

WASHINGTON STATE UNIVERSITY

DEPARTMENT OF TEACHING AND LEARNING

MASTER'S DEGREE

PROGRAM HANDBOOK

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Overview

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

College of Education
Office of Graduate Studies
252 Cleveland Hall
P.O. Box 642114
Washington State University
Pullman, WA 99164-2114
Phone: 509-335-9195 or 509-335-7016 Fax: 509-335-2097
Email: gradstudies@wsu.edu
Web: <http://education.wsu.edu/graduate/>

The Department of Teaching and Learning offers three master's degrees: Master of Education (EdM), Master of Arts in Education (MA), and Master in Teaching (MIT). If you seek K-12 Teacher Certification as part of your graduate program, you must pursue the MIT. If you are completing the Professional Certificate Program as part of a master's degree, then the EdM is the degree you must pursue. Specializations within the EdM and the M.A. degrees include: Literacy, Curriculum and Instruction, Special Education, and English Language Learners/Bilingual Education. Although course options have been identified for each specialization, there is also considerable flexibility to tailor the program of study to your individual educational and professional goals. Your unique program of study is developed in collaboration with your faculty advisor and master's degree committee.

Master of Arts in Education (MA)

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

Master of Education (EdM)

The Master of Education (EdM) degree is designed for students wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The EdM degree program consists of a minimum of 35 credits, 33 of which must be graded course work. A minimum of one, three credit research course and one, three credit foundations course must be included in the 33 graded credits. A minimum of 2 credits of T&L 702 are required and usually involve research/scholarship activities associated with the special project and final oral examination. The performance criteria in T&L 702 are based on a satisfactory/fail scale, as opposed to a letter grade. Options for specialization within the EdM

degree program include: Literacy, Curriculum and Instruction, Special Education, and English Language Learners/Bilingual Education.

Students may also pursue the Washington State Professional Certification within the EdM degree program. The Professional Certification pre-assessment course (T&L 541, 3 credits) and culminating assessment course (T&L 543, 2 credits) are required in the Professional Certification program. These two courses can be part of the minimum of 33 graded course credits in the EdM program. Additional courses may also fulfill both Professional Certification and EdM requirements. Your advisor and master's degree committee must approve your program, and will work with you to identify appropriate course work. For more information, please contact the College of Education Office of Graduate Studies, or visit our website (<http://education.wsu.edu/graduate/>) or the website of the College of Education School and Community Collaboration Center (<http://education.wsu.edu/collaboration/>).

Master in Teaching (MIT)

The Master in Teaching (MIT) degree is intended for those who desire an integrated master's degree program with either elementary education or secondary education teacher certification. Candidates for this degree enter the MIT with a bachelor's degree. The MIT degree program consists of two summer sessions of study, along with a fall and spring semester of study. An MIT degree program cohort begins each summer. Note that the MIT has a November 15 deadline for applications for admission and additional application materials beyond those required for the MA and EdM. For more information, please contact the College of Education Office of Graduate Studies.

General Requirements

Mandatory Research Training

All graduate students are required to complete the **Responsible Conduct of Research** online training module. This is a web based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. Students are encouraged to take this training as soon as possible. **Students will not be eligible for an assistantship until after the training is completed.** Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to the College of Education Office of Graduate Studies (gradstudies@wsu.edu) as well as the department through which you have received an assistantship if applicable. We must report the date of completion. Delay in the completion of this training could delay a student's progression through their graduate program. The training will need to be repeated after a five year period.

If you have questions about this training, please contact Kris Boreen (5-7618, kboreen@wsu.edu), Patty Iulo (5-5165, patiulo@wsu.edu) or Dave Clark, Director, Office of Research Compliance (5-1585, drclark@wsu.edu).

Assignment of Temporary Advisor

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student. The temporary advisor will assist you with your initial selection of course work. It is your responsibility to contact your temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until you are ready to select a master's degree program committee and permanent advisor. The chair of that committee becomes your permanent advisor (see below). If you wish to change temporary advisors, please contact your assigned advisor or the College of Education Office of Graduate Studies.

Selection of Permanent Advisor and Master's Degree Program Committee

You should select a permanent advisor during your first semester of study. This typically occurs after one becomes acquainted with the various scholarly and research interests of the faculty members. To be a permanent advisor, a faculty member must meet specific College and University requirements. The permanent advisor for an EdM or MIT student must be either a tenured professor/faculty member, a tenure-track professor/faculty member, or a clinical professor/faculty member. For students in the MA degree program, the permanent advisor must be a tenured professor/faculty member or a tenure-track professor/faculty member. The permanent advisor serves also as the chair of your master's degree program committee and will assist you in developing a program of study and in selecting at least two additional faculty members to serve on your master's degree committee.

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

Your permanent advisor/program committee chair and other committee members are identified on the Program of Study form, when it is completed (see below). The advisor/chair of the program committee, as well as the members of the committee, and the Chair of the Department of Teaching and Learning must sign this form before it is sent to the Graduate School for final approval. You are responsible for obtaining the appropriate signatures on your Program of Study. After the Chair of the Department of Teaching and Learning signs the Program of Study, it is forwarded to the College of Education Office of Graduate Studies for documentation, and then sent to the WSU Graduate School for review and approval/denial. After the Program of Study and the committee membership is approved by the Graduate School, they will send you email notification of the approval. You may change the membership of your Program of Study committee by filing a Committee Change form. This form, which can be found on the Graduate School website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>), must be signed by the new committee members and the Chair of the Department of Teaching and Learning before it is sent to the Graduate School for final approval.

Developing a Program of Study

You will work with your permanent advisor (and chair of your committee), as well as all the faculty members of your committee to design your Program of Study. Your Program of Study is your official curriculum of study that will be used to guide you through your master's degree program. The Program of Study form can be found on the Graduate School website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>). The Program of Study should be completed and submitted to the Graduate School during your first semester of course work.

You should refer to the master's degree program descriptions in this Handbook when designing your Program of Study. There is a separate Handbook detailing the MIT requirements. For MIT requirements contact the College of Education Office of Graduate Studies. A master's degree Program of Study may include up to 6 hours of appropriate 300 or 400-level courses. Consult with your permanent advisor about including these courses in your Program of Study.

After the Program of Study has been approved by the Graduate School, it can be changed by submitting a Change of Program form (available on the Graduate School website <http://gradschool.wsu.edu/current-students/formsfordegree.html>). Changes must be approved by your permanent advisor and chair of your Program of Study committee, as well as the Chair of the Department of Teaching and Learning. The Change of Program form is then forwarded to the College of Education Office of Graduate Studies and the WSU Graduate School.

Continuous Enrollment

All full- and part-time degree-seeking graduate students at all campus locations must maintain continuous enrollment in the Graduate School, registering for each semester, excluding summer sessions, from the time of first enrollment until all requirements for the degree are completed.

Continuous enrollment is maintained by registering for a minimum of 2 graduate credits per semester (excluding the summer). For further information regarding the Continuous Enrollment policy go to the Graduate School Policy and Procedures at http://www.gradsch.wsu.edu/current-students/2008_updatedpolicies/chapter5/.

Registration and Credit Load

Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 700 (masters), 702 (non-thesis masters) or 800 (doctoral) level research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy go to the Graduate School Policy and Procedures at http://www.gradsch.wsu.edu/current-students/2008_updatedpolicies/chapter5/appropriatelevels.html.

Transfer Credit Policy

Up to 9 semester credits for the EdM degree program and 6 semester credits for the MA degree program may be transferred into your Program of Study, with the approval of your permanent advisor/chair of your committee and your committee members. These transferred credits must have been completed at a four-year institution of higher education. Non-graded course work, extension work, special problems courses, workshops, and correspondence courses cannot be applied to or transferred into a graduate program.

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 make a determination as to whether or not you will be allowed to remain in the program.

Each year the Graduate School requires progress reviews of all graduate students. The Office of Graduate Studies coordinates this review by sending progress review forms to your permanent advisor. After your permanent advisor completes and signs the review form, it is sent to you for a signature. The Office of Graduate Studies submits a copy of the signed report to you. The review includes an assessment of progress towards the degree and your GPA. Your advisor may request a meeting with you to discuss your progress.

Degree Requirements for Thesis/Special Project/Final Examination

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

EdM Special Project

You register for a minimum of two credits of T&L 702 when completing the EdM Special Project in your final semester. The Special Project is a *personal inquiry project* that you design in collaboration with your advisor/committee chair and the members of your committee. The purpose of the project is to demonstrate your understanding of educational research and its applicability to practice in your field of study. In addition, it is a demonstration of your ability to understand, evaluate, and critique educational research. The project can take the form of historical or policy analysis, a review and analysis of the research literature in a specific area, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative inquiry project. Your advisor/chair and committee members must approve your alternative inquiry project.

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

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

Format for the Personal Inquiry Project Proposal

- I. Purpose/Statement of Inquiry Project
- II. Review of Literature Related to Educational Question(s)
- III. Process for Exploration of the Question(s)
[Or III. Methodology]
- IV. Timeline for Completion

Format for the Personal Inquiry Project Final Document

- I. Purpose/Statement of Inquiry Project
- II. Review of Literature Related to Educational Question(s)
- III. Process used for Exploration of the Question(s)
[Or III. Methodology]
- IV. Results/Findings
- V. Discussion and Conclusions

You will work closely with your advisor/committee chair and members of your committee in drafting the inquiry project document. The final written document will be submitted to your committee. At that point you will schedule the oral final examination on the project (see instructions below). Following the final examination, committee members will complete ballots indicating a pass/fail outcome for the Special Project. A pass will be recorded as an S grade for T&L 702 (T&L 702 is graded S/F—satisfactory/fail).

Steps for Completing a Special Project

1. Meet with your advisor/committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about the Special Project.
2. In consultation with your advisor/committee chair, schedule a Special Project proposal meeting (an M-1). You must submit a written proposal to the committee two weeks prior to the M-1 meeting. The proposal will be a detailed outline of the special project (see format described previously). Work with your advisor/committee chair to draft and revise the inquiry 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 (see the form in Appendix A). If the committee approves the Special Project proposal, you can proceed to conduct the Special Project. However, if your inquiry project involves human subjects, you must obtain Institutional Review Board (IRB) approval for the project before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your project not being accepted as meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the Office of Graduate Studies. The human subjects approval form is available on the IRB website (<http://www.irb.wsu.edu/>).

3. During the semester in which you 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. When the final written version of the completed Special Project has been approved by your advisor/committee chair and committee members, schedule a final oral examination. The scheduling form is available on the Graduate School website <http://gradschool.wsu.edu/current-students/formsfordegree.html>. Please check the Graduate School's Deadlines and Procedures bulletin to determine the last possible date to conduct a final oral examination in any semester. This can be found on their website provided above. Your scheduling form must be submitted at least 10 working days prior to your final exam. **All committee members must be present at the examination.**

- d. At least two weeks before the oral examination, provide your committee with a final written copy of the Special Project.
4. Following the final oral examination, your committee members will complete ballots that indicate a pass/fail outcome. Your advisor/committee chair will notify you of the ballot outcome. In addition, you will receive a letter from the College of Education Office of Graduate Studies regarding the outcome of your final examination. In most cases, even a student who passes will be expected to complete some revisions in the written document.
5. Students have ten working days after their final defense to submit a digital copy of their special project to the department on a CD. The departmental copy must be submitted to the COE Office of Graduate Studies by this time. Upon submission of the special project, students must complete an exit survey provided by the Office of Graduate Studies.
6. After you complete the final examination, complete the Graduate Student Exit Survey either online or paper copy (Appendix D) and return to the College of Education Graduate Studies Office, Cleveland Hall 252 (or submit to an Academic Director on the regional campuses).

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

A thesis is designed to address a hypothesis or answer a researchable question. 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 project. However, you may modify the format with the approval of your committee.

Format for the Thesis Proposal

- I. Purpose/Statement of Research Problem
- II. Review of Literature Related to Research
- III. Methodology
- IV. Timeline for Completion

Format for the Thesis

- I. Purpose/Statement of Research Problem
- II. Review of Literature Related to Research Problem
- III. Methodology
- IV. Results/Findings
- V. Discussion

Steps for Completing the Thesis

1. Meet with your committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about your thesis research.
2. In consultation with your advisor/committee chair and the members of your committee, schedule a thesis proposal meeting (T-1). You must submit a written proposal to the committee two weeks prior to 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 either approve it, approve it subject to modifications, or deny the thesis proposal (see the form in Appendix B). 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. In keeping with WSU Graduate School policy, **failure to comply strictly with IRB requirements regarding the use of human subjects will result in your thesis not meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the Office of Graduate Studies. The human subjects approval form is available on the IRB website (<http://www.irb.wsu.edu/>).**

3. 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.
4. Your advisor/ committee members are responsible for ensuring that you follow the appropriate thesis format. Contact the Graduate School or visit its website for the requirements regarding final acceptance of the thesis. Your advisor/committee members must approve your final written thesis before you can schedule the final oral examination.
5. After the committee approves the final written thesis, you may schedule the final oral examination by completing the Thesis Acceptance/Final Examination scheduling form that is available from the Graduate School and on its website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>). It is your responsibility to obtain your committee members' signatures on the scheduling form. The signatures are your advisor's and committee members' indication that a typed copy of the thesis, suitable in format and content for submission to the Library, has been given preliminary approval. The members also indicate their acceptance of the date, time, and place of the final oral examination. The examination is typically a minimum of one hour in duration. Responsibility for changes in format after the Thesis Acceptance/Final Examination scheduling form is signed rests with the Department of Teaching and Learning. Content changes are your responsibility.
6. 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.
7. The Graduate School schedules your final examination upon receipt of the completed Thesis Acceptance/Final Examination scheduling form and a properly formatted, typed copy of the thesis. This copy of the thesis will be returned to you. At least 10 working days must elapse between the time the scheduling form is presented to the Graduate School and the final oral examination. A copy of your thesis must be available for public inspection in the Office of Graduate Studies at least 5 working days prior to the final examination. Also, the thesis abstract must be available in the Office of Graduate Studies for the same period of time.
8. 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 the student's committee must attend and ballot.

9. 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 outcomes. In addition, you will receive a letter from the College of Education Office of Graduate Studies.
10. After you pass the final oral examination, you have five working days to submit a digital copy of the thesis in PDF format to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the thesis, please refer to the Digital Dissertation and Thesis Guidelines that can be found on the Graduate School website. As of fall 2008, all theses must be submitted digitally to the Graduate School.
11. After you complete the final examination, complete the Graduate Student Exit Survey either online or paper copy (Appendix D) and return to the College of Education Graduate Studies Office, Cleveland Hall 252 (or submit to an Academic Director on the regional campuses).

Additionally, you must submit to the Graduate School one copy of the original signature page (in black ink), title page and abstract page. These copies must be on 100% cotton paper. You must also submit a Copyright Acknowledgement/Final Thesis Acceptance Checklist (includes Hold Harmless/Copyright Acknowledgement form).

All students are required to submit one bound copy (does not have to be on 100% cotton paper) of the thesis to the department, and a second copy to the committee chair (binding is optional and up to the chair). Any additional copies submitted to the other committee members are up to the individual faculty/student.

Students have ten working days after their final defense to submit the bound copies of their thesis to the department and their committee chair. The departmental copy must be submitted to the COE Office of Graduate Studies by this time. Upon submission of the thesis, students must complete an exit survey provided by the Office of Graduate Studies.

Confirmation of Degree

For both the EdM and MA degree programs you must do the following in order to confirm your degree:

1. Make formal application for the degree by completing the Application for Degree form, available from the Graduate School and its website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>). This form must be completed and submitted before the deadline date listed on the Graduate School website.
2. Provide a final copy of the thesis/special project for public inspection, to be available in the Office of Graduate Studies at least five working days prior to the final oral examination. Copies must also be submitted to your advisor/committee chair and your committee members at least five working days before the final oral examination.
3. Submit the final thesis to the Graduate School digitally within five working days following the oral examination.
4. Provide a final bound copy to the Department of Teaching and Learning AND to the chair of your committee.
5. Participate in commencement exercises at the time the degree is formally awarded (not required but strongly encouraged).

Programs of Study

You may use the following examples of Programs of Study as a guide in designing your Program of Study. Your Program of Study may vary based on your professional goals and scholarly interests. Discuss course work options with your advisor/committee chair and committee members. Your advisor/committee chair and your committee members must approve your final Program of Study. Some courses are offered on a limited schedule and may be not be available every semester or summer session.

I. Core Requirements

Research: Minimum requirements: EdM - 3 credits; MA - 9 credits

EdPsy 505	(3)	Research Methods I (Prerequisite to Ed Ad 536)
T & L 588	(3)	Action Research
Ed Ad 536	(3)	Introduction to Qualitative Research in Education (Prerequisite: EdPsy 505)
EdPsy 508	(4)	Educational Statistics
XXX		Approved option (Consent of advisor and committee required.)

Foundations: Minimum requirements: EdM - 6 credits, MA - 3 credits

T & L 510	(3)	Theoretical Foundations of Bilingual/ESL Education
T & L 537	(2-3)	Seminar in Language, Literacy and Culture
T & L 549	(3)	Communicating in a Multilingual Society
T & L 580	(3)	Multicultural Education in a Global Society
Ed Ad 501	(3)	Philosophy of Education
Ed Ad 507	(3)	Social Foundations of Education
EdPsy 502	(3)	Theoretical Foundations of Learning and Instruction
XXX		Approved option (Consent of advisor and committee required.)

II. Specialization. Minimum requirements: EdM – 15-21 credits; MA – 9 credits (see sample course work for specializations, below). If add-on endorsement in Reading, Special Education, or ELL/Bilingual Education is desired, consult with advisor.

III. Supporting Area. Minimum requirements: EdM – 3-9 credits; MA (Optional). Students interested in Curriculum & Instruction in a specific content area (e.g., History, Science, Mathematics) may focus on their content specialization in this area. For other specializations, you may want to focus on one of more of the following areas: Children’s and Adolescent Literature, Oral and/or Written Language, Reading, Cultural Studies, ELL/Bilingual Education, Special Education, Educational Leadership, Educational Psychology. Professional Certification coursework may be used as a supporting area.

IV. Examination, Thesis, Project

Minimum requirements: EdM - 2 credits T&L 702; MA - 4 credits T&L 700

Sample Course Work for Specializations
(Applicable to EdM and MA degree programs except where noted.)

Specialization: Literacy

Sub-Areas for Specialization in Literacy:

Reading:

T&L 522	(v)	Topics in Education
T&L 528	(3)	Content Area Reading Instruction: Theory and Practice
T&L 537	(3)	Seminar in Language, Literacy, and Culture
T&L 551	(2-3)	Psychology of Reading
T&L 553	(4)	Assessment and Instruction for Reading: K-8
T&L 555	(3)	Seminar in Literacy Development
T&L 557	(3)	Research in Reading
T&L 558	(3)	Improving Comprehension through Literature

Children and Adolescent Literature:

T&L 522	(v)	Topics in Education
T&L 544	(3)	Advanced Children's Literature
T&L 548	(3)	Teaching Adolescent Literature
T&L 558	(3)	Improving Comprehension through Literature

Specialization: English Language Learners

(Specialization requirements listed below are for students on the Pullman/Spokane campus only – Refer to Master's Degree Handbooks at each regional campus for specialization requirements for ELL/Bilingual Education.)

MA Degree Option In ELL Requirements:

Core (18 credits):

T&L 510 Foundations*	T&L 514 Methods*
T&L 549 Sociolinguistics*	T&L 501 Practicum*
T&L 509 Curriculum and Assessment*	T&L 504 Linguistics for Teachers* ^s

Research (9 credits):

EdPsych 505, 508, T&L 588, Statistics 412* (6 credits required – choose two courses from list)

T&L 555 Seminar^s

Technology (3 credits):

T&L 516^s, 519^s (3 credits required – choose one course from list)

Electives (3 credits):

T&L 537 Seminar in Language, Literacy, and Culture
T&L 518 Integrating Technology into the Curriculum^s
T&L 533 Assessment and Instruction for Reading: K-8
T&L 522 Topics in Education: Differentiation of Instruction^s
T&L 544 Advanced Children's Literature

Thesis (4 credits):

T&L 700

Total Credits: 37

EdM Degree Option in ELL Requirements:

Core (18 credits):

T&L 510 Foundations*
T&L 549 Sociolinguistics*
T&L 509 Curriculum and Assessment*
T&L 514 Methods*
T&L 501 Practicum*
T&L 504 Linguistics for Teachers* ^s

Research (3 credits):

EdPsych 505, 508, T&L 588, 555,^s Stats 412* (Choose one course from list)

Technology (6 credits):

T&L 516^s

T&L 519^s

Electives (6 credits):

T&L 537 Seminar in Language, Literacy, and Culture

T&L 518 Integrating Technology into the Curriculum^s

T&L 533 Assessment and Instruction for Reading: K-8

T&L 522 Topics in Education: Differentiation of Instruction^s

T&L 544 Advanced Children's Literature

Project (2 credits):

T&L 702

Total Credits: 35

* Online Courses

^s Offered only in summer session

Specialization: Curriculum and Instruction

T & L 510 (3) Theoretical Foundations of Bilingual/ESL Education

T & L 513 (3) Seminar in Middle School Education

T & L 518 (3) Integrating Technology into the Curriculum

T & L 549 (3) Communicating in a Multilingual Society

T & L 580 (3) Multicultural Education in a Global Society

Sp Ed 501 (3) Teaching Students with Disabilities

Sp Ed 520 (3) Teaching in Inclusive Classrooms

Ed Ad 510 (3) Improvement of Instruction

Ed Ad 514 (2-3) Basic Principles of Curricular Design

Ed Ad 580 (3) School Organization and Administration

Ed Ad 582 (3) Policy Formation in Education

XXX Approved option (Consult your advisor)

Specialization: Special Education

Sp Ed 501 (3) Teaching Students with Disabilities

Sp Ed 502 (3) Assessment and Curriculum for Students with Disabilities

Sp Ed 503 (3) Secondary Special Education for Students with Disabilities

Sp Ed 504 (3) Professional Skills in Special Education

Sp Ed 509 (3) Early Childhood Special Education

Sp Ed 521 (3) Inclusion Strategies for Special Education Teachers

Sp Ed 522 (3) Topics in Special Education

Sp Ed 540 (3) Methods in Intensive Educational Supports

Sp Ed 589 (3) Seminar in Disability Studies

Sp Ed 590 (1-4) Practicum in Special Education

XXX Approved option (Consult your advisor)

Appendix A

**EdM Special Project Proposal Approval Form
(M-1 Form)***

Washington State University College of Education

Student's Name: _____

Working Title of Special Project: _____

Decision of Master's Degree Committee Regarding Proposal (check one)

- Approved as presented
- Approved subject to additions, corrections and/or modifications as per the attached.
- Approved subject to additions, corrections and/or modifications as per the attached, subject to review and approval of the Master's Degree Committee.
- Approval denied.

Signatures

Master's Degree Committee Chair: _____

Committee Members: _____

Nature of Inquiry Proposed

Will the special project involve the collection of data from human subjects and/or the use of archival data collected from human subjects? (Check one)

Yes (In this case, the student must obtain WSU Institutional Review Board (IRB) approval before beginning the data collection process and/or initiating the analysis of archival data.)

No

Appendix B

MA Thesis Proposal Approval Form
(T-1 Form)*

Washington State University College of Education

Student's Name: _____

Working Title of Thesis: _____

Decision of Thesis Advisory Committee Regarding Proposal (check one)

- _____ Approved as presented
- _____ Approved subject to additions, corrections and/or modifications as per the attached.
- _____ Approved subject to additions, corrections and/or modifications as per the attached, subject to review and approval of the Thesis Advisory Committee.
- _____ Approval denied.

Signatures

Thesis Committee Chair: _____

Committee Members: _____

Nature of Research Proposed

Will the thesis involve the collection of data from human subjects and/or the use of archival data collected from human subjects? (Check one)

_____ Yes **(In this case, the student must obtain WSU Institutional Review Board (IRB) approval before beginning the data collection process and/or initiating the analysis of archival data.)**

_____ No

Appendix C
Master's Degree Program Description Comparisons
Department of Teaching and Learning
 [Approved by T&L 1-26-07]

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

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

Comparison of MIT, EdM, and MA Degree Programsⁱ

	Master's in Teaching (MIT)	Education Master's (EdM)	Master's of Arts (MA)
Primary Career Intention	Positions emphasizing teaching in K-12 classrooms.	Positions emphasizing expertise and leadership in teaching, within school districts, including curriculum directors, behavior specialists, reading specialists, teacher leaders.	Positions emphasizing research and scholarship in higher education, community colleges; preparation for doctoral study.
Degree Objective	Preparation of entry-level teachers with a focus on action research/inquiry as a paradigm for practice.	Preparation of teacher leaders capable of locating, analyzing, synthesizing, and critically evaluating research to apply knowledge to problems of practice.	Preparation of entry-level educational scholars, focused on inquiry to acquire new knowledge and examine or build theory.
Knowledge Base	Critically evaluates existing knowledge base and applies knowledge to practice.	Develops new knowledge and applies knowledge and theory to practice.	Develops theoretical and conceptual knowledge. Inquiry focus with an emphasis on understanding relationship of theory and practice.
Research Methods	Course work focused on developing a broad understanding of educational research, with skills in implementing action research/inquiry in the classroom.	Course work focused on developing a broad understanding of educational research, with skills in one area of implementation (e.g., quantitative, qualitative, action research methods, etc.).	Course work focused on developing a broad/deep understanding of educational research, including development of skills in implementing qualitative, quantitative, and mixed methods/alternative methods.

	Master's in Teaching (MIT)	Education Master's (EdM)	Master's of Arts (MA)
Internship	Pre-student teaching and student teaching internships focused on developing entry level teaching skills and educational knowledge.	Will likely not involve an internship.	May include experience in college teaching and research. May intern with one or more professors related to research interests.
Comprehensive Knowledge Assessment	Written master's project and oral presentation. May also include portfolio assessment.	Written master's project and oral presentation; or, written exam.	Written thesis and oral presentation.
Culminating Event	Applied project using action research, descriptive research, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice.	Applied project using action research, descriptive research, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice; or written exam.	Original research study with goal of building theory and/or research literature base.
Options	Endorsed for public school teaching at one of two levels: <ul style="list-style-type: none"> • Elementary (P-8) Certification • Secondary (5-12) Certification 	State endorsements and/or concentrations of T&L course work available in <ul style="list-style-type: none"> • Reading • ELL/Bilingual Education • Special Education • Curriculum & Instruction 	State endorsements and/or concentrations of T&L coursework available in <ul style="list-style-type: none"> • Reading • ELL/Bilingual Education • Special Education • Curriculum & Instruction

Comparison of MIT, EdM, and MA Program Requirements

	Master's in Teaching (MIT)	Education Masters (EdM)	Master's of Arts (MA)
Graded Credits	34 credits minimum See program descriptions for detailed list of required coursework. MIT includes common course work in <ul style="list-style-type: none"> • Research Methods • Learning Theory • Foundations/Social Context of Education • Educational Technology • Assessment of Learning • Classroom Management • Diversity (i.e., ESL, Special Education, culture) MIT includes specialized core coursework specific to each option: <ul style="list-style-type: none"> • Elementary Education • Secondary Education 	33 credits minimum <ul style="list-style-type: none"> • 3 credits research methods • 6 credits foundations • 15-21 credits from the Dept. of Teaching and Learning • 3-9 credits in supporting area (May include Professional Certification course work or coursework from other departments.) 	21 credits minimum <ul style="list-style-type: none"> • 9 credits research methods • 3 credits foundations • 9 credits from the Dept. of Teaching and Learning
Non-Graded Credits	2 credits of T&L 600 Research Preparation and 2-3 credits of T&L 702 for Project and Oral Exam	2-3 credits of T&L 702 for Project and Oral Exam; or written exam.	9 credits of T&L 700 for scholarship leading to and including thesis development and oral defense
Internship Credits	3 credits of Pre-internship with Seminar and 10 credits of Internship with Seminar	None	Optional
Total Minimum Credits	51-52	35-36	30

Approved by T&L Faculty, Friday, January 26, 2007
 Modified 9-06-07 to reflect current approvals at the university level.

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

* Written exam not available on the Pullman Campus

APPENDIX D: Graduate Student Exit Survey **College of Education**

NOTE: We are interested in feedback from your program experience; your responses will be anonymous.

Please circle your response to each question below:

1. What degree have you completed? MIT Ed.M. M.A. Ed.D. Ph.D.
2. Which program specialization did you complete? Comm Coun Sch Coun EdPsy HiEduc
Ed Lead CC Lead CoPsy SpMgt St. Affair
El Ed Sec Ed ESL Literacy SpEd
CSSTE Math Ed C&I Lang & Lit Teach Lead
3. How many years did it take you to complete the degree? <2 3 4 5 6 >6
4. Were you primarily: Part Time Student Full Time Student
5. At which campus did you complete your degree? Pullman/Spokane Tri-Cities
Vancouver

Rate the following using 1=Not at all; 3=Most of the time; 5=All the time or Not Applicable (N/A)

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 6. How satisfied were you with the availability of faculty for mentoring? | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. How satisfied were you with the support provided by the College of Education Office of Graduate Studies (Pullman campus) or similar support received at the regional campus in which you are a student? | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. To what degree did the specialization meet your individual hopes/needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. To what degree have you been satisfied with the overall quality of courses/instruction of courses? | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. To what degree were you satisfied with your ability to interact with other students and faculty in your program? | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. How satisfied were you with opportunities provided you to research/disseminate research? | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. To what degree were you given opportunities to make connections between theory and practice? | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. How well prepared do you feel to enter a new career? | 1 | 2 | 3 | 4 | 5 | N/A |

Open-Ended Questions

1. Please describe the most positive aspects of your time in one of our graduate programs.

2. Please describe the most important ways we can improve our programs for incoming graduate students.

3. What is your career goal?

4. Do you have new employment? If so, where and what position?