



WASHINGTON STATE
UNIVERSITY
VANCOUVER

Master of Education (EdM)
2015 – 2016 Handbook

Department of Teaching & Learning
College of Education

IMPORTANT:

WSU faculty and staff are only able to communicate with students using their official WSU student email address. Students are responsible for ensuring they have access to their WSU email account and check it regularly for official information.

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COLLEGE OF EDUCATION CORE VALUES

Our Commitment

Ensure that our students have a transformative and engaging educational experience.

As participants in the land grant university legacy, it is our goal to support our students and help them become exceptional leaders and professionals who serve our local, state, national, and global communities.

Understand the myriad ways in which diversity manifests itself in our workplace and embrace inclusive and non-discriminatory practices.

We are aware of the role that group differences including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, ideology, and socioeconomic status may play in the work place and in higher education. We strive to eliminate stereotypes based on such factors in order to create a democratic environment based on respect. Furthermore, we promote critical thought of these issues among ourselves and our students.

Maintain an environment built on trust, respect, honesty, professional integrity, high expectations, courtesy, and compassion for others.

Education occurs in the context of human relationships. We celebrate meaningful relationships between and among faculty, staff, administrators, and students. We also recognize the power differentials infused in these relationships. Thus, we seek to promote an atmosphere that respects and protects all, particularly the least powerful.

Foster an inclusive sense of community and recognize the value of communication and interaction with others.

We maintain a welcoming and supportive environment that encourages relationship building and promotes individual, professional, and community growth.

MASTER OF EDUCATION PROGRAM

Welcome

Welcome to the Master of Education (EdM) Degree Program in the College of Education on the Vancouver Campus of Washington State University. You are entering a program with dedicated faculty and graduate students who are committed to improving the teaching and learning occurring in our schools. You will find the courses both rigorous and relevant, taught by faculty with a wealth of theoretical, research, and pedagogical expertise. Prepare to be changed as an educator as your move through your graduate program in the Department of Teaching and Learning.

“Through my experiences at Washington State University Vancouver I have been provided with multiple opportunities to grow as an educator. I have been empowered with strategies, resources and a well-rounded education so I am prepared to take on any challenges presented in my career as an educator in today’s schools. As a result of my learning experiences here at WSUV I am confident in my educational leadership abilities and will work diligently to make positive changes in the field of education. I am grateful for the relationships I have built with the instructors at WSUV as they have been a critical support system for me throughout this learning experience. I appreciate the education I have received and will be proud to say I have a Master’s degree in Education from Washington State University Vancouver.” - Denelle Eiesland, EdM alumnus, class of 2012

EdM Program Mission

The mission of the Master of Education degree program at WSU Vancouver is to prepare educational practitioners with the capacity to serve as educational leaders, critical practitioners and skilled professionals in our schools.

EdM Program Description

The Master of Education Degree Program at WSU Vancouver offers a comprehensive curriculum grounded in the social and historical context of schooling and current trends or research in learning, and is designed to develop in its participants critical analysis and research skills. The program also offers an opportunity to specialize in important areas of professional competence.

The EdM program is dedicated to enhancing full democratic participation. The program contextualizes school life within historical, socio-political, philosophical, and theoretical foundations. *A major emphasis is helping students understand the fundamental principles of a democracy and preparing K-12 students to be responsible and informed citizens.* The program emphasizes assisting school personnel with the skills and knowledge necessary to forge learning communities that will facilitate the success of all students in K-12 classrooms.

The program follows the guidelines of the Washington Administrative Codes (WACS) and the National Council for the Accreditation of Teacher Education (NCATE) and attempts to address the needs and priorities of Southwest Washington public schools.

The goals of the program are:

- To help K-12 practitioners understand and act upon an integration of theory and practice
- To encourage the development of leadership in professional educators
- To deepen and enhance professional capacity through the application of research, practice, and reflection

The program includes three important segments:

Foundational Core including theoretical and social foundations of education, and learning theory.

Program Specialization

- Students can take courses towards one of the four program specializations: Curriculum & Instruction, English Language Learners, Literacy Education, and Special Education.
- Program specializations may include endorsement classes and students may choose to work toward an endorsement in the program specialization: English Language Learners, Middle Level Math, Reading, or Special Education. (Note, completion of an endorsement program specialization does not equal completion of endorsement requirements for the state of Washington. Please work with your Academic Coordinator to ensure you have met the current endorsement requirements of the state of Washington.)
- Students can also work with a faculty advisor to design a customized program which can be particularly useful for those students wishing to incorporate requirements for the Professional Certificate into their master's program.

Research during the final year that will feature exposure to research theories and methods, culminating in a Master's project.

EdM Program Structure

33 credits (minimum of 30 graded credits plus 3 credits of T&L 702)

Foundational Core (6 credits) – Recommended to be taken in your first year in the program

- EdPsy 502 Theoretical Foundations of Learning (3 credits)
- EdAd 507 Social Foundations of Education (3 credits)

Program Specialization (minimum 21 credits)

The Program Specialization is an area of focus for your master's program.

- Curriculum and Instruction (May include Middle Level Math)
- English Language Learners
- Literacy Education
- Special Education

Final Research Course (3 credits) - Taken after completing a minimum of 7 credits

- EdPsy 505 Research Methods (3 credits)

Final Project (3 credits) – Enroll in your final term

- T&L 702 Master's Special Problems, Directed Study, and/or Examination

Endorsements

Choosing an Endorsement Program as your EdM concentration is designed to be a disciplined and rewarding experience, in which instructors and students work closely together to achieve personal and professional development. An endorsement on a certificate enables the holder to serve in a specific subject area/assignment. -Office of Superintendent of Public Instruction website

Students taking more than two classes from an endorsement list or students who wish to complete their full endorsement must submit additional Endorsement Program application materials. Adding the endorsement requires formal admission to the Endorsement Program, passage of the current state exam for the endorsement to be added, as well as completion of all requirements for that endorsement. Students completing the endorsement within their master's program may need to increase the number of credits required for their master's degree to include all of the courses for that endorsement.

The English Language Learners, Middle Level Math, Reading, and Special Education endorsements may be earned not just through the EdM program, but in the following ways:

- As a stand-alone endorsement
- In conjunction with a Master's Degree, either Master in Teaching or Master of Education
- In conjunction with WSU's ProTeach Professional Certification Program
- In conjunction with both an EdM and ProTeach
- In conjunction with a doctoral degree program

English Language Learners (ELL) Endorsement – 18 credits

Brief Description

This endorsement consists of six three-credit graduate courses and pertinent applied experiences, prepares educators to explore more effective and equitable ways of working with English language learners in a variety of contexts, including inclusion in content/general education classes, sheltered ELL and content classes, and other instructional formats.

The program focuses on:

- Washington State endorsement guidelines and national ELL instructional standards
- Effective instructional and assessment techniques
- Purposeful utilization of technology in instruction
- Effective methods for working with parents and community

Who May Apply

The ELL Endorsement is for students committed to a social justice agenda and who bring the experiences and skills required to create affirming and academically challenging learning contexts for their students. Being bilingual is not a requirement.

Middle Level Math Endorsement – 15 credits

Brief Description

This endorsement consists of 15 credit hours and is designed to support the instructional capacity and content knowledge of practicing teachers and administrators. The five courses blend discussions of content, children’s ways of thinking, and instructional strategies, targeting the 5-8 grade band. Students interested in teaching mathematics at the middle level or improving their instructional capacity in mathematics should enroll in the endorsement. The endorsement can be completed in either one or two years.

The endorsement focuses on:

- Mathematical concepts related to proportions, algebra, geometry, calculus, probability, and statistics **as they relate to** the middle grades
- Instructional strategies relevant to the teaching of middle school mathematics
- Promising curriculum in middle school mathematics
- Meeting the needs of all learners
- Mathematical problem solving and ways of thinking

Who May Apply

Students must have successfully completed (with a “C” or higher) or tested out of College Algebra or its equivalent to enter the program, and students must have an endorsement in Elementary Education or taken MATH 252 – Mathematics for Elementary School Teachers II.

Reading Endorsement – 22 credits

Brief Description

This endorsement consists of seven courses (22 graduate credits), prepares educational practitioners and administrators with the capacity to serve as literacy leaders within a variety of educational settings. The Reading Endorsement seeks to improve the literacy achievement of K-12 students across the disciplines.

This endorsement focuses on merging theory and research with practice. Topics include:

- Understanding readers/writers and the reading/writing processes
- Authentic assessment
- Exploring instructional reading/writing strategies
- Current curricula in the field of literacy with links to the disciplines and the Common Core State Standards (CCSS)
- Working with diverse linguistic, cultural, and socioeconomic populations
- Principles and practices of teaching students with special literacy needs
- Washington State endorsement guidelines, National reading instructional standards

The Reading Endorsement coursework can usually be completed in one year. However, most students attend on a part-time basis and are enrolled for two years. Additionally, it is common for students pursuing the Reading Endorsement to also complete the EdM in Literacy Education as part of their program of studies.

Who May Apply

The Reading Endorsement is open to any certified teacher who is committed to promoting the development of literacy in students K-12.

Special Education (SpEd) Endorsement – 29 credits

Brief Description

This endorsement consists of 29 graduate credits offered as online-only classes, prepares educators to explore more effective and equitable ways of working with students who have characteristics of, or are officially identified with, a disability(ies) in a variety of contexts, including inclusion in content/general education classes, self-contained classes, or other instructional formats. The program focuses on Council for Exceptional Children/Washington state endorsement guidelines and standards, effective instructional and assessment techniques, purposeful utilization of technology in instruction, and effective methods for working with parents and community.

The program focuses on:

- Council for Exceptional Children/Washington state endorsement guidelines and standards
- Effective instructional and assessment techniques
- Purposeful utilization of technology in instruction
- Effective methods for working with parents and community

Who May Apply

The Special Education Endorsement is open to any certified teacher who is committed to working with and advocating for students with characteristics of disabilities, and desires to create affirming and academically challenging learning contexts for their students.

ProTeach Professional Certification

The College of Education at WSU Pullman offers an online ProTeach Support Program. The program is designed to support Washington teachers who have a Residency Teaching Certificate, have completed two years of service in the same school district (or 1.5 equivalent), and need to prepare for their ProTeach digital portfolio to obtain a Professional Certificate from the State of Washington.

The ProTeach Professional Certification Program provides professional assistance and collegial collaboration from the first stage of preparing a Professional Growth Plan all the way through collecting evidence to preparing the portfolio for submission to the ProTeach website.

There are two options:

1. Non-Credit Program: Students can take the program as non-credit. **This option does not count toward the EdM degree.** Students take 2 courses for a flat fee each academic semester. Forty-five clock hours are available for an additional fee.
2. Graduate Credit Option: Students enroll in 2 classes for a total of 6 credits at WSU, which can be combined with a Master of Education (EdM) degree in T&L.

Information about the WSU ProTeach Support Program may be found on the web at <http://education.vancouver.wsu.edu/proteach-teacher-professional-certification>. To enroll in the program, contact Debra Pastore (509-335-7475, dpastore@wsu.edu) and complete the ProTeach Support Program application. Also, speak with your Vancouver Academic Coordinator.

ADVISING

EdM Academic Coordinator Contact Information:

Jennifer Gallagher

Washington State University Vancouver

College of Education / Undergraduate Building (VUB 308)

360-546-9075 ** j.gallagher@wsu.edu

At Washington State University, academic advising provides students with the opportunity to build a relationship with their advisor for the purpose of gaining assistance in educational and career planning, in learning the skills needed for academic success, and in learning how to access resources and services. This partnership requires proactive participation and involvement by both parties. Both parties have clear responsibilities for ensuring that this partnership is successful.

Some students attempt to get advising from other students. This form of advising is highly discouraged. Students are on an individual program based on their degree requirements and situations. Other students cannot give the information needed for in a particular situation and do not know the policies and procedures of the university.

Getting the Most from Academic Advising

Student Responsibilities

❖ **IMPORTANT:** WSU faculty and staff are only able to communicate with students using their official WSU student email address. **Students are responsible for ensuring they have access to their WSU email account and check it regularly for official information.**

- Schedule regular appointments. Call if it is necessary to change or cancel an appointment.
- Gather all relevant decision-making information and necessary materials (tentative course selections, forms, etc.) to aid in decision making and to build a schedule free of conflicts.
- Prepare a list of questions or concerns before an advising meeting. Continue to ask questions until understanding is reached.
- Become knowledgeable about policies, procedures, and requirements.
- Be proactive in checking the student information system, **MyWSU**.
- Clarify personal values and goals and provide accurate and truthful information regarding interests and abilities in an advising meetings.
- Accept responsibility for the decisions and actions that affect educational progress and goals.

❖ **IMPORTANT:** Students need to be familiar with the *Graduate School Policies and Procedures Manual* – available at <http://www.gradsch.wsu.edu/>

Our Responsibilities

- Be accessible for meeting with students during office hours.
- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures.
- Assist in the exploration of educational options.
- Encourage and guide students in defining and developing realistic goals.
- Provide information on how to access and utilize available resources and services on campus.
- Promote an understanding of the purposes and goals of higher education and its effects on student's lives and goals.
- Assist students with decision-making skills and in assuming responsibility for their educational plans and achievements.
- Maintain confidentiality.

Additional things to discuss with an Academic Coordinator

- Academic progress toward degree and certification completion, including course selection and sequencing.
- Taking a leave of absence from the program
- Adding/dropping courses or taking a course pass-fail or audit.
- Concerns about inadequate study skills, writing improvements needed, difficulties in your course work, or if you are on Academic Probation.
- Finding out where help is available.
- Career considerations, changing directions/major/interests.

Additional Sources of Information

- The WSU and WSU Vancouver web sites: (www.wsu.edu and www.vancouver.wsu.edu)
- The WSU Vancouver Education Programs Unit web site: <http://www.vancouver.wsu.edu/education/home>
- EdM faculty members

GRADUATION PROCESS

Guidelines for the T&L 702

(Master's Special Problems, Directed Study, and/or Examination)

The conduct of an independent research study is one of the hallmarks of a master's degree at research universities. T&L 702 is the EdM course in which a student selects, designs, and completes a "unit of work" under the supervision of the chair of their 702 committee. The 702 should address an educational issue of interest to the student and have the potential to impact the student's future educational and professional goals

Purpose of the 702

This research project is intended for students to demonstrate their ability to conduct a systematic inquiry of a research question using established research methodology. Research can provide data needed for sound educational decision-making and for explaining and justifying instructional decisions. We believe that educational leaders and practitioners increase their effectiveness when they understand and apply sound research methods and findings.

Prerequisites

Students are required to complete one research course (EdPsy 505, Research Methods is highly recommended) **prior** to enrollment in T&L 702. EdPsy 505 introduces the different types and elements of research and is a prerequisite for all other research methods courses offered in the education department. Students may petition to take other courses in the Education unit or other WSU Vancouver departments to meet the research methods course requirements.

Students must register for T&L 702 in their final semester. It is highly recommended that all other coursework be completed prior to enrollment in T&L 702. **Students wanting to enroll in T&L 702 concurrently with a final course should consult with their 702 committee chair.** Students meet and work with their 702 committee chair by arrangement.

Timeline

EdPsy 505, Research Methods is usually offered in the fall semester.

It is highly recommended that students plan for at least a two-semester timeline to complete their 702 project. Even with two semesters, completion of the 702 project will take skill, dedication, and good time management.

Incompletes may not be given for T&L 702. This means that a student who cannot successfully complete the project in the semester in which s/he enrolled in 702 will have to enroll again the following semester and pay tuition an additional time. Beginning the project one or two semesters prior to enrollment in your T&L 702 can save stress and money.

702 Committees – excerpted from the Graduate School Policies and Procedures manual 2015-2016

The master's committee is nominated on the master's Program of Study. For thesis and non-thesis programs, a master's committee should include at least three faculty members. During the first semester or summer session of enrollment, the chair of the major program should, in conjunction with the student, appoint an advisor to serve as chair of the student's master's committee until a permanent chair is obtained; ultimately, it is the student's responsibility to obtain a permanent chair and committee members for his/her graduate program committee.

- Unless specified otherwise in the approved program bylaws, the chair of the committee must be a permanent, WSU tenure-track faculty member participating as a graduate faculty in the student's program. Non-tenure WSU faculty (research, clinical, adjunct, or affiliate) who are participating as graduate faculty within a program may serve on, co-chair, or chair a committee if approved in the program bylaws.
- One other member of a master's committee must be a permanent, WSU tenure-track faculty member and a member of the graduate faculty of the student's programs.
- The third member must be a graduate faculty of the student's program but is not required to be a permanent WSU tenure-track faculty.
- All three committee members noted above must hold a degree of comparable level to the degree sought by the candidate.
- An additional committee member who holds the highest appropriate degree and whose special knowledge is particularly important to the proposed program, but is not a member of the graduate faculty, may be requested for approval by the Dean of the Graduate School. This might be a non-tenured/non-tenured track faculty from another graduate program at WSU or from another university, or an individual from an appropriate government, business or industry organization, who is not designated as an official graduate faculty of a program; such an individual may be nominated and approved to serve on a graduate student committee on a case-by-case basis by the program upon written request by the program chair to the Dean of the Graduate School. A current curriculum vita must be included with the written request. A WSU tenured/tenured track faculty member in good standing from another graduate program at WSU can serve as an additional committee member in any graduate program if approved by the committee and program chair on the program of study. No CV or exception to policy is required.
- Committees may have more than three members; however, members must meet Graduate School policy and program bylaw guidelines. (See Chapter 1, section on Graduate Faculty, for more information.)
- It is imperative to avoid situations which may constitute, or may be construed as, a conflict of interest when forming a graduate student's committee.
- The Graduate School has the final approval for all graduate student committees.

702 GUIDELINES

Expectations for Chairs, Committee Members, and Students

(Approved September 7, 2010; amended September 11, 2012; amended January 8, 2013)

Student Expectations

- Work with the academic advisor(s) to ensure that all 702 and Graduate School paperwork is filed correctly and in a timely manner, including selecting the 702 Chair and Committee Members.
- Create and share with the 702 Chair a proposed project including the work to be completed, participants, and timeline, usually beginning one year in advance of proposed completion (as contained in the required COE student/class project summary form).
- Edit and peer-edit drafts of the 702 before submitting to the Chair for feedback.
- Provide the Chair with periodic updates and drafts of the 702 en route to completion.
- Deliver the final draft of the 702 to the Chair at least 4 weeks prior to the planned 702

- presentation date. Requirements of earlier or multiple submissions of drafts is at the discretion of the Chair. At this point, the Chair determines if the 702 is ready for presentation by signing the “702 Scheduling Form.”
- Make any suggested changes to the final draft and deliver the final 702 to committee members at least 2 weeks prior to the presentation date. At this point, the committee members determine if a 702 presentation is required.
- Conduct a 702 presentation, if applicable.
- Complete any required revisions suggested by the committee at the presentation in order for votes to be submitted to The Graduate School.

702 Chair Expectations

- Serve as 702 advisor for student, working with the academic advisor(s) to assist with all issues related to successful completion of the program.
- Provide guidance, feedback, and/or resources for the student in developing both the overall structure and specific content of the 702.
- Be available by email or other arranged means to provide periodic feedback on drafts of the 702 in an ongoing way.
- The Chair is responsible to discuss with the committee if a presentation is required or not.
- Work with the student to ensure that the final draft of the 702 is acceptable to present to the committee.
- Provide suggestions for the student in preparing for the one-hour presentation (if applicable).
- 702 committee members, in consultation and agreement with the student, can either follow the guidelines for presentation of a 702 (if applicable; as listed in the EDM PROGRAM 702 GUIDELINES document) or alter the presentation format to an alternative (e.g., a student’s presenting their 702 at a school), which would best meet the needs of the student and the committee.

702 Committee Member Expectations

- Provide guidance, feedback, and/or resources for the student as requested related to particular aspects of the 702 for which the committee member has expertise.
- Carefully read the final draft of the 702, sharing any concerns with the Chair one week in advance, and provide feedback, questions, and constructive criticism at the 702 presentation (if applicable).

Although the 702 requirement may be fulfilled in a variety of ways, each alternative incorporates the following characteristics:

- Use of evidence or aesthetic exploration (information that enlightens students about an aspect of their work) to uncover new knowledge about their students—who they are as people, as learners, and as members of communities.
- Use of evidence or aesthetic exploration to uncover new knowledge about themselves, classroom, school, community, or the broader educational environment.
- Use of evidence or aesthetic exploration to make decisions about their classroom practice or other professional work, either as part of their project or as an implication of their project.
- Use of principles of inquiry to guide the project:
 - makes use of evidence or aesthetic exploration
 - critiques and makes use of past work and diverse perspectives
 - takes place in a local context
 - fosters understandings and promotes dialogue

- uncovers new paths to further inquiry
 - is initiated by evidence and/or burning questions, desires, or needs which should be made increasingly explicit
 - process is thoughtfully planned yet also flexible
- Use of the style guide, *Publication Manual of the American Psychological Association* (6th ed., 2010), in writing the project.

For further discussion and definition of *evidence*, please refer to American Educational Research Association, (August/September 2006). Standards for reporting on empirical social science research in AERA publications: *Educational Researcher*, 35, 6, 33–40.

For further discussion and definition of *exploration*, please refer to American Educational Research Association, (August/September 2006). Standards for reporting on humanities-oriented research in AERA publications: *Educational Researcher*, 38, 6, 481-486.

702 Options

Students may select from a variety of options for completing their 702 requirements. Each of the options is described in detail below.

Research Project

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

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

Examination

The content of the examination questions will reflect both the interests of the student as well as the courses taken within the EdM Program.

1. The student and the chair of the 702 Committee generate three questions for the examination.
2. The other two 702 Committee members approve or suggest revisions to the three questions and the questions are revised.
3. Once the 702 Committee and the student agree to the three questions, the 702 Chair and the student determine a start and ending date for the examination. Students have thirty days to answer the three questions. Each answer is to be eight-ten pages in length (double space), excluding references, tables, figures, and appendices.
4. The student gives the answers to the three questions to each of the 702 Committee members.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the three answers.
6. At the 702 Examination Presentation (if applicable), the student gives an overview of the three answers. 702 Committee members have the opportunity to discuss and question the student about the three answers. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.

Literature Review

The goal of the literature review option is for the student 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 the student as well as the courses taken within the EdM 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.
1. Each student opting for the literature review alternative will present a 2-3 page proposal to 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 the student 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, the student 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. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the literature review, the date for completion of drafts and final papers are set by the 702 Chair and the student.
 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. The student submits 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), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.

Policy Analysis

The goal of the policy analysis option is for the student 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 the student as well as the courses taken within the EdM Program.

1. Each student opting for the policy analysis alternative will present a 2-3 page proposal to 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 the student to the policy topic. The analysis is not expected to be exhaustive, but rather to provide a map of the policy. As such, the student 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. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the analysis, the date for completion of drafts and final papers are set by the 702 Chair and the student.
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. The student submits 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), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.

Portfolio

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

1. Each student opting for the portfolio alternative will present a 2-3 page proposal to the 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 the student agree to the nature and goal of the portfolio, the 702 Chair and the student determine a start and ending date for the portfolio. Students keep track of their progress, exhibits, and rough drafts.
3. The portfolio will be comprised of exhibits that demonstrate the student's application of knowledge and skills acquired during their graduate studies. Exhibits in a professional portfolio may include: representative student work (final papers or projects), videotaped lessons, instructional modules that have been developed around a theme or issue of concern (e.g., science unit), or multi-media presentations addressing required content or illustrating teaching practices.

4. For each exhibit, the student 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, the student will be asked to give a 60-minute colloquium presentation to committee members, other faculty, students, colleagues and invited guests. During this 702 presentation (if applicable), the student will give an overview of the portfolio. 702 Committee members have the opportunity to discuss and question the student about the review.

Curriculum and Instruction Project

The goal of the 702 project is to reflect both the interests of the student as well as the courses taken within the EdM Program.

1. The student and the chair of the 702 Committee determine a project that the student would like to accomplish. Possible projects could include:
 - Write a scholarly article for a journal and submit
 - Present at a state, regional, or national conference or the WSU Vancouver Showcase
 - Give a parent workshop
 - Create bilingual backpacks
 - Determine if a curriculum program (e.g., ELL assistance) is effective
 - Pilot and evaluate a curriculum program (e.g., reading) in a classroom
 - Organize a social action event
2. The other two 702 Committee members will approve or suggest revisions to the proposed project.
3. Once the 702 Committee and the student agree to a project, the 702 Chair and the student determine a start and ending date for the project. Students have one semester to complete the project. Students keep track of their progress, observation notes, rough drafts, etc.
4. The student will write a report about his/her 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), the student shares the results of his/her project. 702 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.

Appendix A: Forms, Deadlines and Procedures for Graduation

The next page describes the forms, deadlines, and procedures that are necessary for completing the non-thesis master's degree. Listed below is a brief description of key forms and procedures. **Students are responsible for obtaining signatures from the required faculty members and submitting forms by the posted deadline to their Academic Coordinator, who will process the forms on their behalf.** All of the forms can be found on the Graduate School Forms Website <http://gradschool.wsu.edu/Forms/>.

❖ **REMEMBER:** WSU faculty and staff are only able to communicate with students using their official WSU student email address. **Students are responsible for ensuring they have access to their WSU email account and check it regularly for official information.** This is especially true in a student's final 12-18 months in the program, and communication regarding graduation procedures and requirements will occur more often

Program of Study (also called the Program for Masters) – This form is submitted first in the series of forms for graduation and is submitted as a proposal to the Graduate School of all your classes and your committee for your degree. Students ask a faculty member to serve as their 702 chair. The chair of your 702 advisory committee aids in the selection of the rest of the committee members, as well as in the development of the student's proposed research project. The student is responsible for obtaining all of their committee member's signatures on this form.

Enroll in T&L 702 -- Students must enroll in T&L 702 in the final semester of their program and must have an approved Program of Study before enrolling.

Application for Graduate Degree -- This form can only be submitted online (See the instructions at <http://gradschool.wsu.edu/Forms/>). The Application for Graduate Degree should be submitted early in the semester *prior* to graduation and by posted deadlines. The Graduate School will generate an official "To Do" list that specifies any deficiencies that students have in their program. Applications will not be processed if the Graduate School does not have an approved Program of Study on file.

Final Scheduling Form – Students must consult with their 702 Chair before obtaining signatures and submitting this form.

Additional Forms to be Aware of:

- **Graduate Leave** – To be submitted by the 10th day of class during the semester (fall and spring only) in which a student wishes to request leave from the program. Refer to the Graduate School Policies & Procedures Manual for more information.
- **Graduate Committee Change** – To add or remove a committee member from the Program of Study.
- **Change of Program** – If a change is made to a Program of Study after it has been approved by the Graduate School.

FALL 2015 – SUMMER 2016 * Non-Thesis Master's Degree Deadlines and Procedures

Your Academic Coordinator is: Jennifer Gallagher / j.gallagher@wsu.edu / 360-546-9075 / VUB 308

IMPORTANT: Faculty and staff are only be able to communicate with you utilizing your official **WSU student email** address. Please make sure you have access to your WSU email account and check it regularly for official information.

PROCEDURE All forms available online at: http://gradschool.wsu.edu/facultystaff-resources/18-2/	DEADLINES		
	Graduation Date	Due to your Academic Coordinator	Graduate School Deadline
PROGRAM OF STUDY No later than the semester before the semester in which you take your Final Exam / are registered for 702 credits. See dates at right.	Fall 2015	Recommended: 12/1/14 No later than 1/25/15	2/1/15
	Spring 2016	Recommended: 8/1/15 No later than 8/25/15	9/1/15
	Summer 2016	Recommended: 12/1/15 No later than 1/25/16	2/1/16
	Fall 2016	Recommended: 12/1/15 No later than 1/25/16	2/1/16
APPLICATION FOR DEGREE All students pay a \$50 graduate processing fee, valid for one year only. Payment is made at time of completing / submitting the online Application for Degree using myWSU. !!! Apply by the initial deadline for your name to appear in the commencement program.	Fall 2015	Recommended: Early in Summer semester but no later than →	10/9/15 w/\$50 late fee: 10/10/15 – 10/31/15 w/\$75 late fee 11/1/15 – 11/25/15
	Spring 2016	Recommended: Early in Fall semester but no later than →	3/4/16 w/\$50 late fee: 3/5/15 – 3/31/15 w/\$75 late fee 4/1/16 – 4/22/16
	Summer 2016	Recommended: Early in Spring semester but no later than →	5/27/16 w/\$50 late fee: 5/30/16 – 6/30/16 w/\$75 late fee 7/1/16 – 7/29/16
Need to UPDATE Your Application for Degree? Already paid your fee but discovered you cannot complete your requirements for the semester for which you applied? The Graduate school will email you a form to complete, which must be scanned by and emailed back to them. Your semester of graduation will be updated without any additional fees. Your \$50 graduation fee is good for one calendar year.	Fall 2015	As soon as you know you won't graduate in the semester in which you applied to graduate • Email Gradschool@wsu.edu • Subject Line: Your name–Update App for Degree • Include these four things in the body of email: 1) Your full name; 2) WSU Student ID#; 3) "Master's Degree"; 4) The NEW semester and year for graduation	
	Spring 2016		
	Summer 2016		
NON-THESIS ("702") FINAL EXAM SCHEDULING FORM !!! If you are RE-TAKING your exam this form is due 1 full week earlier than the posted deadlines. <i>You are encouraged to not schedule your exam for the last possible date. Meet with your advisor well in advance to ensure you graduate on time and avoid having to postpone your exam to the next semester.</i>	Fall 2015	At least 3 full weeks prior to exam date or by 11/3/15	11/10/15
	Spring 2016	At least 3 full weeks prior to exam date or by 4/1/16	4/8/16
	Summer 2016	At least 3 full weeks prior to exam date or by 7/8/16	7/15/16
FINAL EXAMINATION	Fall 2015	11/25/15	11/25/15
	Spring 2016	4/22/16	4/22/16
	Summer 2016	7/29/16	7/29/16

Appendix B: EdM Faculty Research Interests, *Department of Teaching and Learning*



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Literacy, Children's Literature, Reader Response Theory, Teacher Education, Literacy within the Disciplines, Comprehension, and Technology in Education.
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