentional about the building and maintenance of a rigorous yet supportive scholarly community. The required

Reading Group is a programmatic vehicle to build and maintain such a community. Students are required to enroll and attend three semesters of the Reading Group whose curriculum varies. In the past, this one hour course has focused on the writing of conference proposals as well the presentation of conference papers, watching contemporary movies that illustrated various facets of globalization, and engaging scholarly readings outside of the formal curriculum. This course also operates as a major vehicle for senior students to mentor first year students. As importantly, the course provides numerous social events for students and faculty to interact in a more informal manner. Typically we offer a beginning of the year social event as well as a celebratory end of the year graduation party. Faculty believe that these events help build community.

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

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

CSSTE Doctoral Credit Overview

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

Academic Requirements, Policies, and Procedures

Academic Standing and Annual Review

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

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

If you serve as Academic Student Employees (ASEs) also known as assistantships, please note your required workplace review will be separate from your Academic Annual Review. For more information about ASEs please see Chapter 9 of the [Graduate School Policies and Procedures](#) - Graduate Assistantships.

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 that may be accessed [here](#). All College of Education, Sport and Human Sciences, students are required to take the **Social and Behavioral Responsible Conduct version of the training** as soon as possible. Please visit the [IRB website](#) for more information including instructions on how to access the course. This training will take approximately 2-3 hours depending on how in depth you choose to read.

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

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

If you have questions about this training, please read the [webpage on Required Trainings](#) and contact the Office of the Graduate School at 509-335-1446 or gradschool@wsu.edu.

Temporary/Permanent Advisor and Committee

Assignment of a Temporary Advisor

Your admission letter from the Department indicates the faculty member who will serve as your temporary advisor. The temporary advisor will assist you with the initial selection of course work and other program requirements. You should contact your advisor prior to enrolling in classes and maintain regular communication throughout the initial stages of your program. If you wish to change temporary advisors, you may complete the [Change of Temporary Advisor form](#). The temporary advisor serves until you select a permanent advisor who will chair your doctoral committee. While you may decide to ask your temporary advisor to chair your doctoral committee, you are also free to ask another faculty member in your program.

Section of a Permanent Advisor/Committee Chair and Doctoral Committee

You are encouraged to select a permanent committee chair as soon as possible after your first semester of study, or if you are a part-time student, after completing 20 credits or by your fifth semester, whichever comes first. By this time, you should know several faculty members and their areas of specialization. The permanent doctoral committee chair must have a doctoral degree and be qualified, according to CESHS guidelines, to chair doctoral committees. The individual must be a member of the Graduate Faculty in the CSSTE Ph.D. Program (see Faculty list in [Appendix A](#)). The individual should also have expertise in the area that will be the focus of your study. This will be reflected in the faculty member's record of research and publication, teaching, and professional service. If you need additional assistance in selecting a permanent advisor/committee chair, consult with the department chair, a faculty member you know, or the staff in the CESHS Office of Graduate Education.

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

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

- has previous experience on dissertation committees
- meets CESHS criteria for serving on doctoral committees
- is available for the duration of the dissertation (e.g., are there sabbatical or retirement plans?)
- has expertise related to the topic of research
- has expertise in the research methodology
- is accessible for meetings with you and other committee members
- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

Developing and Submitting the Program of Study (a.k.a. – Degree Requirements)

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

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

These graded courses are listed in the "Core Program" section of the Program of Study form. Details on these courses are provided in later sections. Generally, only graduate-level WSU and transfer courses can be included in the Program of Study. No course used for a previously completed masters or doctoral degree may be used. However, your doctoral program committee may approve up to 9 credits of non-graduate credit (300- or 400-level courses from WSU) for your program of study. Any course included in the Program of Study form in which a grade of "C-" or below is earned must be repeated as a graded course (it cannot be repeated on an S/F basis).

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

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

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

Changes to your Program of Study (Degree Requirements)

Once the doctoral committee is established, you are allowed to change members of your committee, including the chair, at any time. However, you must communicate with all faculty involved prior to officially requesting a change in the committee. The reason for the change, which should be clearly articulated, should be both compelling and substantive in nature, as changes in committee are not routine. In addition, program faculty members are under no obligation to serve on any committee.

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

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

Deadlines

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

Continuous Enrollment Policy

All full- and part-time degree-seeking graduate students at all campus locations must maintain continuous enrollment in the Graduate School, registering for each semester, excluding summer sessions, from the time of first enrollment until all requirements for the degree are completed. Continuous enrollment is maintained by registering for a minimum of 2 graduate credits per semester (excluding the summer). For further information regarding the Continuous Enrollment for Degree Seeking, please go to ([Chapter 5.A.2](#)).

Continuous Doctoral Status (CDS)

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

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

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

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

Further information on Continuous Doctoral Status (CDS) may be found in the Policies and Procedures ([Chapter 5.A.2.a](#)).

Grade Point Average

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

If you are a regularly admitted graduate student who has completed only one semester or one summer session of graduate study with a GPA of 2.75 or above, you are eligible for continued enrollment. Upon completion of two semesters, one semester and one summer session, or two summer sessions of graduate study and thereafter, a 3.0 GPA or above is required for continued enrollment in the Graduate School. If you are admitted on a provisional status, you must maintain at least a 3.0 GPA in order to continue your enrollment in the Graduate School.

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

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

Registration and Credit Load

Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 800 (doctoral) level research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy, go to the Graduate School Policy and Procedures at ([Chapter 5.C](#)).

Transfer Credit and Credit Restrictions

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

The number of transfer credits allowed for the CSSTE Ph.D. program is nine (9). If approved, up to nine (9) credits appropriate to the program of study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program. Graduate credit earned (with a grade of "B" or higher) at Washington State University prior to formal admission to the Graduate School, other than credit earned while enrolled as a Second Bachelors or Non-Degree/non-matriculated undergraduate student, may be included in the number of prior credits allowed. The total of such credits from the two categories (transfer and prior WSU credits) is subject to the usual time restrictions and approval by the department and the Graduate School. None of these credits may be applied toward another advanced degree.

Extension courses, special problems, research and thesis, workshops, and correspondence courses will not receive graduate transfer credit. For necessary interpretations, inquiries should be sent to the Dean of the Graduate School.

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

Use of AI/LLMs, etc.

The use of Artificial Intelligence (AI) tools, including Large Language Models (LLMs), can be valuable for certain aspects of the ETD writing process. For instance, these tools can assist with copy editing, improving grammar, spelling, and clarity. They can also be useful for brainstorming ideas or exploring different ways to articulate complex concepts.

However, it is essential that the core content, ideas, and phrasing in your ETD remain your own. Although LLMs can enhance the presentation of your work, they should not replace your intellectual contributions. When using AI tools, ensure that they are employed in a way that maintains the originality and integrity of your writing. Proper attribution is recommended if these tools significantly influence the final text.

Recommended Guidelines:

1. Copy Editing and Grammar: AI tools can be used to correct grammatical errors and refine language. However, ensure that the edits do not alter the intended meaning or the originality of your ideas.
2. Brainstorming and Concept Development: LLMs can help generate ideas or explore different approaches to your arguments. Use these suggestions as a starting point but ensure that the final articulation of ideas is your own.
3. Attribution: If AI tools significantly shape the final version of your text, consider acknowledging their use in your work, similar to how you would cite other forms of assistance like proofreading.

The University provides additional [Guidelines for Using AI-LLM](#).

Highly-Recommended Activities (All but One Not Required)

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

The Importance of a Scholarly and Healthy Community

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

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

Graduate Student Responsibilities

Another facet of a healthy community is students taking responsibility for all required Graduate School forms, deadlines for submitting paperwork, and general institutional forms. Faculty are not always alert to these dates (since they have their own professional deadlines). Please stay on top of these. The CESHS Graduate Studies Office can help with all of this but ultimately it is your responsibility to ensure items are submitted in a timely manner. Further, faculty cannot always quickly respond your work, especially during the preliminary exams, dissertation proposal and dissertation itself. Please allow for a

maximum of three weeks for faculty members to provide feedback to your scholarly work. Faculty are on nine month appointments, and therefore are not always available during the summer months. It is your responsibility to plan important meetings, milestones, and seek feedback during times when all committee members are available. Do not EXPECT your committee to work during summer months.

Finally, the CSSTE program adheres to the American Psychological Association scholarly reference style (as opposed to MLA or Chicago, etc.). Details of this scholarly writing style can be found in the APA Manual (7th edition) a [WSU Quick Guide](#) is available. The APA style (7th edition) templates may be [found here](#) includes quick look at sample papers and table and figure set up.

Program Flow

The following chart provides a more detailed look at what a student should expect while going through the CSSTE program.

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

date for the exams. Typically, CSSTE faculty advise that students take some time for that preparation, like a semester or summer.

2. Preliminary Exams:

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

3. Dissertation Proposal and Dissertation Proposal Defense:

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

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

- Background of the Problem (Brief literature review)
- Problem Statement/Rationale for the Study
- Research Questions/Hypotheses/Purposes
- Theoretical Framework
- Methodology (Research Design)
- Methods (Techniques employed)

		<ul style="list-style-type: none"> • Participant Selection (if appropriate) • Validity (if appropriate) • Interview questions/survey instrument/parameters of arts-based study (when appropriate) • Dissertation Timeline
Phase 3	Year 4-5	<p>Dissertation</p> <ol style="list-style-type: none"> 1. Dissertation: After a successful dissertation proposal defense, students begin the challenging and delightful work of the dissertation. Working closely with the Chair, students implement their dissertation proposal and complete an Institutional Review Board application if the study involves human participants. Students should expect to submit multiple drafts to the Chair for review and feedback. 2. Dissertation Review: When the Chair and student deem the final draft of the dissertation to be the best of their combined skills, the document is shared with the Committee Members who are given two weeks to read and respond in written form to the document. It is at this time that Committee Members must carefully review the document, provide feedback, and determine whether the document is defensible or not. Committee members must provide detailed feedback if the dissertation is not deemed defensible. The student will then address the concerns of the Committee and submit a second draft to the Committee for determination of its status. When committee members agree that it is defensible, then the appropriate paperwork is filed, and the defense date is set. The final dissertation defense is open to the public. Candidates for the PhD are expected to present a 20-minute presentation on their research so that attendees who have not read the dissertation understand the basics of the study. Committee members then proceed to ask questions and engage in a lively scholarly conversation. Students are expected to provide a copy of their dissertation study to the CSSTE program and Department of Teaching and Learning so that others may view their work easily.

Preliminary Examination

Purpose

The Preliminary Examination is an official university exam that contains both a written and oral assessment. It is also referred to as the Comprehensive Examination. The WSU Graduate School has many policies and procedures that are not included in this handbook. The CSSTE policies and guidelines in this document complement, clarify and extend the policies of the Graduate School. You are responsible for following all WSU Graduate School policies in addition to the policies contained in this document.

For example, you must complete all requirements, including dissertation defense, within four years of successfully completing Preliminary Examinations. You are encouraged to consider this requirement when scheduling Preliminary Examinations.

Students are also discouraged from scheduling in summer sessions due to faculty availability; however, if the entire committee is amenable to a summer scheduling date, the student should feel free to proceed.

Assumptions

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

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

The following three assumptions must also be met:

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

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

Options

There are two (2) options to consider for the Preliminary Examination, all should be discussed with your committee chair, and a plan made for the defense. Options include:

1. ***A written critical synthesis of research in a literature review, theoretical framework, and research methods and oral defense.*** This option will stem from three (3) questions posed by your chair and committee members in consultation with you. Generally, you will be

allowed one (1) week to craft a 18-25 page written response to each question in APA style. (The chair and committee members decide upon the time frame.) After all responses are received and reviewed, an oral defense will occur.

2. ***Alternative Preliminary Examination product.*** This option allows you to submit a written proposal to your chair and committee members that describes an alternative examination product.

Scheduling the Preliminary Exam (Official Defense)

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

Reminder, before the preliminary examination can be scheduled, the student must:

1. Be registered for a minimum of two credits of CSSTE 800 as a regular graduate student at the beginning of the semester or summer session in which the preliminary examination is take place.
2. Have no more than 6 credits of outstanding coursework (A-F grading rubric). Note: this restriction includes currently enrolled class(es) that do not have a grade on your transcript.
3. Have at least a 3.0 cumulative grade point average.
4. At least 15 days prior to your oral exam you will complete the [Scheduling Preliminary Examination SmartSheet form](#) with the information as agreed upon by your entire committee (date, time how everyone will attend, etc.).
5. The completed Exam PDF is then uploaded by you, the student, (minus signatures) through your myWSU portal > 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.

Only completed forms will be processed and must be submitted at least 15 business days prior to the exam date. *Forms will be returned, and defenses delayed if the form has missing information.*

Oral Component and Balloting

Once all committee members have had the opportunity to read the written component of the assessment, the oral component of the assessment is scheduled. All committee members must be present. Following the oral examination, committee members meet to discuss the results and ballot on whether you pass or fail the assessment. The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following the oral exam or up to ten (10) business days after the examination. All members of your committee must attend the oral exam and the ballot meeting, and all must vote. The final ballot result is either a pass or fail. After the ballot meeting, the CESH Office of Graduate Education will notify you in writing regarding the results. You are also free to contact your chair after the ballot meeting to receive and discuss the results.

Repeating the Preliminary Examination

In the event of a failed assessment, you may be re-assessed a second and final time only at the request of the department/program that previously voted to fail you. There is no automatic right to a second

assessment. At least three months must elapse between a failed assessment and a re-examination. Failure of two comprehensive assessments results in termination of enrollment in the doctoral program and the Graduate School.

Thesis/Dissertation Guidelines

Dissertation Research Proposal (D1) - Overview

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

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

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

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

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

Development of a Dissertation Proposal (D1)

The dissertation proposal must be written according to the style specified in the latest edition of the Publication Manual of the APA, a [WSU Quick Guide](#) is available. The APA style (7th edition) templates may be [found here](#) includes quick look at sample papers and table and figure set up.

While you will develop the format for the proposal with your chair, the D1 should address the following questions:

1. What is the rationale for the study? Why is it important?
2. What is the problem, issue, question, or hypothesis?

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

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

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

Writing the Dissertation Proposal (D1)

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

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

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

for theory and practice. Views and findings are more often restated, paraphrased, and summarized rather than quoted.

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

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

Scheduling the D1 Defense

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

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

- a) approved as presented;

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

Approval or disapproval of the dissertation proposal is documented by committee members' signatures on the D-1 approval form and submitted to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu.

Human Subjects Form and CITI training

After approval of the D1 and before any data collection, you must do CITI training and obtain WSU Institutional Review Board (IRB) approval to conduct research involving human subjects. The IRB approval letter must be submitted to your chair and the CESHS Office of Graduate Education before you commence data collection. You may submit a copy to their office when you receive the confirmation. Failure to gain approval before data collection shall result in the rejection of the final dissertation and prevent you from scheduling the final doctoral examination.

The IRB form for human subjects' research approval is available on the [IRB website](#). The IRB form must be signed by the chair of your committee and the department chair before submitting it. Review of the request generally takes 2-4 weeks, when you will be informed by email as to whether your research is approved.

Writing the Dissertation

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

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

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

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

Chapter V. Discussion. This chapter focuses on the meaning of the study and the significance of the results. The chapter typically begins with a brief summary of what was done and why. This is followed by a presentation of the results as they relate to the research questions. The discussion tends to be

more conceptual than empirical and specific results are noted only as evidence to justify the assertions and conclusions related to the research questions. The discussion explains what the results may mean. This discussion may focus on why more support was not found to support or refute the research questions, or on the meaning of the support that was found. This discussion is a thoughtful analysis of the results obtained. It's appropriate to acknowledge the limitations of the research, state the implications of the findings for both theory and practice, and make recommendations for future research.

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

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

Alternative Formats

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

Final Examinations

Timeline for the Final Examination

You must Apply to Graduate via myWSU by the deadline listed on the WSU calendar for the semester you plan to graduate. However, applying at least one semester before the final oral examination is scheduled is recommended so that you can be notified of graduation requirements (to-do lists) before enrolling for your last semester. You must reapply for the degree if you do not graduate in the semester you applied. However, the fee is paid, so it carries over from semester to semester for one calendar year.

The semester before scheduling the final examination, you should review the Graduate School [Deadlines and Procedures Summary Form](#). Reviewing the Summary at that time will allow you time to complete any deficiencies.

You should also obtain a copy of the [Thesis/Dissertation Formatting Guidelines](#), the [Thesis/Dissertation Prefatory Example](#), and a copy of the [Thesis/Dissertation template](#) which will be slightly different than APA or other formatting. This document includes important information about the format of the

dissertation title page, signature page, and abstract; copyright releases; submission of digital dissertations. Please do not use previous student's work as formatting guidelines have changed even from year to year, please go to the source and read up on the current requirements so you don't have to revise what you have completed.

You should work with your chair to develop a detailed/comprehensive timeline for completing the written part of your dissertation.

Final Approval of the Dissertation (D2)

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

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

Scheduling the Final Examination (D2)

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

1. You must be enrolled in a minimum of two (2) credits of CSSTE 800 at the beginning of the term you defend your D2.
2. You must Apply for Graduation.
3. At least 15 days prior to your exam please complete your EXAM form: Students complete the [Scheduling Final Examination Form for Dissertation/Thesis degrees SmartSheet form](#) with the information as agreed upon by your entire committee (date, time how everyone will attend, etc.).
4. The completed Exam PDF is then uploaded by you, the student, (minus signatures) through your myWSU portal > 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.
5. Committee members' electronic approvals for the Exam form signifies preliminary approval of the dissertation that is suitable in content and format for submission to the UMI/ProQuest through the [WSU Graduate School Dissertation website](#). Although the ETD Administrator from UMI/ProQuest checks the dissertation, this pre-check does not constitute final acceptance as this check is for formatting issues only, content will be reviewed by your committee.
6. Committee members must be given the entire dissertation a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
7. At the same deadline, your dissertation draft must be sent to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu for announcements within the college..

The examination must be scheduled for at least four (4) months but less than four (4) years after satisfactory completion of the Preliminary Examination or within 10 years of your oldest coursework on your POS. The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular business hours and only during academic sessions.

Final Examination (D2)

The final oral examination is primarily a defense of the dissertation but may also cover the general fields of knowledge pertinent to the degree. You must register for CSSTE 800 (minimum of two credits) in the semester in which you take the final examination. The examination is about two (2) hours, which includes time for the presentation, questions, deliberation by the committee, and approvals on the final paperwork.

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

In order to pass the final oral examination, a minimum of three-fourths of those voting must vote to pass you; if the committee consists of only three members, all must vote to pass.

In the event of a failed first attempt, a second and final attempt may be scheduled after a period of at least three months, but no longer than two academic semesters (excluding summer). When scheduling a second exam, the scheduling form must be submitted through *myWSU* at least 20 business days in advance of the exam day. A member of the Graduate Mentor Academy will be appointed by the Graduate School and must be present at re-examination. The entire committee must be present and vote. If you have failed two examinations, you will be dismissed from the Graduate School. Should there be procedural irregularities or extenuating circumstances during the first or second examination, you have the right to appeal to the Graduate School in the event of examination failure.

Please note that scheduling a second exam has different timing and requirements, please check with the CESHS Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu.

Final Dissertation Submission and Tasks After You Defend

After you pass the final oral examination, you have ten (10) business days to submit your final corrected digital copy of the thesis/Dissertation to ETD Administrator/ProQuest. The final upload link will be located on the email confirmation page from the precheck.

Additionally, the student must submit the [Thesis/Dissertation Approval form](#) through myWSU > Profile >Service Request, and a [Hold Harmless Agreement/Copyright Acknowledgement](#) as well within the 10 day due date.

You as a doctoral student, have the additional task of completing the online [Survey of Earned Doctorates \(SED\)](#), emailing the confirmation page to gradschool@wsu.edu.

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

Graduate Student Exit Survey

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

Awarding of the Degree

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

Financial Support

Teaching and Research Assistantship Appointments

Graduate programs are sometimes able to hire students who also serve as Academic Student Employees (ASEs) also known as assistantships, but it's important to note that not all graduate students will hold ASE positions. Those who do are governed by the WSU/UAW Contract, as outlined in Chapter 9 of the [Graduate School Policies and Procedures](#) - Graduate Assistantships.

If you hold an ASE, please note your Academic Annual Review will be separate from your required workplace review.

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

Teaching assistantships require full-time enrollment (i.e., a minimum of ten (10) semester hours during the spring and fall terms). A TA typically teaches two courses each semester under a faculty member's supervision. During the first semester of the assistantship, a TA must enroll in TCH LRN 527: Seminar in Teacher Education Instruction for one (1) credit. The course covers teaching and learning, inquiry, and professional issues.

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

To be considered for a TA or RA position, you will seek an open position from the Graduate School's website for [Current Job Openings and Funding Opportunities](#) and ask your assigned temporary advisor if they know of any openings. At the time of appointment, you will receive a letter that delineates the specific responsibilities of the appointment.

College of Education, Sport and Human Sciences, Scholarships

Scholarships are available through the College of Education, Sport and Human Sciences (CESHS). Applications are available through University Scholarship Services in November and are due January 31st for the upcoming academic term. Awards range in dollar amounts, with a range of about \$500-\$2000. For more information, contact the CESHS Scholarship Coordinator (509-335-7843) or visit the [college website](#).

Other Financial Aid

For additional financial aid information, contact the WSU Office of Student Financial Services call 509-335-9711 or visit their [website](#).

Business Policies

Leave Guidelines

Leave from the Program (not on an assistantship)

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

You will file a [Graduate Leave Status form \(GLS\)](#) through your myWSU account. Please note that GLS is only awarded once in your degree career.

If you have passed your preliminary examination and are not required to be enrolled for a visa or other required enrollment purposes, you may choose to go on Continual Doctoral Degree Status (CDS). Please read up on requirements and eligibility in the Graduate School Policies and Procedures ([Chapter 5.A.2.a](#)). Please note that this does not extend your time to degree; you are expected to make a plan with your advisor and committee, to keep communication open and progress on your dissertation.

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

During 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), except on 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 their [website](#). Graduate students on appointment do not earn annual leave or sick leave.

Travel:

For liability purposes, all students seeking to obtain financial reimbursement for work-related travel must complete a Travel Authority form. Contact your campus academic advisor for access to this form. This form must be submitted, signed by the Department Chair, and initialed by your advisor/chair at least 21 days before a trip. In some circumstances, work-related travel advances may be obtained by submitting a request at least four weeks before the trip. If funds are available, reimbursement for travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Only approved travel will be reimbursed.

Checkout/Exit:

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

Grievances:

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

Dissertation Library:

Former student dissertations may be found through the [WSU Library system](#) by using the Search IT engine.

General Information

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New Student Information

<i>Item</i>	<i>Website location and additional information</i>
<i>Residency Requirements</i>	Graduate School website for Establishing Residency
<i>Email:</i>	WSU 365 Email Log In Please log in with your WSU NID and password
<i>Parking and Map</i>	Pullman Transportation Services Spokane Parking Services Tri-Cities Parking Services Vancouver Parking Services
<i>I-9 Forms</i>	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.
<i>W-4 Forms</i>	U.S. Citizens Tax Information (W2 and W4) Non U.S. Citizens Tax Information (please contact Payroll Services)
<i>Tax Information</i>	U.S. Citizens Tax Information Non U.S. Citizens Tax Information
<i>Social Security Numbers</i>	Significance and correction of a Social Security Number and application pointers.
<i>Central Services and Facilities</i>	<i>Student Services, including Health and Counseling Services</i> Pullman Student Well Being Spokane Student Well Being Tri-Cities Well Being Vancouver Well Being <i>Libraries</i> WSU overall Library Spokane Health Sciences Library Tri-Cities Library Vancouver Library

Appendix A: Faculty and Research Area

Core Faculty	Research Area
Amir Gilmore, Ph.D.	Research interests are Black Aesthetics, Black Masculinities, Afrofuturism, Afro-Pessimism, and the political economy of schooling. Drawing from recent theorizations of BlackCrit, Amir’s current research examines how anti-Black confrontations impede the lives of Black boys inside and outside of schooling. Moreover, Amir’s research illuminates the understudied phenomenon known as Black Boy Joy . Black Boy Joy is a social and spiritual practice of Black fulfillment and Black being, and the refusal of white supremacist systems.
Stephany RunningHawk Johnson, Ph.D.	Dr. Stephany RunningHawk Johnson, a member of the Oglala Lakota nation, focuses her research on recruiting, retaining and supporting Indigenous students attending universities and majoring in science fields, with a particular emphasis on how the philosophy behind the way science courses are taught creates barriers for Indigenous students, as well as other students of color. Stephany is interested in working with local Tribes to incorporate place-based education and Indigenous Traditional Ecological Knowledges in order to increase Indigenous students’ sense of identity and belonging in a university setting. She is also conducting research on how non-Indigenous instructors can begin to decolonize their curriculum and teaching practices. All of Stephany’s work is dedicated to supporting Nation building, Tribal sovereignty, and empowering Indigenous communities and students in working toward social justice.
Johnny Lupinacci, Ph.D.	Research focuses on how people, specifically educators, learn to both identify and examine destructive habits of modern human culture. His work proposes that, through education, teachers can be leaders in confronting dominant assumptions about existing as individuals separate from and superior to the greater ecological systems to which we belong. His research focuses on ecocritical perspectives in teacher education that include anarchist pedagogies, EcoJustice Education, critical animal studies, and radical efforts to support deschooling.
Anya Sheftel, Ph.D.	Dr. Anya Sheftel’s identities as a first-generation immigrant and a cisgender white woman with a disability inform her scholarship. She is a counseling psychologist with extensive practical experience working in academic and community mental health settings. Dr. Sheftel is an interdisciplinary scholar who integrates critically conscious pedagogy and motivational interviewing into educational and community service delivery for disabled and rural youth and young adults. Specifically, she has developed, implemented, and evaluated student- and system-focused interventions to support career development, academic achievement, and health outcomes of this population. Dr. Sheftel embraces critical participatory action research and uses mixed methods to support her scholarship.

Angel Sobotta, Ph.D.	As a Niimíipuu [the People], and citizen of the Nez Perce Tribe, Dr. Angel Sobotta's research interest areas focus on the Niimíipuu knowledge within the Niimíipuu language and stories and the reclamation of language, stories and the relationship with the land. Her other focus area is Indigenous Research Methodologies and Methods, specifically connecting ways of knowing through a Niimíipuu or Indigenous lens.
T. Francene Watson, Ph.D.	Research focuses on school and community gardens, which is inspired through place-based education, critical pedagogy, the arts, and community action research in the Pullman area.
Affiliate Faculty	Research Area
Jane Kelley, Ed.D.	Research and scholarly activities is grounded in critical multicultural analysis and involves the examination of ideology of power in children's literature and the dissemination of this theory and pedagogy. Kelley's research is two-fold. First, she applies a critical multicultural analysis to children's literature in order to bring the ideology of power as it is portrayed in children's literature. Second, she investigates pedagogical strategies to introduce a critical multicultural analysis to pre-service teachers, service teachers, and graduate students.
Jessica Masterson, Ph.D.	Maintains various, multidisciplinary research interests, including adolescent/youth literacies, democratic education, intersectional climate justice, and qualitative methodologies including ethnography and critical discourse studies. At the core of her work is a commitment to explore and define "justice" in its many iterations.
Shameem Rakha, Ph.D.	Research is focused on increasing equity in our schools for students of color. Shameem's research examines the use of culturally relevant pedagogy to increase student engagement and improve student academic outcomes. Recently, I have been looking specifically at ways to cultivate caring relationships between teachers and students, particularly in situations where there is a mismatch between the cultures of these groups.
Lisa Guerrero, Ph.D.	She is an interdisciplinary scholar who is particularly dedicated to thinking about the impact of intersectionalities, and the relationships between culture and power in both her scholarly work and her classrooms. Her central research and teaching interests include African American literature, black masculinity, African American satire and humor, critical popular culture studies, race and commodity culture, and cultural studies.
David Leonard, Ph.D.	While seemingly disparate in topic, ranging from sporting cultures to video games, from the ways we narrate gun violence to sports media discourse, from post-Katrina hip-hop to Shawn Green's religious/baseball identities, Leonard's work is linked by its commitment to examining the ways in which racial meaning is constructed, transformed, and challenged across time and space. He focuses on the manner that representations and dominant discourses teach race within the

	<p>popular imagination. His work also explores narratives and ideologies within a myriad of popular cultural spaces, examining the ways in which media culture becomes a space of contestation, rearticulation, reification, and even resistance. David Leonard investigates popular culture as both a space of violence/white supremacist affirmation and opposition. Focusing on sports, he underscores the importance of the historic moment of production and consumption, thinking through what we can learn about race, gender, nation, and class through examining popular cultural representations and audience reception.</p>
<p>Carmen Lugo Lugo, Ph.D.</p>	<p>Research focus is on:</p> <ul style="list-style-type: none"> • Puerto Rican and Latina/o/x studies • Race and gender in popular culture • Latina/o literature and constructions of ethnicity and gender • Colonialism/imperialism and empire • Post-9/11 cultural and rhetorical productions • Race relations in the US <p>Carmen uses literature, history, sociology, ethnic studies, popular culture, and a little bit of luck to teach about issues of race and structural inequalities. On a broad level, she teaches about the relationship between social markers and identities (such as gender, race, class, sexuality, etc.), privilege, power, and the resulting unequal distribution of resources.</p>
<p>Pamela Thoma, Ph.D.</p>	<p>Research focus is on:</p> <ul style="list-style-type: none"> • Asian American Studies (literature, film, popular culture) • Citizenship Studies (neoliberal political economy, biopolitics, labor) • Feminist Cultural and Media Studies (work, women's health, consumer culture, postfeminist/postracial discourse) • Feminist Theory (affect, gender, intersectionality, labor, reproductive justice, human rights) • Literary Studies (contemporary women's literature, genre, popular literary and visual culture) • Medical Humanities (literature and visual culture of health, disability, care, philanthropy, illness) • Transnational Studies (activism, labor, global public health, globalization, media)

Appendix B: CSSTE Program Coursework and Requirements

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

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

				Typically Offered
Foundation Core – Required Primary Core (15 credits minimum)				
CSSTE	531	Cultural Studies in Education	3	Fall – Odd years
CSSTE	532	Gender, Power, and Education	3	Spring – Even years
CSSTE	533	Race, Identity, and Representation in Education	3	Fall, Spring, Summer
CSSTE	534	Social Theory in Education	3	Fall – Even years
CSSTE	530	Readings in Cultural Studies and Social Thought in Education (<i>1 credit/semester: 3 credits required</i>)	3	Fall, Spring

Required Research Core – (15 credits minimum)

Ed_Psych	507	Foundation of Qualitative Research	3	Fall, Spring, Summer
Ed_Psych	508	Educational Statistics	3	Fall, Spring, Summer
EdRes	562	Epistemology, Inquiry, and Representation	3	Fall, Spring
EdRes	563	Principles of Research	3	Spring
EdRes	564	Qualitative Research	3	Fall

Where needed, prerequisites Ed_Psych 505, 507 & 508 may be required and are often recommended in addition to the 15 credits of required research listed above.

Advanced Research – (3 credits minimum)

CSSTE	544	Discourse Analysis	3	Fall
CSSTE	545	Critical Ethnography in Education	3	Spring
EdRes	565	Quantitative Research	3	Fall, Spring
EdRes	569	Arts-Informed Perspectives in Educational Research	3	Spring
EdRes	571	Dissertation Preparation	3	Fall, Spring

Required Cognate Area Courses (9 credits)– see PhD Cognate Options or check with your advisor

Required Dissertation hours - 20 credits (minimum) – S/U Graded

CSSTE	800	Master’s Thesis and/or Examination credits	20	Fall, Spring, Summer
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Please verify current course offerings in the current time schedule or with your Advisor as class offerings may vary from the typical term offering.

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

Notes on Cognate Area Courses and Additional Courses:

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

Appendix C: WSU - CESHS PhD Cognate Options

General Overview

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

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

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

Discipline-Specific Cognate Options

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

Discipline-Specific Cognate in ...

Cultural Studies and Social Thought in Education

CSSTE 531	Cultural Studies in Education	Fall Even
CSSTE 535	Multicultural Education in a Global Society	Fall every year
CSSTE 536	Environment, Culture, and Education	Spring Odd
CSSTE 537	Place Based Education	Spring Odd

Educational Psychology

Ed_Psych 502	Theory Foundations of Learning and Instruction	Fall every year
Ed_Psych 573	Motivational Theories	Spring Even
Ed_Psych 521	Topics Course: Embedded Cognition	Fall Even
Ed_Psych 521	Topics Course: Data Management and Visualization	Summer every year

Language, Literacy, and Technology

Tch_Lrn 511	Foundations of Theoretical Frameworks	Fall Odd
Tch_Lrn 549	Communicating in a Multilingual Society	Spring Odd
Tch_Lrn 570	Theory and Research in Electronic Literacies	Spring Odd
Choose one of the following:		
Tch_Lrn 550	Second Language Learning and Literacy	Fall Even
Tch_Lrn 562	Foundations of Literacy: Theory & Research	Spring Even

Mathematics and Science Education

Tch_Lrn 581	Learning & Development in Math & Science	Fall Odd
Tch_Lrn 584	Research on Teaching in Math & Science	Fall Even
Choose two from the following:		
Tch_Lrn 512	Language and Cultural Factors in Mathematics	Spring Odd
Tch_Lrn 531	Frameworks for Research in Math & Science Education	Spring Even
Tch_Lrn 571	Research in STEM Education	Spring Odd
Tch_Lrn 574	Science for All	Fall Even

Special Education

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

Interdisciplinary Cognate Options

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

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

Interdisciplinary Cognate in ...

 Research Methods across Disciplines

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

 Research on Learning and Cognition

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

 Research on Equity in Education

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

 Research on Instruction

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

 Research on Social Aspects of Education

Choose 4 of the 5 courses listed:

CSSTE 536	Environment, Culture, and Education	Spring Odd
Ed_Psych 521	Topics Course: Embedded Cognition	Fall Even
Spec_Ed 595	Universal Design	

	Tch_Lrn 549	Communicating in a Multilingual Society	Spring Odd
OR	Tch_Lrn 512	Language and Cultural Factors in Mathematics	Spring Odd
	Tch_Lrn 574	Science for All	Fall Even

Dual- and Multi-area Cognate Options

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

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

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

- **Literacy in Special Education:** Tch_Lrn 549, 562; Spec_Ed 593, 595
- **Equity in STEM Education:** Tch_Lrn 512, 549, 574; CSSTE 535

Appendix D: Program Outcomes and Assessment

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

Graduate Program Outcomes and Assessment System

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

Appendix E: CSSTE Successfully Graduated Students

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

1. John Traynor (2007) *Ad Majorum Dei Glorium: Jesuit Secondary Education in Washington State*. Mike Hayes
2. Maria Moscatelli (2008) *The Socialization Process of the Student Teacher During the Student-Teaching Experience: Continuous Negotiation Between Student Teacher and Mentor Teacher*. Mike Hayes
3. Hillary Merk (2008) *Community Building Makes It Nice For Everybody?: Teachers' Understandings and Practices of Classroom Management*. Pam Bettis
4. Bob Manteaw (2008) *Education for Sustainable Development: An Emergent Discourse for Multi-Sector Learning and Action Partnerships*. David Greenwood.
5. Tami Moore (2008). *Placing Engagement: Critical Reading of Interaction between Regional Communities and Comprehensive Universities*. Dawn Shinew.
6. Melissa Saul (2009) *Peace Education in the Context of Occupation*. Dawn Shinew.
7. Christina Garcia (2009) *Neustria's Voices Resisted: Experiences of Chicanas/Latinas in the Pacific Northwest*. Paula Groves Price
8. Courtney Williams (2009). *Problems Come with the Package: Exploring the Effects of Race, Gender, and Media on Identity Development of African American Adolescent Girls*. Leslie Hall
9. Brandon Sternod (2009). *Critically Examining Men, Masculinities, and Culture: Boys in Crisis and Male Teachers as Role Models*. Pam Bettis
10. Shiron Patterson (2009). *Beyond Color, Beyond Name: African American Youth Perceptions of Historically Black Colleges and Universities and Predominantly White Universities*. (Ed.D) Paula Groves Price
11. Birgitte Brander (2010) *Enactments of Culturally Responsive Teaching in Schools and Classrooms: A Case Study*. Paula Groves Price.
12. Debbie Dougan (2010). *Can You See The Beauty? Nonviolent Communications as Counter Narrative in the Lives of Former Prisoners*. Leslie Hall.
13. Paul Mencke (2010) *Responding to Critical Pedagogy: Marginalized Students and the College Classroom*. Dawn Shinew.
14. Xyanthe Neider (2010) "When you come here, it is still like it is their space": *Exploring the Experiences of Students of Middle Eastern Heritages in Post 9/11 U.S. Higher Education*. Pam Bettis (Higher Ed Degree)
15. Sanford Richmond (2011) *Hip Hop Ain't Dead, It's Sittin' in the White House: A Critical Discourse Analysis of Hip Hops Cultural, Social, And Political Influence on American Society*. Paula Groves Price.
16. Sean Agriss (2011). *Reimagining The Norm: The Family and Medical Leave - Taking Practices of Faculty in Higher Education Who Identify Outside of Strict Heterosexual Family Structure*. Dawn Shinew.
17. Theresa Watson (2012). *Soul Music from an Educator: Sustainability and Garden Education in Schools*. Dawn Shinew.
18. Davina Hoyt (2013). *Living Two Lives: The Ability of Low Income African American Females In Their Quest to Break the Glass Ceiling of Education Through the Ellison Model (TEM) Mentoring Approach*. Mike Hayes.
19. Joan Oviawe (2013). *Appropriating Colonialism: Complexity and Chaos in the Making of a Nigeria-Centric Educational System*. Mike Hayes.

20. Leola Dublin MacMillan (2013). *Crystallizing Quintessence: Recognizing Black Girl Heterogeneity*. Pam Bettis (American Studies)
21. DaVina Hoyt (2013). *Living two lives: The Ability of Low Income African American Females in their Quest to Break the Glass Ceiling of Education through The Ellison Model (TEM) Mentoring Approach*. Mike Hayes.
22. Adam Imbrogno Attwood (2015). *Aesthetic Literacy through the Avant-Garde: Establishing an Aesthetically Responsive Curriculum*. AG Rud.
23. Mary Crowell (2015). *Facilitating Difficult Knowledge in the Classroom: Intimate Transgressive pedagogy From a Psychoanalytic Poststructural Feminist Framework*. Pam Bettis.
24. Araceli Frias (2015). *Reconceptualising Graduate School Preparation: Examining Undergraduate Scholars' Responses to a Critical Race Curriculum*. Pam Bettis.
25. Nicolau N. Manuel (2015). *Language and Literacy Policies in Sub-Saharan Africa: Towards a Bilingual Language Education Policy in Angola*. Pam Bettis.
26. Maria Isabel Morales (2015). *Conocimiento y Testimonio: An Exploratory Case Study of Mexican American Children of (Im)migrants Learning With(in) Cherry Orchards*. Pam Bettis.
27. Shannon Christine Gleason (2016). *Unmasking STEM: A Feminist Policy Analysis*. AG Rud.
28. Patricia Maarhuis (2016). *Replies to wounds: Meaning across multiple ekphrastic interpretations of interpersonal violence and the clothesline project*. AG Rud
29. renée holt (2016). *An Indigenous Inquiry on Culturally Responsive Curriculum*. Paula Groves Price.
30. Charise DeBerry (2017) *Empowerment Through Incorporation: Discourses of Success and Othering at One Land-Grant PWI*. Paula Groves Price.
31. Manee Moua (2017) *Illuminating the Complexities of a First-Generation, Hmong American Mother in Graduate Education*. Pam Bettis.
32. Meghan Levi (2017) *The Miseducation of the Good Girl: A Feminist Policy Discourse Analysis of the Collegiate Ideal for Women Post World War II*. Pam Bettis.
33. Edmundo M. Aguilar (2017) *Between Worlds: A Personal Journey of Self-Reflection While on the Path of Conocimiento*. Paula Groves Price.
34. Stephen Yoder (2017) *The New Wild West and Critical Pedagogy in Higher Education: Challenging First-Year Student Identity and Epistemology Through Curriculum*. AG Rud.
35. Nancy Carvajal-Medina (2017) *Testimonios of the U.S. Rural "Homeless": A Critical and Decolonizing-Decolonized Ethnography*. Pam Bettis.
36. Nicole Ferry (2018) *There's a Leader in You!: A Critical Mapping of Leadership Discourse in the American University*. Pam Bettis.
37. Matthew Jefferies (2018) *Destabilizing Gender Inclusive Housing: A Feminist Poststructural Policy Analysis*. Pam Bettis.
38. Beth Buyserie (2018) *Language, Knowledge, and Power in a Composition Program: Applying Critical Race Theory, Queer Theory, and Decolonial Scholarship to a Participatory Action Research Project*. Paula Groves Price.
39. Mary Ward (2019) *Possibilities for an Inclusive Praxis: A Feminist Analysis of Discourses of Mindfulness and Inclusion*. AG Rud
40. Bruce Hazelwood (2019) *"Get That Son of a Bitch Off the Field!": Sport in University Classrooms*. Pam Bettis
41. Caitlyn Scales (2019) *(Re)Imagining Global Identities at the Central Idaho School: A Critical Ethnography*. Paula Groves Price
42. Darci Graves (2019) *Armed with More than Knowledge: An Auto Ethnographic Exploration of Gun Culture*. Co-Chairs: Pam Bettis and Ashley Boyd
43. Carolina Silva (2019) *"Let's Fuck Shit Up!": Inside the Immigrant Youth Movement in Rural Washington*. Paula Groves Price

44. Amir Gilmore (2019) *The Joyful Sounds of Being Your Own Black Self*. Pam Bettis
45. Paulina Abustan (2020) *Alternative Worldmaking of Intersectional Disability Justice and Queer Critical Race Feminists Found in an Elementary School: A Critical Intersectional Feminist Ethnography*. AG Rud
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