



WASHINGTON STATE UNIVERSITY
**College of Education,
Sport, and Human Sciences**

DEPARTMENT OF TEACHING AND LEARNING

**Curriculum and Instruction Master's Degrees
Student Handbook**

Pullman, Vancouver, Spokane, & Tri-Cities



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Academic Year 2025-2026

Table of Contents

Welcome from the Chair.....	1
Introduction.....	2
Overview.....	3
Program overview and Mission	4
Program Content	6
Academic & Degree Requirements, Policies, and Procedures	7
Degree Requirements Mandatory Research Training.....	7
Academic Standing and Annual Review.....	7
Grade Point Average	7
Registration and Credit Load.....	8
Temporary Advisor.....	8
Permanent Advisor and Committee.....	8
Developing and Submitting the Program of Study.....	9
Transfer Credit and Credit Restrictions.....	10
Continuous Enrollment Policy.....	11
Leave Guidelines	11
Leave Guidelines (appointed on an assistantship – TA, RA or SA).....	11
Use of AI/LLMs, etc.....	12
Curriculum and Instruction – Master of Education (Non-Thesis) Program Coursework	13
Master of Education (Ed.M.) Non-Thesis Special Project (TCH LRN 702).....	14
Steps for Completing a Special Project.....	15
Non-Thesis Master's Final Examination (TCH LRN 702)	15
Scheduling the Non-Thesis Final Examination.....	16
Non-Thesis Graduation Checklist:	17
Curriculum and Instruction - Master of Arts (Thesis) Program Coursework	19
Master of Arts (M.A.) Thesis Guidelines	20
Writing the Thesis Proposal (T1).....	20
Scheduling your Thesis Proposal (T1)	21
Human Subjects Form and CITI training	21
Final Approval of the Thesis.....	22
Scheduling the Thesis Final Examination (T2 Defense).....	22
Thesis Final Examination (T2 Defense)	23
Final Thesis Submission and Tasks After You Defend	23

Thesis Graduation Checklist	24
Financial Support	26
Business Policies	27
General Information.....	29
Academic Coordinators	29
Central Services, Facilities, and Resources.....	30
APPENDIX A: Master’s Degree Program Description Comparisons.....	31
Appendix B: Example of Special Project/Thesis Timeline Considerations.....	33
Appendix C: Special Project Options.....	36

Welcome from the 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

Introduction

Congratulations on your admission to the Master's degree programs in the Department of Teaching and Learning at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the College of Education, Sport and Human Sciences (CESHS), Office of Graduate Studies. You can also visit our [website](#) for additional information.

The forms described in this Handbook are available from the College of Education, Sport and Human Sciences (CESHS), Office of Graduate Education's [Current Student website](#) and the [Graduate School forms page](#). Some of the forms contained in the appendices of this document have been reformatted to fit this Handbook and, therefore, should not be copied for official use.

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, WSU ADA Coordinator](#), or [WSU Title IX Coordinator](#). More information on WSU's policies and procedures to respond to discrimination and harassment are available here: [Nondiscrimination statement](#).

Overview

The Master's Degree Handbook is designed for current and prospective students. Current master's degree students will find this handbook helpful in understanding the degree program options, the process for enrolling in course work, and information regarding policies and procedures for successfully completing a degree program. If you have questions that are not addressed in these guidelines, please use the website on the [current CESHS Student Information pages](#) for additional information, contact your advisor, or contact/visit the CESHS Office of Graduate Education.

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

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

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

Master of Arts (M.A.)

The Master of Arts (MA), a thesis degree, is designed for students who desire to study and explore educational research. The MA degree is well suited for those students wishing to eventually pursue a doctoral degree or a research/leadership role in schools or organizations/agencies. The MA degree program consists of a minimum of 30 semester credit hours, 21 of which must be graded course work. Three research courses, three credits each, are a component of the 21 graded credits. A minimum of nine additional credits of TCH LRN 700 (independent research work) are required and usually involve research/scholarship activities associated with the thesis and final oral examination. The performance criteria in TCH LRN 700 are based on a satisfactory/unsatisfactory scale, as opposed to a letter grade.

Master of Education (Ed.M.)

The Master of Education (EdM), a non-thesis degree, is designed to enhance careers and developed for students wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The EdM degree program consists of a minimum of 32 credits, of which a minimum of 30 must be graded course work. A minimum of one three-credit research course and one three-credit foundations course must be included in the graded credits. A minimum of 2 credits of TCH LRN 702 are required and usually involve research/scholarship activities associated with the special project and final oral examination. The performance criteria for TCH LRN 702 are based on a satisfactory/unsatisfactory scale, as opposed to a letter grade.

Additional courses may also fulfill EdM or additional teaching endorsement requirements. Your advisor and master's degree committee must approve your program and will work with you to identify appropriate course work. For more information, please contact the CESHS Office of Graduate Studies, or [visit our website](#).

Program overview and Mission

Program Vision

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

Mission

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

Student Learning Outcomes

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

Program Content

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

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

Curriculum and Instruction Credit Overview

	M.A.	Ed.M.
Research Core Courses	9	3
Foundations	3	3
Electives	9	15-24
Minimum Required Graded Credits (A-F grading)	21	30
Additional credits (as needed) graded or non-graded	5	4
Thesis or non-Thesis Exam credits (S/U grading)	4	2
Total Credits	30	32

Academic & Degree Requirements, Policies, and Procedures

Degree Requirements Mandatory Research Training

As of Spring 2020 term a mandatory training for CITI Responsible Conduct of Research/Conflict of Interest is required of all graduate students. This is a web-based training that may be accessed [here](#). All College of Education, Sport and Human Sciences (CESHS), 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 CESHS Office of Graduate Education at 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 to be able 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](#) (To-Do List) and contact the Office of the Graduate School at 509-335-1446 or gradschool@wsu.edu.

Academic Standing and Annual Review

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

Curriculum and Instruction Faculty will conduct annual reviews of your progress in the program. Each year you are enrolled you will be asked to meet with your advisor/committee Chair to complete and sign the annual review form.

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.

Grade Point Average

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

You are responsible for completing appropriate enrollment procedures each semester. **Full-time graduate students must register for a minimum of 10 credit hours** to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 700 (thesis) level research credit or 702 (non-thesis) project credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy go to the Graduate School Policy and Procedures ([Chapter 5.C](#)).

Temporary Advisor

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to you. The temporary advisor will assist you with your initial selection of course work. It is your responsibility to contact your temporary advisor as soon as possible after admission to the Department. The temporary advisor serves until you are ready to select a master's degree program committee and permanent advisor. The Chair of that committee becomes your permanent advisor. If you wish to change temporary advisors, please fill out the [Change of Temporary Advisor form](#).

Permanent Advisor and Committee

You should select a permanent advisor during your first semester of study. This typically occurs after one becomes acquainted with the various scholarly and research interests of the faculty members. To be a permanent advisor, a faculty member must meet specific College and University requirements.

The permanent advisor also serves as the Chair of your master's degree program committee and will assist you in developing a Program of Study. Please check with your advisor/Chair and/or with the CESHS Office of Graduate Education for a complete up-to-date list of faculty eligible to serve on your committee.

The permanent advisor for an Ed.M. student may be tenure track or career track faculty serving in the Curriculum and Instruction program.

For students in the MA degree program, the permanent advisor must be a tenured professor/faculty member or a tenure-track professor/faculty member.

The members of both an Ed.M. and an MA degree program committee must meet specific College and University requirements as outlined in the program By-Laws. The master's degree committee must consist of a minimum of three current WSU faculty, with an advisor/Chair and at least two additional faculty members.

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

When selecting committee members, please consider whether each committee member:

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

Developing and Submitting the Program of Study

The [Program of Study \(POS\) Request form](#) lists your advisor/Chair and other committee members and the courses that comprise your master's program. Your permanent advisor/Chair, in collaboration with other members of your advisory committee, will help you identify the appropriate coursework and research activities for your program of study. The courses are then listed on the Program of Study form. When committee members approve the form, it indicates they agree to be on your committee and approve your Program of Study. You should refer to the master's degree program descriptions in this Handbook when designing your Program of Study. You should receive an email confirmation before seeking their approval on your POS.

The core courses for each degree are listed on the appropriate coursework page. The core should include the required research core courses as well as foundation courses listed in this handbook.

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

In the "Research and Additional Studies" section of the Program of Study form, list the Special Projects or Independent Study (TCH LRN 600); the non-thesis Master's Special Problem, Directed Study and/or

Examination (TCH LRN 702) credits; and the thesis Master's Research, Thesis, and/or Examination (TCH LRN 700) credits that you plan to take, as well as courses taken on an S/F basis.

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

For a thesis degree you must enroll in a minimum of two (2) credits of TCH LRN 700 in the semesters in which you take defend thesis Proposal Defense (T1) and the semester you defend your thesis. Your program must include at least four (4) credits of TCH LRN 700. Each semester you must enroll in at least 1 credit of TCH LRN 700. Before enrolling, meet with your advisor to discuss your goals and to complete the [Independent Study Form](#). Submit the form to the Teaching & Learning Office, during your pre-term registration meeting with your advisor.

The [Program of Study](#) is submitted through your *myWSU* portal account. The electronic routing for Graduate School forms may be found in *myWSU* account under Profile > Service Requests. Your 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 to both you 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 "you" the student.

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

After the Program of Study has been approved by the Graduate School, it may be changed by completing either a [Change of Program](#) or [Change of Committee](#) SmartSheet forms. The completed PDF is then uploaded by you, the student, through your *myWSU* > Profile > Service Request for electronic approvals.

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

Transfer Credit and Credit Restrictions

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

Credits appropriate to the Program of Study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program with approval by your advisor/Chair and committee members, as well as the department and Graduate School. Graduate credit earned (with a grade of "B" or higher) at Washington State University prior to formal admission to the Graduate School, other than credit earned while enrolled as a second bachelor's or personal enrichment, may be included in the number of prior credits allowed. The total of such credits from the two categories (transfer and prior WSU credits) is subject to

the usual time restrictions and approval by the department and the Graduate School. None of these credits may be applied toward another advanced degree.

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

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

Continuous Enrollment Policy

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

Leave Guidelines

Leave from the Program (not on an assistantship)

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

You will file a [Graduate Leave Status form](#) (GLS) SmartSheet forms. You then upload the completed PDF, the student, through your myWSU > Profile > Service Request for electronic approvals. GLS is only awarded once in a student's degree career.

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

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

During the term of your appointment(s), all graduate assistants are expected to be at work each workday, including periods when the University is not in session (no classes being held) with the exception of the legal holidays designated by the Board of Regents. All University holidays are designated by the Board of Regents, published in the WSU Announcements/Insider, published and posted on the [HRS website](#).

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

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 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 work 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. Discuss the Department's policy on AI use with your temporary and permanent advisor(s).

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](#).

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

Program of Study Total Credits: Ed.M. (Minimum requirements: 32 credits)

Required Graded Coursework: (Minimum 29 graded credits)

Research Core (Minimum requirements: 3 credits)

ED PSYCH 505	Research Methods (3)	<i>Fall, Summer</i>
ED PSYCH 507	Introduction to Qualitative Research (3)	<i>Fall</i>
ED PSYCH 508	Educational Statistics (3)	<i>Fall, Summer</i>
TCH LRN 588	Action Research: Teachers as Research (3)	<i>Spring, Summer</i>

Foundation Core (Requirements: 3 credits)

ED AD 501	Philosophy of Education (3)	<i>Fall, Summer</i>
ED AD 507	Social Foundations of Education (3)	<i>Fall, Spring</i>
ED PSYCH 502	Theoretical Foundations of Learning and Instruction (3)	<i>Fall, Summer</i>
MIT 552#	Multicultural Education in a Global Society (3)	<i>Fall, Summer</i>
SPEC ED 504	Professional Skills in Special Education (3)	<i>Fall, Summer</i>
TCH LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	<i>Fall</i>
TCH LRN 537	Seminar in Language, Literacy, and Culture (3)	<i>Spring, Summer</i>
TCH LRN 549	Communicating in a Multilingual Society (3)	<i>Fall</i>
TCH LRN 580#	Multicultural Education in a Global Society (3)	<i>Fall – odd years</i>

Specialization (Requirements 15-24 credits)*

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

TCH LRN 580# Multicultural Education in a Global Society (3) *Fall – odd years*

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

#Cross-Listed courses.

Required Additional non-Graded Coursework

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

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

TCH LRN 600 Independent Study

Independent study provides you with an opportunity to investigate topics of personal interest for exploratory purposes (i.e., investigate possibilities for a thesis topic), or complete supporting course work that is not offered during a semester that accommodates your schedule. In either case, you are encouraged to develop an agreement with the independent study sponsor about the activities and goals for the semester. If you wish to undertake an independent study for the explicit purpose of developing a thesis, this [contract](#) should specify in detail what activities and outcomes can be expected for that semester.

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

The EdM degree program requires a project as a culminating product and/or an oral/written final examination in addition to course work referred to in procedures and policies as the "special project."

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

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

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

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

Format for the Personal Inquiry Project Proposal	Format for the Personal Inquiry Project Final Document
Purpose/Statement of Inquiry Project	Purpose/Statement of Inquiry Project
Review of Literature Related to Educational	Review of Literature Related to Educational
Question(s)	Question(s)
Process for Exploration of the Question(s) [Method]	Process used for Exploration of the Question(s) [Method]
Timeline for Completion	Results/Findings
	Discussion and Conclusions

Steps for Completing a Special Project

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

You will work closely with your advisor/Chair in drafting the inquiry project document. The final written document will be submitted to your committee for your degree defense. See [Appendix B](#) for Timeline Considerations and [Appendix C](#) for suggested additional Special Project Options. Please work with your advisor/Chair to draft and revise the project proposal before submitting it to the entire committee.

Please note, if your inquiry project involves human subjects, you must obtain Institutional Review Board (IRB) approval for the project before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your project not being accepted as meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the CESH Office of Graduate Education. The human subjects approval form is available on the [IRB website](#).

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

Non-Thesis Master's Final Examination (TCH LRN 702)

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

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

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

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

When the final written version of the completed Special Project has been approved by your advisor/Chair and committee members, schedule a final oral or written examination (a presentation of your project to your committee). The official Scheduling Exam form is available of the [Graduate School forms website](#). Your scheduling form must be submitted through myWSU to your committee at least 15 business days prior to your final exam (presentation). All committee members must be present at the examination.

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

Scheduling the Non-Thesis Final Examination

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

1. You must be enrolled in a minimum of two (2) credits of TCH LRN 702 at the beginning of the term you defend your project.
2. At the beginning of the term you must Apply for Graduation.
3. At least 15 days prior to your exam (presentation) please complete your EXAM form: [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.).
 - 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.
 - At least two weeks before the oral or written examination (your presentation), provide your committee with a final written copy of the Special Project.

The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular business hours and only during academic sessions.

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

At the defense, only committee members may vote and all members of your committee must attend and vote. The candidate shall "pass" if the number of affirmative votes by committee members is equal to or greater than two-thirds (i.e., at least two affirmative votes on a three-person committee, at least

three affirmative votes on a four-person committee, at least four affirmative votes on a five-person committee, etc.).

Following the final oral examination (the project presentation), your committee members will complete ballots that indicate a pass/fail outcome. Your advisor/Chair will notify you of the ballot outcome. In most cases, even if you pass you will be expected to complete some revisions in the written document. You have ten working days after their final defense to submit a digital copy of your Special Project to their committee.

In the event of a failed examination, a second and final attempt may be scheduled after a lapse of at least three months. Please note that scheduling a second exam has different timing and requirements, please check with the CESH Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu

Non-Thesis Graduation Checklist:

This section includes information about the application for a non-thesis master's degree, a summary of deadlines and procedures, and planning final examinations.

The semester prior to scheduling the final examination, review the [Graduate School Deadlines and Procedures Summary](#). Reviewing the summary at that time allows you time to complete any deficiencies.

Please verify your coursework on your WSU transcript matches your POS. In addition, your POS must be approved by the Graduate School before your Apply button for Graduation will be active in your myWSU portal.

[Apply to Graduate](#), ideally at the beginning of the semester before the final oral or written examination is planned so that you may be notified of the graduate requirements (to-do lists) before enrolling for your last semester. This link in the myWSU portal is only active after the Program of Study is approved. There is a graduation fee associated with this application.

You must be registered at the beginning of the term for TCH LRN 702 (Master's Non-Thesis Examination) with a minimum of two credits or an equal number to meet the credits listed on your POS.

At least 15 days prior to your exam please complete your EXAM form: Students complete the [Scheduling Final Examination Form for Dissertation/Thesis/Non-Thesis degrees SmartSheet form](#) with the information as agreed upon by your entire committee (date, time how everyone will attend, etc.). 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. Ballots will be sent directly to the committee for voting.

Students: Defend your examination or take your comprehensive exam as appropriate to your degree and what you set up with your committee.

Awarding of the Degree

After you have completed the degree requirements for your degree 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 walk/march in the next commencement. Please note: your diploma will not be mailed unless you have a Diploma Mailing Address on file in your myWSU account.

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.

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

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

Required Graded Coursework: (Minimum 21 graded credits)

Research Core (Minimum requirements: 9 credits)

ED PSYCH 505	Research Methods (3)	Fall, Summer
ED PSYCH 508	Educational Statistics (3)	Fall, Summer
ED PSYCH 507	Introduction to Qualitative Research (3)	Fall
TCH LRN 588	Action Research: Teachers as Research (3)	Spring, Summer

Foundation Core (Requirements: 3 credits)

ED AD 501	Philosophy of Education (3)	Fall, Summer
ED AD 507	Social Foundations of Education (3)	Fall, Spring
ED PSYCH 502	Learning Theories (3)	Fall, Summer
TCH LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	Fall
TCH LRN 537	Seminar in Language, Literacy, and Culture (3)	Spring, Summer
TCH LRN 549	Communicating in a Multilingual Society (3)	Fall
TCH LRN 580#	Multicultural Education in a Global Society (3)	Fall – odd years

Specialization (minimum of 9 credits)*

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

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

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

Required Additional non-Graded Coursework

Thesis Credits (Minimum requirements: 4 credits)

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

TCH LRN 600 Independent Study

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

Master of Arts (M.A.) Thesis Guidelines

The purpose of the thesis is to demonstrate your understanding of educational research and theory. The thesis also demonstrates your ability to design and implement a research study, as well as analyze and synthesize the results of the study. The outcome of the thesis research should add to the body of research in the particular area.

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

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

Format for the Thesis Proposal	Format for the Thesis Proposal
Purpose/Statement of Research Problem	Purpose/Statement of Research Problem
Review of Literature Related to Research Problem	Review of Literature Related to Research Problem
Method	Method
Timeline for Completion	Results/Findings
	Discussion
	Conclusion and Implications of Research

Writing the Thesis Proposal (T1)

Writing the thesis proposal occurs in the context of an independent study by registering for Master's credit (TCH LRN 700). Thesis topics are generally selected in meetings with members of your advisory committee. Prior to beginning the formal proposal, work with your advisor/Chair to develop a precis of your research study and send it to your committee. After the precis has been approved by the

committee, you will conduct a careful review of the literature and formulate a research design in consultation with the members of your committee. See [Appendix B](#) for Timeline Considerations.

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

- an introduction
- statement of the problem
- survey of literature
- methodology
- plans for data analysis

Your thesis advisory committee will review your thesis proposal and make recommendations for further refinement. Proposals address the research topic in much greater detail than what was shared in the precis. Please discuss possible formats of the thesis with your advisor/Chair.

The formal thesis proposal (T-1) will be presented orally to your committee and possibly be open to the public.

Scheduling your Thesis Proposal (T1)

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a T1 [Proposal Scheduling Form](#). This includes reserving a room for your presentation (consult with the department staff about scheduling a location). You must secure the signatures of your committee and department Chair before submitting the T1 Scheduling Form to the CESHS Office of Graduate Studies at ceshs.gradstudies@wsu.edu.

Following the presentation, your advisory committee will meet to recommend acceptance or rejection of the thesis proposal. Typically, the committee will make additional recommendations to you to improve the proposed research. You may begin thesis work when the advisory committee has formally approved the proposal and signed the [T1 Approval Form](#). Please submit the approval form to the CESHS Office of Graduate Studies at ceshs.gradstudies@wsu.edu once it is signed with any required stipulations as noted on the approval form.

Human Subjects Form and CITI training

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

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

Human Subject research forms and templates are available at the [IRB website](#) of the Office of Research Assurances. The application must be signed by your advisor/Chair who will act as Principal Investigator, with you acting as co-investigator. The application must also be signed by the department Chair before it is submitted. Review of the request generally takes 2 – 4 weeks though it sometimes may take longer, at which time you are informed by email as to whether the research is approved.

Final Approval of the Thesis

Your advisor/committee members are responsible for ensuring that you follow the appropriate thesis format. 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 as this is with APA formatting (7th Ed.). All are available on the [Graduate School's Forms website](#).

Each member of your advisory committee will examine the thesis manuscript and indicate preliminary approval or disapproval with comments and suggestions for improvement. Revisions may be and often are required before the committee is satisfied that you are ready for the final oral defense (T2). When all members of the committee have given their preliminary approval, you will submit final copies of the thesis according to the guidelines for the Graduate School and schedule their final exam.

All graduate faculty members are not only invited to read the thesis before the final examination but also invited to attend the examinations. Only the members of the Graduate Faculty and your advisory committee are eligible to vote and must be present at your defense.

Scheduling the Thesis Final Examination (T2 Defense)

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

1. You must be enrolled in a minimum of two (2) credits of TCH LRN 700 at the beginning of the term you defend your T2.
2. You must Apply for Graduation at the beginning of the term.
3. 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.).
 - o 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.
 - o Committee members' electronic approvals for the Exam form signifies preliminary approval of the thesis that is suitable in content and format for submission to the [UMI/ProQuest through the WSU Graduate School](#). Although the ETD Administrator from UMI/ProQuest checks the thesis, this pre-check does not constitute final acceptance as this check is for formatting issues only – mostly with the front matter, etc., content will be reviewed by your committee.
 - o Committee members must be given the entire thesis a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
 - o At the same deadline, your thesis draft must be sent to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu for announcements within the college.

The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular business hours and only during academic sessions.

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

Thesis Final Examination (T2 Defense)

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

The candidate shall “pass” if the number of affirmative votes by committee members is equal to or greater than two-thirds (i.e., at least two affirmative votes on a three-person committee, at least three affirmative votes on a four-person committee, at least four affirmative votes on a five-person committee, etc.). In the event of a failed examination, a second and final attempt may be scheduled after a lapse of at least three months. When scheduling for a second exam, the scheduling form must be submitted at least 15 business days in advance of the exam day. Only committee members may vote. The entire committee must be present and vote.

Final Thesis 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 UMI/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.

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

Awarding of the Degree

After you have completed the degree requirements for your degree 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 walk/march in the next commencement. Please note: your diploma will not be mailed unless you have a Diploma Mailing Address on file in your myWSU portal.

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.

Thesis Library

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

Thesis Graduation Checklist

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

- The semester prior to scheduling the final examination, review the [Graduate School Deadlines and Procedures Summary](#). Reviewing the summary at that time allows you time to complete any deficiencies.
- Please verify your coursework on your WSU transcript matches your POS. In addition, your POS must be approved by the Graduate School before your Apply button for Graduation will be active in your myWSU portal.
- [Apply to Graduate](#), ideally at the beginning of the semester before the final oral or written examination is planned so that you may be notified of the graduate requirements (to-do lists) before enrolling for your last semester. This link in the myWSU portal is only active after the Program of Study is approved. There is a graduation fee associated with this application.
- You must be registered at the beginning of the term for TCH LRN 700 (Master's Thesis Examination) with a minimum of two credits or an equal number to meet the credits listed on your POS.
- Thesis Students: Obtain a copy of the [Thesis/Dissertation Formatting Guidelines](#), the [Thesis/Dissertation Prefatory Example](#) and [Thesis Word Template](#). These documents include important information about the format of the thesis title page, signature page and abstract and other common formatting issues. We would encourage you to also look at the [Thesis/Dissertation Formatting Checklist](#) for the common errors the ETD Administrator looks for in the format check.
- Thesis Students: Please attend the Graduate School's Thesis and Dissertation formatting workshop provided early in the term to learn more about the expectations of formatting your thesis.
- Students: 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.). 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. Ballots will be sent directly to the committee for voting.

- If you have Human Subjects you will need to submit the email confirmation indicating IRB approval or exemption status. Please uploaded with your Scheduling Exam Form in your myWSU portal.
- Thesis Students: At the same time the Scheduling Exam form is due, upload the thesis (in PDF format) to the [Proquest/UMP/ETD Administrator](#) for the official university format checking. Expect an email acknowledgement detailing any necessary corrections to formatting.
- Students: Defend your thesis examination.
- Thesis Students: Within ten (10) business days after the defense, upload the final thesis to the provided ETD/Proquest link. Then upload through your myWSU portal > Profile > Service Request a PDF copy of the [Thesis/Dissertation Approval form](#) and the [Hold Harmless Agreement/Copyright Acknowledgement](#).

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.

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. The department discourages additional employment while holding a TA appointment.

Teaching assistantships (TA) require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). TA appointments include a tuition waiver, monthly stipend, and health benefits. A TA typically teaches two courses each semester under the supervision of a faculty member.

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

To be considered for a TA or RA position, you may 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 (509-335-9711) or visit their [website](#).

Business Policies

Checkout/Exit:

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

College of Education, Sport and Human Sciences, Computer Lab:

There is a computer lab in the Graduate Lounge (Cleveland Hall 70E) that can be used during weekdays.

Grievances:

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

Keys:

To obtain keys for assistantships, teaching, etc., check first with your department staff. There is no initial charge for the keys; however, in the event that they are lost or if you leave the University without returning them, you will be billed a \$5.00 replacement fee per key. If the keys are not returned, transcripts may be held by the Registrar's Office. Security is the responsibility of everyone, so please assume responsibility for locking your office and lab doors after regular hours.

Photocopying:

The copy machine in the main office is to be used only for copying materials that are clearly related to a faculty research project or to copy course materials for the course in which you are a TA. Multiple copies are discouraged. Scan large documents and provide those to you electronically. You may not use the departmental/CESHS copy machines to copy any personal material such as classroom notes, term papers, dissertations, books, theses, etc. When in doubt, consult your advisor. Copy machines available for personal use on campus are located at Cougar Copies kiosks found in many buildings across campus.

Staff Assistance:

You may request secretarial assistance only in limited situations. Administrative Assistants will not type personal letters, class reports or similar materials for students. Typing of your thesis is considered personal work. You may request assistance with mailing or sending FedEx packages if they are clearly related to faculty-led research work. All requests for staff assistance should be coordinated with your advisor/Chair.

Travel:

For liability and reimbursement purposes, all students must complete a Travel Authorization form for any work-related trip they take that is outside of Pullman (or any other station for off-campus students). This and other forms must be submitted, approved by the department Chair, and initialed by your 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. Reimbursement for travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Only approved travel will be reimbursed.

You are strongly urged to attend professional meetings or conferences; at times, the department may have funds to pay some travel expenses for you. Advisors may also use grant or project monies to pay partial travel expenses for you to attend meetings. The Graduate School disburses some grant-in-aid travel funds, which can be used for travel to professional meetings. Applications for student travel grants may be submitted through the [GPSA website](#). It is advisable to apply for a travel grant if you are presenting a paper at a professional meeting. In addition, space may be available in university vehicles, or some faculty members may share travel expenses.

General Information

Department Offices

Washington State University **Pullman**
Department of Teaching & Learning
321 Cleveland Hall
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Phone: 509.335.6842
education@wsu.edu

Washington State University **Spokane**
College of Education, Sport and Human Sciences
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Phone: 509.358.7942

Washington State University **TriCities**
College of Education, Sport and Human Sciences
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Richland, WA 99354-1671
Phone: 509.372.7396

Washington State University **Vancouver**
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Undergraduate Building (VUB) 300
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debarnett@vancouver.wsu.edu

Academic Coordinators

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Washington State University **Vancouver**
College of Education, Sport and Human
Sciences
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Undergraduate Building (VUB) 308
Phone: 360.546.9673
Email: jordan.e.jackson@wsu.edu

Central Services, Facilities, and Resources

<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: Master’s Degree Program Description Comparisons

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

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

Each of the three Master’s Degrees serves a unique purpose and entails requirements specific to that degree. The chart below compares the three degrees. Endorsement/course work specializations are available in the EdM and the MA programs.

Comparison of EdM, and MA Degree Programs¹

	Education Master (EdM)	Master of Arts (MA)
Primary Career Intention	Positions emphasizing expertise and leadership in teaching, within school districts, including curriculum directors, behavior specialists, reading specialists, teacher leaders.	Positions emphasizing research and scholarship in higher education, community colleges; preparation for doctoral study.
Degree Objective	Preparation of teacher leaders capable of locating, analyzing, synthesizing, and critically evaluating research to apply knowledge to problems of practice.	Preparation of entry-level educational scholars, focused on inquiry to acquire new knowledge and examine or build theory.
Knowledge Base	Develops new knowledge and applies knowledge and theory to practice.	Develops theoretical and conceptual knowledge. Inquiry focus with an emphasis on understanding relationship of theory and practice.
Research Methods	Course work focused on developing a broad understanding of educational research, with skills in one area of implementation (e.g., quantitative, qualitative, action research methods, etc.).	Coursework focused on developing a broad/deep understanding of educational research, including development of skills in implementing qualitative, quantitative, and mixed methods/alternative methods.
Internship	Will likely not involve an internship.	May include experience in college teaching and research. May intern with one or more professors related to research interests.

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

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

	Education Master (EdM)	Master of Arts (MA)
Comprehensive Knowledge Assessment	Written master's project and oral presentation; or, written exam.	Written thesis and oral presentation.
Culminating Event	Applied project using action research, descriptive research, quantitative, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice; or written exam.	Original research study with goal of building theory and/or research literature base.
Options	State endorsements and/or concentrations of T&L course work available in <ul style="list-style-type: none"> • ELL/Bilingual Education • Special Education • Curriculum & Instruction 	State endorsements and/or concentrations of TCH LRN coursework available in <ul style="list-style-type: none"> • ELL/Bilingual Education • Special Education • Curriculum & Instruction
Graded Credits	30 graded credits minimum <ul style="list-style-type: none"> • 3 credits research methods • 3 credits foundations • 15-21 credits from the Department of Teaching and Learning (May include endorsement course work) • 3-9 credits in supporting area (May include Professional Certification course work; endorsement course work; or course work from other departments.) 	21 graded credits minimum <ul style="list-style-type: none"> • 9 credits research methods • 3 credits foundations • 9 credits from the Department of Teaching and Learning in area of concentration
Non-Graded Credits	Optional: TCH LRN 600 Special Projects. Required: 2 credits of TCH LRN 702 for Project and Oral Exam; or written exam.	Optional: TCH LRN 600 Special Projects. Required: 4 credits of TCH LRN 700 for scholarship leading to and including thesis development and oral defense
Internship Credits	Optional	Optional
Total Minimum Credits	32-35	30

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

Appendix B: Example of Special Project/Thesis Timeline Considerations

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

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

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

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

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

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

Your advisor/Chair will let you know when your draft is at a presentable/defensible-level and can be shared with your committee members. On occasion, the advisor/Chair may opt to share this process of decision-making with the committee members. A similar timeline for working with your committee members would then follow:

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

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

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

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

After the last draft/revise cycle, you will want to share the revised chapters/sections with your advisor/Chair. The advisor/Chair will review the draft within two weeks of you submitting it to him/her. More edits and revisions may be needed per the advisor's/Chair's suggestions. The resulting draft would again be shared with the committee members, who may also suggest edits/revisions. This cyclical process will continue until your Project/Thesis is ready to present and defend. Sometimes there may be a minimum of 5-10 draft cycles to reach a high-quality draft of the Project/Thesis. (If you need 5 draft

cycles that is a minimum of 10 weeks of reading/revising time and does not include your revision/editing time, so planning accordingly is important for staying within the timeline.)

When the advisor/Chair believes you are ready, they will tell you that you can now schedule your defense. You and your advisor/Chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form. Each committee member, and the advisor/Chair must agree with the date, time and location listed on your form. Please confirm with them and simultaneously give the members a copy of your quality draft.

Your scheduling form must be submitted through *myWSU* to your committee at least 15 business days prior to your final exam (presentation). All committee members must be present at the examination or ballot meeting.

You must be enrolled in Final Examination credits during the semester in which you present your Project/Thesis.

EdM Degree: TCH LRN 702 (minimum 2 credits) MA Degree: TCH LRN 700 (minimum 4 credits)

Sample Timeline for a Spring Defense/Presentation

November 1: First draft to advisor/Chair*

November 15: Draft 1 returned to you

December 2: Draft 2 returned to you

December 16: Draft 3 to advisor/Chair

January 3: Draft 3 returned to you

January 17: Draft 4 to committee members

January 31: Draft 4 returned to you

Consult with advisor/Chair.

February 7: Draft 5 to committee members

February 21: Draft 5 returned to you

Consult with advisor/Chair

March 7: Draft 6 to advisor/Chair

March 21: Draft 6 to you

Consult with your advisor/Chair.

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

March 15-20: Begin asking committee members for dates of availability for the presentation of the Special Project/Thesis

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

April 17: Scheduling Form received in the Graduate School

April 25: Presentation of Special Project

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

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

Appendix C: Special Project Options

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

Research Project

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

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

Examination

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

1. You and your advisor/Chair of the TCH LRN 702 Committee generate 3-4 questions for the examination.
2. The other two 702 Committee members approve or suggest revisions to the 3-4 questions and the questions are revised.
3. Once the 702 Committee and you agree to 3-4 questions, the 702 advisor/Chair and you determine a start and ending date for the examination. You may have approximately 15-30 days to answer 3-4 questions. Each answer is to be eight-ten pages in length (double space), excluding references, tables, figures, and appendices.
4. You give the answers to the 3-4 questions to each of the 702 Committee members.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the answers.

6. At the 702 Examination Presentation (if applicable), you give an overview of the answers. Committee members have the opportunity to discuss and question you about the answers. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.
7. Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated.

Literature Review

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

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

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

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

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

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

Procedure for Literature Review:

1. If you are opting for the literature review alternative will present a 2-3 page proposal to your advisor/Chair. This proposal will briefly summarize important background information, identify the topic of the literature review, briefly discuss controversy about the topic, and describe the disciplinary nature of the educational research to be

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

Policy Analysis

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

1. If you are opting for the policy analysis alternative will present a 2-3 page proposal to TCH LRN 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the policy of the analysis, briefly discuss the policy, and describe the disciplinary nature of the policy to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary)
2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring you to the policy topic. The analysis is not expected to be exhaustive, but rather to but to provide a map of the policy. As such, you should identify what decisions have been made as to what they consider essential to the analysis, what has been left out, and the extent to which the student privileges/represents one author over another, and why.

3. You and your advisor/Chair will agree to the proposal. Once the topic and breadth of the literature review is agreed upon, the date for completion of drafts and final papers are set by both you and your advisor/Chair.
4. The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the *Review of Research in Education* and/or *The Review of Educational Research*. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.
5. You submit the completed policy analysis to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.
6. At the 702 Examination Presentation (if applicable), you will give an overview of the literature review. Committee members have the opportunity to discuss and question you about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the advisor/Chair.

Portfolio

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

1. If you are opting for the portfolio alternative will present a 2-3 page proposal to the TCH LRN 702 to your advisor/Chair. This proposal will briefly summarize important background information, identify the area of growth or concern that the portfolio addresses, and describe the nature of the exhibits to be gathered. Note: Portfolios for ProCert or National Board certification cannot be used for this alternative.
2. Once it is agreed to the nature and goal of the portfolio, the 702 advisor/Chair and you determine a start and ending date for the portfolio. You will keep track of their progress, exhibits, and rough drafts.
3. The portfolio will be comprised of exhibits that demonstrate the application of knowledge and skills acquired during their graduate studies. Exhibits in a professional portfolio may include: representative student work (final papers or projects), videotaped lessons, instructional modules that have been developed around a theme or issue of concern (e.g., science unit), or multi-media presentations addressing required content or illustrating teaching practices.
4. For each exhibit, you will write a narrative analysis or reflection that cites research and concentration areas within the graduate program. This narrative analysis should include: 1) the development of the exhibit, 2) what you gained/learned, and 3) how the exhibit helped students learn. These narratives must include specific references to the knowledge and competencies addressed in the courses.
5. As a culminating activity, you will be asked to give a 60-minute colloquium presentation to committee members, other faculty, students, colleagues and invited guests. During your 702 presentation (if applicable), you will give an overview of the

portfolio. Committee members have the opportunity to discuss and question you about the review. Committee members either sign-off on the examination or identify areas that need to be revised, resubmitted, and reevaluated by the advisor/Chair and committee members.

Curriculum and Instruction Project

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

1. You and the advisor/Chair of the 702 Committee determine a project that you would like to accomplish. Possible projects could include:
 - Write and submit a scholarly article for a journal
 - Present at a state, regional, or national conference or the WSU Research Showcase
 - Develop and provide a professional development workshop
 - Evaluate an existing curriculum program (e.g., ELL assistance) for effectiveness
 - Develop, Pilot and evaluate a curriculum program (e.g., reading) in a classroom
 - Organize a social action event
2. Once your advisor/Chair and you agree to a project, the 702 advisor/Chair and you determine a start and ending date for the project. You have one semester to complete the project and must keep track of the progress, observation notes, rough drafts, etc.
3. You will write a report about your project and give to each 702 Committee member.
4. The 702 Committee members have two weeks to read and evaluate (pass/fail) the report on the project.
5. At the 702 Project Presentation (if applicable), you share the results of their project. Committee members have the opportunity to discuss and question the student about the project. It is anticipated that the 702 Project Presentation will last no longer than sixty minutes.
6. Committee members either sign-off on the project or identify areas of weakness in the project that need to be revised, resubmitted, and re-evaluated.