



WASHINGTON STATE UNIVERSITY

# College of Education, Sport, and Human Sciences

## DEPARTMENT OF TEACHING AND LEARNING

### Language, Literacy & Technology Master's Degrees Student Handbook

Pullman, Vancouver, Spokane, & Tri-Cities



Office of Graduate Education  
Cleveland Hall 70  
Pullman, WA 99164-2114  
Telephone: 509.335.7016

Email: [ceshs.gradstudies@wsu.edu](mailto:ceshs.gradstudies@wsu.edu)

<https://ceshs.wsu.edu/degrees/language-literacy-and-technology-llt/>

Academic Year 2025-2026

## Table of Contents

---

Welcome from the Chair.....	1
Introduction .....	2
Language, Literacy, and Technology Program Overview .....	3
Program Content.....	4
Program Faculty by Campus .....	5
Academic Requirements, Policies, and Procedures.....	6
Degree Requirements Mandatory Research Training .....	6
Academic Standing and Annual Review.....	6
Grade Point Average .....	6
Registration and Credit Load .....	7
Temporary/Permanent Advisor and Committee .....	7
Developing and Submitting the Program of Study .....	8
Transfer Credit and Credit Restrictions.....	9
Deadlines.....	10
Continuous Enrollment Policy.....	10
Endorsement Information .....	10
Leave Guidelines .....	10
Use of AI/LLMs, etc. ....	11
Thesis Library .....	11
Awarding of the Degree.....	12
Graduate Student Exit Survey.....	12
Graduation Checklist: Application for Degree, Deadlines and Procedures Summary, and Information for Committee Members and Students Planning Final Examinations.....	12
Degree Requirements for Thesis/Special Project/Final Examination .....	14
Masters of Education (Ed.M.) Non-Thesis .....	14
Steps for Completing a Special Project .....	14
Masters of Arts in Education (M.A.) Thesis.....	16
Steps for Completing the Thesis (T1 & T2) .....	16
Human Subjects Form and CITI training .....	17
Scheduling your Thesis Final Examination (T2).....	17
Final Thesis Submission and Tasks After You Defend .....	18
Graduate Student Exit Survey .....	19
Continuation for Another Degree .....	19
Financial Support .....	19
Business Policies .....	20
General Information .....	22
Appendix A: LLT Master’s Program Overview.....	25
Appendix B: LLT Master’s Program Coursework.....	26
Appendix C: Special Project/Thesis Timeline Considerations.....	28
Appendix D: Special Project Options .....	31

## **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 Salisbury, Ph.D.  
Chair, Department of Teaching and Learning

## Introduction

---

Congratulations on your admission to the Language, Literacy, and Technology (LLT) Program in the Department of Teaching and Learning at Washington State University (WSU). The LLT Master's Program combines two areas of focus, English Language Learners (ELL) and Literacy Education, and integrates education technology. The guidelines in this Student Handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions not addressed in the Handbook, please contact your advisor or the staff in the College of Education, Sport and Human Sciences (CESHS), Office of Graduate Education (Cleveland Hall 70). 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](#).

## Language, Literacy, and Technology Program Overview

---

### Program Vision

---

Equitable access to and success with education worldwide through literacy instruction, language learning, and technological innovation

### Mission

---

To engage learners with local and international research communities in order to understand and apply effective research-based language and literacy education practices enhanced by technology.

### Student-Focused Program Goals

---

1. Students engage in meaningful research around language learning and literacy practices incorporating technology innovation in content areas;
2. Students design and implement effective research-based language and literacy instruction that incorporates technology in either formal or informal settings;
3. Students articulate how human and technological development, first and additional language acquisition, culture, community, and policy shape instructional literacy and language practices throughout our lives;
4. Students advocate for all learners and their families by collaborating with schools, communities, and educational agencies.

### Student Learning Outcomes

---

1. Students will be able to locate, analyze, and synthesize research literature, and apply this information to problems of practice.
2. Students will be able to skillfully communicate scholarly work through written, oral, and/or alternate formats.
3. Students will be able to effectively apply their knowledge and skills to their professional contexts.
4. Students will be able to demonstrate scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making.

The Language, Literacy, and Technology Master Degree Handbook is designed for current and prospective students on the Pullman, Spokane, Tri-Cities, and Vancouver campuses. Current master's degree students will find this Handbook helpful in understanding the degree program options, the process for enrolling in coursework, 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 two Language, Literacy, and Technology master's degrees: Master of Education (Ed.M.) and Master of Arts in Education (M.A.).

## Master of Education (Ed.M.)

---

The Master of Education (Ed.M.), a non-thesis degree, in LLT is designed for those of you wishing to extend your knowledge and skills in education, expand your content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The Ed.M. degree program consists of a minimum of thirty (30) graded credits plus a minimum of two (2) credits for the final project (TCH LRN 702). Enrollment in TCH LRN 702 usually involves research/scholarship activities associated with a Special Project. The performance criteria in TCH LRN 702 are based on a satisfactory/unsatisfactory scale instead of a letter grade (A-F grading scale). This degree is available on Pullman, Spokane, Tri-Cities, and Vancouver campuses.

## Master of Arts in Education (M.A.)

---

The Master of Arts (MA), a thesis degree, is designed for those of you who desire to study and explore educational research. The MA degree is well suited for those 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 thirty (30) graded credits with an additional four (4) credits of thesis work (TCH LRN 700). The performance criteria in TCH LRN 700 are based on a satisfactory/unsatisfactory scale, as opposed to a letter grade (A-F grading scale). This degree is available on the Pullman and Spokane campuses.

## Program Content

---

In collaboration with your advisor/chair and other committee members, each student must file a master's degree Program of Study that lists your course credit graduation requirements. The committee must approve the program, which is formalized by submitting the completed Program of Study form through your myWSU portal via the Department Chair and ultimately the WSU Graduate School.

The course of study for the Master of Education (Ed.M.) in LLT includes a minimum of thirty (30) graded credits plus a minimum of two (2) credits for the final project (TCH LRN 702). The Master of Arts (M.A.) in LLT also requires thirty (30) graded credits with an additional minimum of four (4) credits of thesis work (TCH LRN 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 credits for the required foundational core, research, and elective requirements for both the Ed.M. and M.A. degrees. For specific courses and semester offerings, please see ([Appendix B](#)). It is anticipated that completion of the degree will average two-to-three years.

### LLT Masters Credit Overview

	EdM (non-thesis)	MA (thesis)
LLT Core Courses	9	9
Research Courses	3	9
Elective Courses	18	12
<b>Sub-Total of Graded Credits (A-F grading scale)</b>	<b>30</b>	<b>30</b>
Final Examination Credits (S/U grading scale)	2	4
<b>Total Credits</b>	<b>32</b>	<b>34</b>

## Program Faculty by Campus

---

### Pullman

---

[Joy Egbert](#), Ph.D., University of Arizona, [jegbert@wsu.edu](mailto:jegbert@wsu.edu)

- Engagement and differentiation, Computer Assisted Language Learning (CALL), Teacher Education

[Anne Marie Guerrettaz](#), Ph.D., Indiana University, [a.m.guerrettaz@wsu.edu](mailto:a.m.guerrettaz@wsu.edu)

- Language teaching methods and materials, Bilingual and indigenous language education, Applied linguistics

[Jane Kelley](#), Ed.D., University of Massachusetts, [jekelley@wsu.edu](mailto:jekelley@wsu.edu)

- Children's literature, Critical multicultural analysis, Literacy education

[Kelly Puzio](#), Ph.D., Vanderbilt University, [kelly.puzio@wsu.edu](mailto:kelly.puzio@wsu.edu)

- Literacy instruction, Differentiated instruction, Culturally relevant instruction

[Tom Salsbury](#), Ph.D., Indiana University, [tsalsbury@wsu.edu](mailto:tsalsbury@wsu.edu)

- Second language acquisition (SLA) Applied linguistics, English language learners

[Susan Skavdahl](#), M.Ed., University of Idaho, [susan.skavdahl@wsu.edu](mailto:susan.skavdahl@wsu.edu)

- Educational Technology K-8, Practicum supervisor for Special Education

[Margaret Vaughn](#), Ph.D., University of North Carolina at Greensboro, [margaret.vaughn@wsu.edu](mailto:margaret.vaughn@wsu.edu)

- Adaptive and equitable practices to support student agency and literacy learning.

### Tri-Cities

---

[Yuliya Ardasheva](#), Ph.D., University of Louisville, [yuliya.ardasheva@wsu.edu](mailto:yuliya.ardasheva@wsu.edu)

- Interplay between second language and academic development (particularly in science), Contributions of individual differences (e.g., language learning strategies, motivation) to second language development

[Eric Johnson](#), Ph.D., Arizona State University, [e.johnson@wsu.edu](mailto:e.johnson@wsu.edu)

- Language policy, Bilingual education, Immigrant education

[Sarah Newcomer](#), Ph.D., Arizona State University [sarah.newcomer@wsu.edu](mailto:sarah.newcomer@wsu.edu)

- Culturally responsive literacy instruction, Bilingual/Bilingual education, School-community partnerships

### Vancouver

---

[Deanna Day](#), Ph.D., University of Arizona, [dday-wiff@wsu.edu](mailto:dday-wiff@wsu.edu)

- Children's literature, Literature circles, Digital literacy

[Jessica Masterson](#), Ph.D., University of Nebraska-Lincoln, [jessica.masterson@wsu.edu](mailto:jessica.masterson@wsu.edu)

- Secondary language and literacy education, Youth literacies, and Democratic education

## **Academic 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, 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](mailto: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](mailto:gradschool@wsu.edu).

### **Academic Standing and Annual Review**

---

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

Each year the Graduate School requires progress reviews of all graduate students. The LLT Coordinator initiates this review by sending you your Self-Evaluation Form for Annual Review survey link via email. You must complete the self-evaluation/progress review within ten (10) business days of receiving it. After your advisor/chair reviews your Self-Evaluation, your advisor will complete the Faculty Assessment of your Progress form and schedule a meeting with you to review and sign the assessment. After the meeting, you will receive a copy of the signed report.

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 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 a 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 after that, a 3.0 GPA or above is required for continued enrollment in the Graduate School. If you are admitted on 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 the 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 the favorable recommendation of the department chair.

### **Registration and Credit Load**

---

As a graduate student, you must complete appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of ten (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) TCH LRN 700 (thesis) research credit or TCH LRN 702 (non-thesis) project credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of two (2) credit hours and no more than nine (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](#)).

### **Temporary/Permanent Advisor and Committee**

---

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to you, “the student.” The temporary advisor will assist you with your initial selection of coursework. You are responsible for contacting your temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until you are ready to select a master’s degree program committee and permanent advisor. The chair of that committee becomes your permanent advisor (see below). If you wish to change temporary advisors, please fill out the [Change of Temporary Advisor form](#).

You should select a permanent advisor during your first semester of study. This typically occurs after you become acquainted with the various scholarly and research interests of the faculty members. A faculty member must meet specific College and University requirements to be a permanent advisor. Your permanent advisor if you are in the Ed.M. degree program must be a tenured professor/faculty member, a tenure-track professor/faculty member, or a career-track professor/faculty member. If you are in the MA degree program, your permanent advisor must be a tenured professor/faculty member or a tenure-track professor/faculty member. 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 and selecting at least two (2) additional faculty members to serve on your master’s degree committee.

The master's degree committee must consist of a chair/advisor and at least two (2) additional faculty members. To be a master's degree program committee member, faculty must meet specific College and University requirements. The members of your program committee if you are in the Ed.M. degree or if in the M.A. degree must be tenured professors/faculty members, tenure-track professors/faculty members, or career-track professors/faculty members.

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

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

- meets 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 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 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 the thesis M.A. include a minimum of thirty (30) semester hours of graded coursework and an additional four (4) hours for thesis work and defense. The core should include the required foundation courses listed in this handbook and the Research Core.

For the non-thesis Ed.M. degree, this includes a minimum of thirty (30) semester hours of graded coursework and an additional two (2) credits of TCH LRN 702 in the semester you take to defend your Special Project/Exam.

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 – A-F grading scale) 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.

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 one (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, Cleveland 321, before the 5<sup>th</sup> day of classes.

In the "Coursework: Non-Graded S/F" section of the Program of Study form, list the Special Projects or Independent Study (TCH LRN 600 – S/F grading scale).

The non-thesis Master's Special Problem, Directed Study and/or Examination (TCH LRN 702) credits (S/U grading scale); and the thesis Master's Research, Thesis, and/or Examination (TCH LRN 700) credits (S/U grading scale) have their own separate line below the Non-Graded box.

The [Program of Study](#) is submitted through your myWSU portal. The electronic routing for Graduate School forms may be found in your myWSU portal 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 Graduate School approves the program of study, an email is sent to you and the CESHS Office of Graduate Education. The approved program becomes a "contract" between the Graduate School, the academic program, and you.

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 your first semester of coursework and no later than when you have obtained 15-18 graded credits. You are held to the master's program requirements in effect at your admission date, provided you submit a Program of Study and have it approved by the Graduate School within one year of the admission date. Otherwise, you will be held to the program requirements in effect at the time your Program of Study is approved.

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 twelve (12) credits and is subject to the departmental recommendation and final approval by the Graduate School.

Credits appropriate to the Program of Study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program with approval by your chair and committee members, as well as the department and Graduate School. Graduate credit earned (with a grade of "B" or higher) at Washington State University before formal admission to the Graduate School, other than credit earned while

enrolled as a second bachelor's or personal enrichment 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.

## **Deadlines**

---

You should check the Graduate School's [Deadlines and Procedures for the Master's Degrees](#) for submission of the Program of Study so that you get current information about due dates that affect you. September 1st is the deadline for submission of your Program of Study if you want to graduate during the following spring semester. February 1st is the deadline for submission of your Program of Study, should you want to complete your thesis project in the following summer session or fall semester.

## **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](#)).

## **Endorsement Information**

---

If you wish to add an ELL or Reading Endorsements (or any other endorsement) to your teacher certificate, apply to the WSU endorsement program. After all coursework and testing requirements are met, you must submit a separate application to have the endorsement added to your teaching certificate. More information and applications can be found on the [Teaching Subject Endorsement website](#).

## **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.

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](#).

### **Thesis Library**

---

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

## Awarding of the Degree

---

After completing the degree requirements for the master's and your account is cleared, you will receive the diploma approximately 6-8 weeks after the term is completed. 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, 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.

## Graduation Checklist: Application for Degree, Deadlines and Procedures Summary, and Information for Committee Members and Students Planning Final Examinations

---

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 for either TCH LRN 702 (Master's Non-Thesis Examination) or 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. You must be registered at beginning of the semester in which the final examination is to be taken.
- 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.
- Both thesis & non-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 upload 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.

Thesis & non-thesis Students: Defend your thesis examination or take your comprehensive exam as appropriate to your degree.

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](#).

## **Degree Requirements for Thesis/Special Project/Final Examination**

---

### **Masters of Education (Ed.M.) Non-Thesis**

---

The Ed.M. degree program requires a project as a culminating product and/or an oral/written final examination in addition to coursework (referred to in procedures and policies as the “Special Project”). See ([Appendix D](#)) for the various possible Special Projects. You register for a minimum of two (2) credits of TCH LRN 702 when completing the Ed.M. Special Project in your final semester. However, the TCH LRN 702 project planning should begin two (2) semesters earlier. The Special Project is a research/inquiry project that you design in collaboration with your advisor/ chair and your committee members. The purpose of the project is to demonstrate your understanding of educational research and its applicability to practice in your field of study. In addition, it demonstrates your ability to understand, evaluate, and critique educational research.

### **Steps for Completing a Special Project (M1)**

---

1. Meet with your advisor/chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate coursework, to discuss your ideas about the Special Project.
2. As indicated in ([Appendix D](#)), the Project can take the form of a historical or policy analysis, a review and analysis of the research literature in a specific area, a descriptive research project, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative type of Project which must be approved by your advisor/chair and committee members.
3. Once the initial written document is approved, and with consultation with your advisor/chair, schedule a Special Project proposal meeting by using the [Proposal Scheduling Form](#) (an M-1 [Master’s project proposal]). You must submit a written proposal to the committee two (2) weeks prior to the M-1 meeting. The proposal will be a detailed outline of the Special Project (see format described previously). Work with your advisor/chair to draft and revise the project proposal before submitting it to the entire committee.

The committee will evaluate the Special Project proposal and either approve it, approve it subject to modifications, or deny the Special Project proposal by the [Special Project \(M-1\) Proposal Approval Form](#). If the committee approves the Special Project proposal, you can proceed to conduct the Special Project. However, if your inquiry project involves human subjects, you must obtain Institutional Review Board (IRB) approval for the project before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your project not being accepted as meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the CESHS Office of Graduate Education. The human subjects approval form is available on the [IRB website](#).

4. You will work closely with your advisor/committee chair and committee members in drafting the inquiry project document. The final written document will be submitted to your committee.

When you get approval from your chair/advisor that you have a polished, close-to-final draft, you will schedule the oral or written final examination on the project.

## **Scheduling your Special Project Final Examination (M2)**

---

1. At the beginning of the semester before which you plan to graduate; you should [Apply to Graduate](#) within your myWSU portal. Your Program of Study MUST be approved by the Graduate School before this link will open in your myWSU portal. If you do not graduate in the semester for which you applied, you must reapply for the degree. The fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.
2. At the beginning of the term that you will defend your program, you must register for a minimum of two (2) credits of TCH LRN 702 when completing the EdM Special Project.
3. During the semester in which you are completing the Special Project, you should:
  - a. Share drafts of the final project report with your advisor.
  - b. Meet regularly with your advisor/committee chair to review your progress.
  - c. Please check the Graduate School's [Deadlines and Procedures](#) to be aware of the last possible date to conduct a final oral or written examination (your presentation) in any semester. Regardless of the last day to schedule/defend, please be aware that your completed scheduling form must be submitted through your myWSU portal to your Committee at least 15 business days prior to your final exam (presentation).
  - d. When the final written version of the completed Special Project has been approved by your advisor/committee chair and committee members it is time to schedule a final examination. Note: All committee members must be present at the examination with a date and location agreed upon by all members.
  - e. 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.).
    - i. 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.
  - f. At least two weeks before the oral or written examination (your presentation), provide your committee with a final written copy of the Special Project.
4. Following the final oral or written examination (the project presentation), committee members will complete ballots indicating a pass/fail outcome for the Special Project. A pass will be recorded as an S grade for TCH LRN 702 (TCH LRN 702 is graded S/U—satisfactory/unsatisfactory). Your advisor/committee chair will notify you of the ballot outcome. In most cases, even those who pass will be expected to complete some revisions in the written document.
5. You have ten (10) business days after your final defense to submit a digital copy of your Special Project to your advisor.

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

### **Masters of Arts in Education (M.A.) Thesis**

---

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 Education. 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 (See [Appendix C](#) for timeline considerations).

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 review of the pertinent literature related to the research hypothesis/question, a description of the methodology used to investigate the hypothesis/question, the results of the study, and a discussion of the results. The following are the recommended formats for the proposal and the completed thesis. However, you may modify the format with the approval of your committee.

Format for the Thesis Proposal	Format for the Thesis
Purpose/Statement of Research Problem	Purpose/Statement of Research Problem
Review of Literature Related to Research Problem	Review of Literature Related to Research Problem
Proposed Methods	Methods
Timeline for Completion	Results/Findings
	Discussion

### **Steps for Completing the Thesis (T1 & T2)**

---

- Meet with your advisor/chair at the end of the first semester of graduate study or after you have completed 10 credits of graduate coursework to discuss your ideas about your thesis research.
- In consultation with your advisor/chair and the members of your committee, schedule a thesis proposal (T-1) meeting by using the [Proposal Scheduling Form](#). You must submit a written proposal to the committee two weeks before the T-1 meeting. The proposal includes a detailed outline of the thesis (see previously described format). Work with your advisor/committee chair to draft and revise the thesis proposal before submitting it to the entire committee.

The committee will evaluate the proposal and recommend one of the outcomes on the [Thesis Approval Form \(T1\)](#):

- Approved as presented.
- Approved, subject to revisions as specified by the committee.

- (c) Approved, subject to revisions as specified and subject to further review and approval by the committee.
- (d) Approval denied.

If the committee approves the proposal, you can proceed to conduct the thesis. However, if your thesis involves human subjects, you must obtain Institutional Review Board (IRB) approval for the research before you begin any data collection.

If the thesis proposal is denied, you should work with your advisor/committee chair to revise the proposal. If the proposal is denied, you must hold another T-1 meeting, during which the committee will review the revised proposal.

### **Human Subjects Form and CITI training**

---

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

Approval of the study or certification of exemption by the Office of Research Assurances must be obtained and submitted to the committee chair and the CESH 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 the rejection of the final thesis and prevent you from scheduling the final examination.

Human Subject research forms and templates are available at [IRB website](#). The application must be signed by the chair of the committee who will act as Principal Investigator, with you “the student” acting as co-investigator. The application must also be signed by the department chair before it is submitted. After submission, the review of the application generally takes about two-four weeks to complete (and sometimes longer), at which time you are informed by email as to whether the research is approved.

### **Scheduling your Thesis Final Examination (T2)**

---

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 (7<sup>th</sup> Ed.). All are available on the [Graduate School's Forms website](#).

Please check not only the [Graduate School's Deadlines and Procedures](#) to determine any date restrictions to conduct a final oral examination (your presentation) in any semester but also your committee's availability, as they must be present at your examination.

1. At the beginning of the semester, before you plan to graduate, you should [Apply to Graduate](#) in your myWSU portal. Your Program of Study MUST be approved by the Graduate School before this link will open in your myWSU portal. If you do not graduate in the semester for which you applied, you must reapply for to graduate. The fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.

2. At the beginning of the term, you will defend your program register for a minimum of two credits of TCH LRN 700 when completing the thesis and defending.

Please note: If copyrighted material is included in the thesis or project, you must obtain written permission from the copyright owner to reproduce the material in the thesis/project. Such written permission must be submitted to the Graduate School at final acceptance.

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.).
  - a. 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.
  - b. 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 Dissertation-Thesis site](#). Although the ETD Administrator from UMI/ProQuest checks the thesis, this pre-check does not constitute final acceptance as this check is for formatting issues only – mostly with the front matter, etc., content will be reviewed by your committee.
  - c. Committee members must be given the entire thesis a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
  - d. At the same deadline, your thesis draft must be sent to the CESHS Office of Graduate Education at [ceshs.gradstudies@wsu.edu](mailto: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.

4. Final oral examinations for the thesis are public. The examining committee shall include your advisor, members of your committee, and may include any other faculty members. Although any member of the public at large may attend a final examination, only Graduate Faculty members may ask questions and ballot. All members of your committee must attend and ballot.
5. Following the final oral examination, your committee members will ballot to indicate a pass/fail status. Your advisor/committee chair will notify you of the outcome.

### **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 the committee chair either in electronic format or on paper, their choice (binding is optional and decided upon by the chair/advisor). Any additional copies submitted to the other committee members are up to the student's advisor.

### **Graduate Student Exit Survey**

---

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

### **Continuation for Another Degree**

---

To continue for another degree, you should contact the CESHS Office of Graduate Education to get information on how you can proceed. You must complete a full application for any additional degree programs you wish to enter. Discuss your ideas about another degree with the chair/advisor for your master's degree committee. They will help you review the available options.

### **Financial Support**

---

#### **Graduate Assistantship Appointments (GA)**

---

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.

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

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

To be considered for a TA or RA position, you will seek an open position from the Graduate School's website for [Current Job Openings and Funding Opportunities](#) and ask your assigned temporary advisor

if they know of any openings. At the time of appointment, you will receive a letter that delineates the specific responsibilities of the appointment.

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

---

Scholarships are available through CESHS. Applications are available through University Scholarship Services in November and are due January 31st of the following year for the upcoming academic term. Awards range in dollar amounts with the average about \$2000. For more information, contact the CESHS Scholarship Coordinator (509-335-7843) or on their [website](#).

### **Other Financial Aid**

---

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

### **Business Policies**

---

#### **Checkout/Exit:**

---

Before departure from CESHS, you must leave a forwarding address with the CESHS Office of Education, return all keys and equipment to the main office, and consult with your 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 your chair and the LLT Program Coordinator. If additional consultation is needed, please consult the Department Chair or Unit Director, or as a final resort, the WSU Ombudsman. The WSU Ombudsman Office is in Wilson Hall, Room 2, phone (509) 335-1195.

#### **Keys:**

---

To obtain keys for assistantships, teaching, etc., check first with your department staff, then see Marie Reynolds in Cleveland Hall 168. There is no initial charge for the keys; however, if they are lost or you leave the University without returning them, you will be billed a \$3.00 replacement fee per key. If the keys are not returned, transcripts may be held by the Registrar's Office. Security is the responsibility of everyone, so please assume responsibility for locking your office and lab doors after regular hours.

#### **Mail:**

---

Graduate student mailboxes for students on assistantships are located on the third floor of Cleveland Hall on the Department of Teaching and Learning 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 Cleveland Hall 321 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 students 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 or committee chair. Copy machines available for personal use on campus are located at Cougar Copies in the CUB or at their kiosks.

### **Staff Assistance:**

---

You may request secretarial assistance only in limited situations. Administrative Assistants will not type personal letters, class reports or similar materials for you. Typing of your dissertation 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 committee chair.

### **Thesis Library:**

---

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

### **Travel:**

---

For liability and reimbursement purposes, you 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 321. 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.

You are strongly urged to attend professional meetings; sometimes, the department may have funds to pay some student travel expenses. Advisors may use grant or project monies to pay partial travel expenses for you to attend meetings. The GPSA 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 and Professional Student Association. Note: GPSA funding is contingent upon you paying Pullman student fees, if you are not paying these fees, you will not be eligible for payout. It is advisable to apply for a travel grant if you are presenting a quality paper at a professional meeting. In addition, space may be available in university vehicles, or some faculty members may share travel expenses.

## General Information

---

### Department Offices

---

Washington State University **Pullman**  
Department of Teaching & Learning  
321 Cleveland Hall  
Pullman, WA 99164-2132  
Phone: 509.335.6842  
[education@wsu.edu](mailto:education@wsu.edu)

Washington State University **Spokane**  
College of Education, Sport and Human Sciences  
PO Box 1495  
Spokane, WA 99210-1495  
Phone: 509.358.7942

Washington State University **TriCities**  
College of Education, Sport and Human Sciences  
2710 Crimson Way  
Richland, WA 99354-1671  
Phone: 509.372.7396

Washington State University **Vancouver**  
College of Education, Sport and Human Sciences  
Undergraduate Building (VUB) 300  
Phone: 360.546.9660  
[debarnett@vancouver.wsu.edu](mailto:debarnett@vancouver.wsu.edu)

### Academic Coordinators

---

Washington State University **Pullman**  
*Office of Graduate Education*  
College of Education, Sport and Human  
Sciences  
Cleveland Hall 70  
Pullman, WA 99164-2114  
Email: [ceshs.gradstudies@wsu.edu](mailto:ceshs.gradstudies@wsu.edu)

*Kelly McGovern,*  
*Director, CESHS Office of Graduate Education*  
Cleveland Hall 70C  
Email: [mcgoverk@wsu.edu](mailto:mcgoverk@wsu.edu)  
Phone: 509.335.9195

*Kjelda Berg,*  
*Academic Coordinator*  
Cleveland Hall 70B  
Email: [bergk@wsu.edu](mailto:bergk@wsu.edu)  
Phone: 509.335.7016

Washington State University **Spokane**  
College of Education, Sport and Human Sciences  
*Carmen Beck,*  
*Academic Coordinator*  
PO Box 1495  
Spokane, WA 99210-1495  
Phone: 509.358.7942  
Email: [carmen.beck@wsu.edu](mailto:carmen.beck@wsu.edu)

Washington State University **TriCities**  
College of Education, Sport and Human Sciences  
*Niamh O'Leary,*  
*Academic Coordinator*  
2710 Crimson Way  
Richland, WA 99354-1671  
Phone: 509.372.7394  
Email: [niamh.oleary@wsu.edu](mailto:niamh.oleary@wsu.edu)

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



## Central Services, Facilities and Resources

---

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

## Appendix A: LLT Master's Program Overview

Milestones	Ed.M. Degree Special Project (Appendix D)	M.A. Degree Thesis
Coursework Phase	<ul style="list-style-type: none"> <li>Review Master's Program Coursework with your advisor (Appendix B)</li> <li>Choose your Chair and Committee and develop a Program of Study (POS)</li> <li>Submit POS to Graduate School (1st or 2nd semester of program)</li> <li>Complete required graded credits (Ed.M. 30 credits; M.A. 30 credits)</li> </ul>	
Proposal Phase for Thesis/Special Project	<ul style="list-style-type: none"> <li>Select research topic</li> <li>Meet with your Chair to discuss the research study and format</li> <li>Proposals can be discussed and accepted before all coursework is complete. The sooner you have a proposal; the sooner you can begin working on drafts.</li> <li>Submit M-1/T-1 Scheduling Form to CESHS Graduate Studies Office (10 business days prior to meeting with your committee)</li> </ul>	
Development Phase of Thesis/Special Project	<ul style="list-style-type: none"> <li>Meet with Chair and Committee and develop a schedule of completion</li> <li>Share chapters or sections of your thesis/project with your Chair</li> <li>Expect to complete several drafts of your work</li> <li>Allow your Chair at least 2 weeks to review sections/chapters</li> <li>Anticipate at least one semester working on drafts before scheduling your defense</li> </ul>	
Schedule Defense	<ul style="list-style-type: none"> <li>Enrolled in Final Examination credits</li> <li>EdM Degree (2 credits) TCH LRN 702: Special Project</li> <li>MA Degree (4 credits) TCH LRN 700: Thesis (4)</li> <li>Meet with your Chair and Committee and select the final examination date</li> <li>Submit the final draft to your Chair and Committee at least 1 month before the examination date</li> <li>Complete the Scheduling Exam Form and submit it through your myWSU portal (15 business days prior to the examination date)</li> </ul>	
Defend Thesis/Special Project	<ul style="list-style-type: none"> <li>Final oral or written examination is primarily a defense of the thesis/project, but may also cover the general fields of knowledge pertinent to the degree.</li> <li>The examination lasts approximately one hour. The examining committee shall include your master's committee and any other members of the faculty.</li> <li>Your committee chair will be responsible for conducting the final examination. The examination is open to the public. All members of your master's committee must attend and vote.</li> <li>A minimum of three-fourths of those voting must vote to pass you; for a three person committee all three must vote to pass. In the event of a failed final examination, a second and last attempt may be scheduled, at the request of the major department, after a lapse of at least</li> </ul>	

## Appendix B: LLT Master's Program Coursework

**Required Graded Coursework:** (Minimum requirements: EdM - 30 credits; MA – 30 credits)

### **LLT Specialization Core (Minimum requirements: 9 credits)**

TCH LRN 518	Integrating Technology into the Curriculum (3)	Spring
TCH LRN 544	Advanced Children's and Young Adult Literature (3)	Fall
<u>or</u> TCH LRN 569	Critical Multicultural Analysis of Children's and Young Adult Literature (3)	Spring odd years
TCH LRN 549	Communicating in a Multilingual Society (3)	Spring

### **Research Courses (Minimum requirements: EdM - 3 credits; MA - 9 credits)**

ED_PSYCH 505	Research Methods I (3)	Fall, Spring, Summer*
ED_PSYCH 507	Introduction to Qualitative Research (3)	Fall, Spring, Summer*
ED_PSYCH 508	Educational Statistics (3)	Fall, Spring, Summer*
TCH LRN 588	Action Research (3)	TBD

### **Electives (Minimum requirements: EdM - 18 credits; MA 12 credits)**

#### **English Language Learners (ELL) Electives:**

TCH LRN 501	Practicum in Bilingual / ESL Education (3)	Fall, Spring*
TCH LRN 504	Advanced Study in Linguistics for Educators (3)	TBD
TCH LRN 509	Research in Curriculum & Assessment for Bilingual/ESL Education (3)	TBD
TCH LRN 510	Theoretical Foundations of Bilingual/ESL Education (3)	TBD
TCH LRN 514	Methods and Materials for Bilingual/ESL Education (3)	TBD

#### **Literacy Electives:**

TCH LRN 528	Literacy within the Disciplines (3)	TBD
TCH LRN 546	Teaching Writing (3)	TBD
TCH LRN 551	Psychology of Reading (3)	TBD
TCH LRN 553	Assessment and Instruction for Reading (4)	TBD
TCH LRN 558	Improving Reading Comprehension K-12 (3)	TBD
TCH LRN 562	Theoretical Foundations of Literacy and Language (3)	Spring even years
SPEC ED 571	Effective Assessment and Instruction in Reading for Diverse Learners (3)	Spring

#### **Technology Electives:**

TCH LRN 516	Advanced Study in CALL (3)	Spring*
TCH LRN 519	Instructional Media Production I (3)	Fall*
TCH LRN 570	Theory and Research in Electronic Literacies (3)	Spring odd years
TCH LRN 573	Theory and Research in CALL (3)	Spring even years
ED AD 518	Media Literacy and Educational Technology (3)	TBD
SPEC ED 595	Universal Design (3)	TBD

#### **Other Electives:**

TCH LRN 582	Scholarly Writing (3) highly recommended	Spring
XXX_XXX	Other courses approved by program committee	

\* Please check the Schedule of Classes regarding which semester the courses are offered on each campus.

**Required Non-Graded Coursework:** (Minimum requirements: EdM - 2 credits; MA - 4 credits)

**MA Degree Final Examination**

TCH LRN 700 Master’s Research, Thesis and/or Examination (4) Fall, Spring, Summer

**EdM Degree Final Examination**

TCH LRN 702 Master’s Special Problems, Directed Study and/or Examination (2) Fall, Spring, Summer

Approved by the faculty on April 13, 2016.

**TCH LRN 600 Independent Study**

Independent study allows you to investigate topics of personal interest for exploratory purposes (i.e., investigate possibilities for a thesis topic) or complete supporting coursework 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 [Independent Study form](#) should specify in detail what activities and outcomes can be expected for that semester.

**Pathway to Endorsement or Certificate: (Optional)**

<b>Endorsement or Certificate in English Language Learners</b>		<b>Certificate in Education Technology Across the Curriculum</b>	
Required Coursework (15 credits)	Elective coursework (3 credits)	Required Coursework (9 credits)	Elective coursework (6 credits)
TCH LRN 501	TCH LRN 504	TCH LRN 516	TCH LRN 570
TCH LRN 509	TCH LRN 516	TCH LRN 518	TCH LRN 573
TCH LRN 514	ED AD 519	TCH LRN 519	ED AD 518
TCH LRN 510			SPEC ED 595
TCH LRN 549			

Bilingual Endorsement – Please see the endorsement checklist for the list of required coursework.

## Appendix C: Special Project/Thesis Timeline Considerations

---

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

As you progress through the Project/Thesis, you should meet 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
7. (This drafting/revising may continue through several additional cycles.)

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

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

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

3. Draft 2 to program committee members
  4. Draft 2 returned to you 2 weeks after members receive it
- (This drafting/revising may continue through several additional cycles.)

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

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

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form. Each committee member, and the advisor/chair must approve the form within your myWSU portal. Please submit the form at least 15 business days before the defense so as to allow processing time in the department before it is due in the Graduate School. The Graduate School requires 10 full business processing days not counting your defense date or holidays or weekends.

We highly recommend that you plan to submit the signed scheduling form to your myWSU portal with plenty of days to spare – you can submit the form before the 15-day limit.

You must be enrolled in Final Examination credits during the semester in which you present your Project/Thesis. EdM Degree: TCH LRN 702 (minimum 2 credits) MA Degree: TCH LRN 700 (minimum 4 credits)

#### Sample Timeline for a Spring Defense/Presentation

November 1: First draft to advisor/chair\*  
 November 15: Draft 1 returned to you  
 December 2: Draft 2 returned to you  
 December 16: Draft 3 to advisor/chair  
 January 3: Draft 3 returned to you  
 January 17: Draft 4 to committee members  
 January 31: Draft 4 returned to you

Consult with advisor/chair

February 7: Draft 5 to committee members  
 February 21: Draft 5 returned to you  
 Consult with advisor/chair  
 March 7: Draft 6 to advisor/chair  
 March 21: Draft 6 to you

Consult with your advisor/chair.

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

March 28: Begin asking committee members for dates of availability for the presentation of the Special Project/Thesis

April 14: Completed Scheduling Form to Graduate Studies Office in Cleveland Hall  
 April 17: Scheduling Form received in the Graduate School  
 April 25: Presentation of Special Project

You should work with your advisor(s)/chair(s) to establish a timeline like this for finishing your Projects/Theses. If you hope to present/defend your Projects/Theses in the summer term, you should consult with your advisor(s)/chair(s). 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 the summer term.

\*This timeline assumes that you had proposed your Project/Thesis idea to your advisor/chair (after extensive discussion with your advisor/chair) and committee members several months earlier, and your proposal was approved. In the case of the Special Project, you would have discussed Project ideas and had a proposal meeting with your committee by approximately August 15th because the time between August 15th and November 1st would have been spent conducting the Project and writing the first draft. In the case of a Thesis, you would 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 D: Special Project Options

---

Below are a variety of options for completing your requirements for TCH LRN 702. Each of the options is described in detail below. Please meet with your advisor to find the best option 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 you to demonstrate your ability to systematically investigate 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 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 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. The 702 Examination Presentation is anticipated to 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 TCH LRN 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the topic of the literature review, briefly discuss controversy about the topic, and describe the

- disciplinary nature of the educational research to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary).
2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring 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 the committee chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and you agree to the topic and breadth of the literature review, the date for completion of drafts and final papers are set by both you and the committee 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 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 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 committee chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and you agree to the topic and breadth of the analysis, the date for completion of drafts and final papers are both you and the committee 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 Chair.

## Portfolio

---

The goal of the portfolio option is to provide practicing teachers with the opportunity to apply the knowledge and skills acquired through your 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 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the area of growth or concern that the portfolio addresses, and describe the nature of the exhibits to be gathered. Note: Portfolios for ProCert or National Board certification cannot be used for this alternative.
2. Once the 702 Committee and you agree to the nature and goal of the portfolio, the 702 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 your 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 Chair and committee members.

### **Curriculum and Instruction Project**

---

The goal of the 702 project is to reflect your interests and the courses you have taken within the Ed.M. Program.

1. You and the 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. The other TCH LRN 702 Committee members will approve or suggest revisions to the proposed project.
3. Once the 702 Committee and you agree to a project, the 702 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.
4. You will write a report about your project and give to each 702 Committee member.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the report on the project.
6. At the 702 Project Presentation (if applicable), you share the results of your 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.
7. 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.