



WASHINGTON STATE UNIVERSITY

**College of Education,
Sport, and Human Sciences**

**EDUCATIONAL PSYCHOLOGY
STUDENT HANDBOOK
M.A. THESIS PROGRAM
2025-2026**



Department of Kinesiology and Educational Psychology

351 Cleveland Hall

Pullman, WA 99164-2136

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

Email: ceshs.gradstudies@wsu.edu

<https://ceshs.wsu.edu/degrees/educational-psychology/>

Table of Contents

Welcome from the Chair	1
Introduction	2
Program overview	3
Mission	3
Student learning outcomes	3
Master of Arts in Educational Psychology.....	4
Program Content	5
Academic Standing and Annual Review.....	6
Mandatory Research and CITI Training.....	6
Temporary/Permanent Advisor and Committee.....	6
Developing and Submitting the Program of Study	8
Continuous Enrollment Policy	9
Leave Guidelines	9
Grade Point Average	10
Registration and Credit Load.....	10
Transfer Credit and Credit Restrictions.....	10
Use of AI/LLMs, etc.....	11
Educational Psychology Master of Arts Program Coursework.....	12
ED_PSYCH 600 Independent Study.....	12
ED_PSYCH 574 Seminar	13
RESEARCH PRODUCTIVITY EXPECTATION	13
Thesis Guidelines	13
Developing a Precis	13
Writing the Thesis - Thesis Proposal (T1).....	14
Scheduling your Thesis Proposal (T1)	15
Human Subjects Form and CITI training	15
Final Approval of the Thesis.....	15
Scheduling the Final Examination (T2 Defense).....	15
Final Examination (T2 Defense).....	16
Final Thesis Submission and Tasks After You Defend	17
Financial Support	18
Business Policies	19
General Information.....	21
Central Services, Facilities, and Resources.....	23

Welcome from the Chair

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

Sincerely,



Kira J. Carbonneau, PhD
Professor and Department Chair
On behalf of the Educational Psychology Faculty

Introduction

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

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

Congratulations on your admission to the Educational Psychology master's degree program in the Department of Kinesiology and Educational Psychology at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. Because the Ed Psych program currently exists only on the Pullman campus, the information in this handbook refers only to that campus. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the College of Education, Sport and Human Sciences (CESHS), [Office of Graduate Education](#) for additional information.

The forms described in this handbook are available from the CESHS Office of Graduate Education and the [WSU Graduate School website](#).

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

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](#).

Program overview

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

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

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

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

Mission

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

Student learning outcomes

The learning outcomes on which students are rated include:

- I. Ability to critically examine, evaluate, understand, apply, and communicate scientific research
 - A. Students will develop the ability to critique research using current and historical theories, methodological considerations, and practical implications.
 - B. Students will be a contributor (e.g., co-author) to at least one conference presentation or publication
 - C. Students will design and present their yearly projects.
 - D. Students will work to contextualize research, reflecting on what and whose worldviews, goals, and values shape and uphold it.
 - E. Students will develop a *thesis* that poses significant questions that can be investigated empirically, links research to relevant theory, uses methods that permit direct investigation of the question, provides an explicit and coherent chain of reasoning, interprets outcomes of the study considering current knowledge.

- II. Aware and can evaluate how issues associated with legally protected populations influence research
 - A. Students will complete appropriate research training (i.e., CITI, Graduate School requirements) and provide documentation of completion.
 - B. Students will create and display appropriate information in presentations and publications that demonstrate they have followed organizational (e.g., APA) standards for the treatment of people and research participants.

- C. Students will develop competence in Institutional Review Board (IRB) applications, understand the IRB process, and the development and use of consent strategies (e.g., forms, oral, etc.)
- D. Students will employ current best practices in research design and implementation that consider the potential differential impact across groups.
- E. Students will actively contribute to and employ respectful discussions for the practice of civil discourse and seek common ground in discussing research concepts leaving space for humility, productive discomfort, and continued questioning.
- F. Students through course work will identify and challenge their implicit biases and historical/current biases found in the literature.
- G. Students will cultivate a growth mindset of openness and tolerance to actively contribute to a contribute to a caring learning environment that welcomes a range of thought and emotion.

III. Development of professional identity appropriate for future career plans

- A. Students will establish membership in a professional organization relevant to their field of specialization.
- B. Students will provide service to professional organizations.
- C. Students will review for conferences/journals related to their field of specialization.

Master of Arts in Educational Psychology

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

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

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

The M.A. degree program consists of a total of 33 required credits with a minimum of 27 graded credits and a minimum of 6 credits of thesis credits (ED_PSYCH 700). The performance criteria in ED_PSYCH 700 are based on a satisfactory/unsatisfactory scale (S/U), as opposed to a letter grade (A-F grading rubric). Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

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

Program Content

The M.A. in Educational Psychology requires the completion of a written thesis. In collaboration with the advisor/committee chair and other committee members, each student must file a master's degree Program of Study. The committee must approve the program, which is formalized by submitting the completed Program of Study form to the Department Chair and Graduate School. The Program of Study form can be found on the Graduate School's website.

The course of study for the Master of Arts in Ed Psych includes a minimum of 27 graded credits plus a minimum of 6 thesis credits (ED_PSYCH 700). Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

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

Educational Psychology M.A. Credit Overview
--

	Credits
Graded Credits	
Ed Psych Foundation Courses	18
Supporting Courses	6
Ed Psych Seminar	3
Total Required Graded Credits	27
Thesis credits	6
Total Credits	33

Academic & Degree Requirements, Policies, and Procedures

Academic Standing and Annual Review

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

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

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

Mandatory Research and CITI Training

As of Spring 2020 term a mandatory training for CITI Responsible Conduct of Research/Conflict of Interest is required of all graduate students. This is a web-based training that may be accessed [here](#). All College of Education, Sport and Human Sciences, students are required to take the **Social and Behavioral Responsible Conduct version of the training** as soon as possible. Please visit the [IRB website](#) for more information including instructions on how to access the course. This training will take approximately 2-3 hours depending on how in depth you choose to read.

Once you have completed this training, 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 in order to finish your program. The training will need to be completed every five years.

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

Temporary/Permanent Advisor and Committee

Assignment of a Temporary Advisor

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student.

The temporary advisor will assist the student with the initial selection of coursework. It is the student's responsibility to contact the temporary advisor as soon as possible after admission to the Department. The temporary advisor will work with you during your first year of the program. At the end of your first academic year, you and your temporary advisor will meet to discuss whether s/he will be your permanent advisor or another faculty member might better meet your substantive and methodological needs. If a student wishes to change temporary advisors, please fill out the [Change of Temporary Advisor form](#) and seek appropriate signatures.

Selection of a Permanent Advisor/Committee Chair and Thesis Committee

You are encouraged to select a permanent advisor/committee chair as soon as possible after your first semester of study. By this time, you should know several faculty members and their areas of specialization. You should meet with your temporary advisor to discuss your desires and make a transition plan. Then, only after meeting with the faculty member with whom you desire to serve as your permanent advisor *and* acquiring their commitment, complete the appropriate paperwork with the graduate office. Your temporary advisor does not have to serve as your permanent advisor. Students should understand that the faculty do discuss changes and student progress on a regular basis and can help facilitate this process.

The permanent advisor/thesis committee chair must have a doctoral degree and be qualified, according to CESHS guidelines, to chair committees. The individual should have expertise in the area that will be the focus of your study. This will be reflected in the faculty member's record of research and publication, teaching, and professional service. If you need assistance in selecting a permanent advisor/committee chair, refer to the Program Faculty Areas of Expertise available through the [Educational Psychology Our Faculty website](#), or consult with the department chair, a faculty member you know, or the staff in the CESHS Office of Graduate Education. The chair of your committee must be a member of the Educational Psychology program faculty.

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

Minimum requirements for the chair include:

- Ph.D. or Ed.D. in Educational Psychology
- Assistant Professor or above.
- Member of the College of Education, Sport and Human Sciences, Faculty

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

Developing and Submitting the Program of Study

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

The Foundation Core courses for the M.A. include a minimum of 18 credits of graded coursework. The core should include six of the seven courses listed in this handbook. The Foundation Core will be supplemented with an additional 6 credits of graded coursework.

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

In the "Coursework: Non-Graded S/F" section of the Program of Study form, list the Special Projects or Independent Study (ED_PSYCH 600 – S/F grading scale) you plan to take as well as other courses taken on an S/F grading basis.

The Master's Research, Thesis and/or Examination (ED_PSYCH 700) credits (S/U grading scale); have their own separate line below the Non-Graded box.

Your program must include at least six credits of ED_PSYCH 700. Each semester you must enroll in at least 1 credit of ED_PSYCH 700, and you must enroll in two credits in the semester of your thesis defense (T2). Before enrolling, meet with your advisor to discuss your goals and to complete the [Independent Study Form](#). Submit the form to the KEP Office, Cleveland 351 **before** the 10th day of classes.

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

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

Study and have it approved by the Graduate School within one year of your admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your POS.

After the Program of Study has been approved by the Graduate School, it may be changed by completing either a [Change of Program](#) or [Change of Committee](#) 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.**

Deadlines

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

Continuous Enrollment Policy

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

Leave Guidelines

Leave from the Program (not on an assistantship)

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

The student will then file a [Graduate Leave Status form](#) (GLS) SmartSheet forms. The completed PDF is then uploaded by you, 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 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.

Grade Point Average

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

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

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

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

Registration and Credit Load

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

Transfer Credit and Credit Restrictions

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

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

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

Credits appropriate to the Program of Study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program with approval by your chair and committee members, as well as the department and Graduate School. Graduate credit earned (with a grade of "B" or higher) at Washington State University prior to formal admission to the Graduate School, other than credit earned while enrolled as a Class 5E or Special 8 student, may be included in the number of prior credits allowed. The total of such credits from the two categories (transfer and prior WSU credits) is subject to the usual time restrictions and approval by the department and the Graduate School. None of these credits may be applied toward another advanced degree.

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

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

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.

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](#).

Educational Psychology Master of Arts Program Coursework

Program of Study Total Credits: (Minimum requirements: 33 credits)

Required Graded Coursework: (Minimum 27 graded credits)

Ed Psych Foundation Core (Requirements: Minimum 18 credits)

ED_PSYCH 502	Theoretical Foundations of Learning and Instruction (3)	Fall
ED_PSYCH 505	Research Methods (3)	Fall, Spring, Summer
ED_PSYCH 507	Introduction to Qualitative Research (3)	Fall, Spring, Summer
ED_PSYCH 508	Educational Statistics (3)	Fall, Spring, Summer
ED_PSYCH 509	Educational Measurements (3)	Spring
ED_PSYCH 570	Theoretical Foundations and Fundamental Issues in Program Evaluation (3)	Fall
ED_PSYCH 573	Motivation Theories (3)	Spring

Recommended Supporting Coursework and Concentration (Requirement: Minimum 6 credits)

SOC 525	Practicum in Survey Research (3)	Spring
ED_PSYCH 503	Advanced Learning Theories/Multimedia Learning (3)	Spring
ED_PSYCH 521	Indigenous Epistemology & Methodology (3)	Fall – even years
ED_PSYCH 521	Embodied Cognition (3)	Spring – odd years
ED_PSYCH 521	Intro to Data Management and Visualization	Summer
ED_PSYCH 572	Introduction to Systematic Reviews & Meta-Analyses	Fall
ED_PSYCH 575	Multilevel Modeling (3)	Spring – odd years
ED_PSYCH 576	Factor Analytic Procedures (3)	Spring – odd years
ED_PSYCH 577	Item Response Theory (3)	Fall
PSYCH 516	Applied Structure Equation Modeling (3)	Spring
STAT 520	Statistical Analysis of Qualitative Data (3)	Fall

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

Seminar (Required 3)

ED_PSYCH 574	Ed Psychology Seminar (1)	Fall, Spring
--------------	---------------------------	--------------

Required Additional non-Graded Coursework

Thesis Credits (Minimum requirements: 6 credits)

ED_PSYCH 700	Master's Research, Thesis, and/or Examination (V) <i>Enroll in at least 1 credit per semester. Enroll in at least 2 credits when defending thesis.</i>	Fall, Spring
--------------	---	--------------

ED_PSYCH 600 Independent Study

Independent study provides the student the opportunity to investigate topics of personal interest for exploratory purposes (i.e., investigate possibilities for a thesis topic), or complete supporting course work that is not offered during a semester that accommodates a student's schedule. In either case, the student is encouraged to develop an agreement with the independent study sponsor about the activities and goals for the semester. If the student wishes to undertake an independent study for the explicit purpose

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

ED_PSYCH 574 Seminar

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

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

RESEARCH PRODUCTIVITY EXPECTATION

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

Thesis Guidelines

Developing a Precis

Typically, by the end of the second semester of course work, the student will have developed an area of interest and thoughts about researchable questions related to that topic. The next step is for students to organize their ideas into coherent brief statements about the proposed research (i.e., a precis). This step is likely to be undertaken in the semester before writing the proposal. The precis is typically 5-6 double spaced, typed pages depending on the complexity of the topic. The precis is not a detailed literature

review, but a convincing rationale for the need for the project. The document should provide information on students' general research interests, what research led you to this interest, and how their research will address key issues and move the field forward. The format should adhere to the style set forth in the Publication Manual of the American Psychological Association (APA), Seventh Edition. The latest edition of the Publication Manual of the APA, a [WSU APA Quick Guide](#) is available, other WSU Quick Guides may be found on the [WSU Subject & Resource Guides pages](#). In addition, the APA style (7th edition) templates may be [found online here](#) and includes quick look at sample papers as well as table and figure set up.

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

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

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

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

Writing the Thesis - Thesis Proposal (T1)

Writing the thesis proposal occurs in the context of an independent study by registering for at least 6 credits of ED_PSYCH 700 across the program of study, with at least two of those credits occurring in the final semester. Thesis topics are generally selected in meetings with members of the student's advisory committee. After a relevant research topic has been identified, the graduate student will conduct a careful review of the literature and formulate a research design in consultation with the members of their committee. The candidate will prepare, in accordance with APA style, a formal thesis proposal consisting of an introduction, statement of the problem, survey of literature, methodology, and plans for data analysis. The student's thesis advisory committee will review the candidate's thesis proposal and make recommendations for further refinement. Proposals typically address in greater detail the questions addressed in the precis. Please see your major professor for possible formats of the thesis.

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

Scheduling your Thesis Proposal (T1)

When you (the student) and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a [Proposal Scheduling Form](#). This includes reserving a room for your presentation (consult with the department staff about scheduling a location). As this is a CESHS internal form, you must secure the signatures of your committee, department chair and submit the T1 Scheduling Form to the CESHS Office of Graduate Education (ceshs.gradstudies@wsu.edu).

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

Human Subjects Form and CITI training

CITI training can be obtained at any point prior to submission of your IRB forms, but you are encouraged to do so as early as possible. After approval of the T-1 and prior to any data collection, you must obtain WSU Institutional Review Board (IRB) approval to conduct your dissertation research involving human subjects. The IRB letter of approval must be submitted to your committee chair and the CESHS Office of Graduate Education *before* you commence data collection. You may submit a copy to the CESHS Office of Graduate Education when you receive the confirmation, but it must be submitted no later than when your Dissertation/Thesis Acceptance/Final Examination scheduling form is submitted. Failure to gain approval prior to data collection shall result in rejection of the final thesis and prevent you from scheduling the final T-2 examination.

Human Subject research forms and templates are available at the [IRB website](#) of the Office of Research Assurances. The IRB form must be signed by the chair of your committee and the department chair before it is submitted. Review of the request generally takes 2 – 4 weeks though it sometimes may take longer.

Final Approval of the Thesis

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

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

Scheduling the Final Examination (T2 Defense)

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

focuses on the student's defense of the thesis.

With the committee's consent that the written document is ready, you and the committee will need to agree upon a date, time, and have the location of the defense reserved. The final examination is conducted by your advisory committee and you must also [apply to graduate in myWSU](#) at the beginning of the term.

The completed form and thesis must be submitted at least a full 15 business days before the scheduled examination date. Note on due dates: these do not include the following days 1) day of the defense, 2) any weekend (Saturday or Sunday), and 3) any WSU holiday closures.

1. You must be enrolled in a minimum of two (2) credits of ED_PSYCH 700 at the beginning of the term you defend your T2.
2. You must have Apply for Graduation.
3. At least 15 days prior to your exam please complete your EXAM form: Students complete the [Scheduling Final Examination Form for Dissertation/Thesis degrees SmartSheet form](#) with the information as agreed upon by your entire committee (date, time how everyone will attend, etc.).
4. The completed Exam PDF is then uploaded by you, the student, (minus signatures) through your myWSU portal > Profile > Service Request for electronic approvals within myWSU. The form will be electronically approved by your committee and department chair and ultimately the Graduate School.
5. Committee members' electronic approvals for the Exam form signifies preliminary approval of the thesis that is suitable in content and format for submission to the UMI/ProQuest through the [WSU Graduate School Thesis/Dissertation website](#). Although the ETD Administrator from UMI/ProQuest checks the thesis, this pre-check does not constitute final acceptance as this check is for formatting issues only, content will be reviewed by your committee.
6. Committee members must be given the entire thesis a minimum of fifteen (15) days prior to any deadline for scheduling the defense in order to approve your exam defense form.
7. At the same deadline, your dissertation draft must be sent to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu for announcements within the college.

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

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

Final Examination (T2 Defense)

The final oral examination is an official university examination that is open to the public. The examination may not exceed two hours. The chair is responsible for conducting the final examination/defense. While the examination is open to the public, only faculty members may ask questions and vote, assuming they have participated in the assessment of your examination work. This is set up this way so as not to have the committee swayed by audience questions and answers. After the faculty ballot, the audience Q&A phase is conducted, time permitting and at the discretion of the committee chair.

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.). Only committee members may vote. The entire committee must be present and vote.

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 CESHS Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu.

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 ETD Administrator/ProQuest. The final upload link will be located on the email confirmation page from the precheck.

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

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

Awarding of the Degree

After you have completed the degree requirements for the degree and your student account is cleared after the term has ended, you will receive the diploma usually in six-eight weeks. You will then be eligible to walk at the next commencement. Please note: A diploma address must be on file within your myWSU portal for your diploma to be mailed.

Graduate Student Exit Survey

After completing the final examination, students are strongly encouraged to complete the College of Education, Sport and Human Sciences, 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.

Financial Support

Teaching and Research Assistantship Appointments

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

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

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

Teaching assistantships require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). A TA typically teaches two courses each semester under the supervision of a faculty member and during the first semester of the assistantship.

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

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

College of Education, Sport and Human Sciences, Scholarships

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

Other Financial Aid

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

Business Policies

Checkout/Exit:

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

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

Keys:

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

Mail:

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

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

Photocopying:

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

Staff Assistance:

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

Travel:

For liability and reimbursement purposes, all students must complete a Travel Authority form for any work-related trip they take that is outside of Pullman (or any other station for off-campus students). This and other forms are available in Cleveland Hall 351. This form must be submitted, signed by the department chair, and initialed by your chair at least 21 days before a trip. In some circumstances, work-related travel advances may be obtained by submitting a request at least four weeks before the trip. Reimbursement for travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Only approved travel will be reimbursed.

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

General Information

Department Office

Washington State University-Pullman
Department of Kinesiology and Educational Psychology
351 Cleveland Hall
Pullman, WA 99164-2136
Phone: 509.335.9117
education@wsu.edu

CESHS Office of Graduate Education

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

Kelly McGovern
Director
Cleveland Hall 70C
Email: mcgoverk@wsu.edu
Phone: 509.335.9195

Kjelda Berg
Academic Coordinator
Cleveland Hall 70B
Email: bergk@wsu.edu
Phone: 509.335.7016

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