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

EDUCATIONAL PSYCHOLOGY & METHODOLOGY

STUDENT HANDBOOK

Ph.D. PROGRAM

2026-2027



Department of Kinesiology and Educational Psychology

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Welcome from the Assistant Chair

On behalf of the faculty, I welcome you to the Educational Psychology and Methodology program. We are pleased that you have accepted our invitation to join our community of scholars, and we look forward to working with you over the next few years. We will do our best to support your development as a scholar while at WSU. You will gain skills as a consumer, producer, and user of educational research to better the lives of those around you. If you take full advantage of the opportunities that these experiences give you, we believe you will be challenged at the appropriate level to foster your development into an independent researcher who can collaborate with diverse teams to answer important questions in the social and behavioral sciences. We truly believe that your hard work, motivation, persistence, and pursuit of learning will yield great dividends. We can say this because we have seen many students in our program grow into great thinkers and researchers. We look forward to seeing you grow and celebrating your scholarly development over the next few years. Your journey toward becoming an accomplished scholar starts today, and we are all here to accompany you.

Sincerely,



Chad M. Gotch
Associate Professor
On behalf of the Educational Psychology Faculty

Introduction

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

Educational psychology is the study of how humans learn and retain knowledge, primarily in educational settings like classrooms. This includes emotional, social, and cognitive learning processes. Methodology is the study of principles and procedures that are applied to scholarly inquiry. Areas of focus where you might apply your learning and inquiry in educational psychology and methodology include teaching, testing and assessment methods, psychometrics, learning environments and technologies, and social and behavioral problems that may impede learning. Graduates work as professors, education specialists, learning analysts, program evaluators, and find positions in research institutions, school systems, the testing industry, government agencies, and private industry.

The mission of Educational Psychology and Methodology (EPM) at WSU is to produce successful professionals in educational psychology who have strong methodological skills, understanding of researchable topics, the ability to develop a research program, effectively communicate and work with a wide variety of professionals, and skills to understand nuance and ambiguity in the work environment.

Congratulations on your admission to the EPM doctoral degree program in the Department of Kinesiology and Educational Psychology at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. Because the EPM program currently exists only on the Pullman campus, the information in this handbook refers only to that campus. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Education within the College of Education, Sport, and Human Sciences (CESHS). You can also visit our website for additional information.

The forms described in this handbook are available from the CESHS Office of Graduate Education and the Graduate School website. Some of the forms contained in the appendices of this document have been reformatted to fit this handbook, and, therefore, should not be copied for official use.

Notice of Non-Discrimination

WSU does not discriminate and prohibits discrimination on the basis of sex, race, color, national origin, disability, age, religion, creed, genetic information, marital status, protected veteran/military status, or immigration or citizenship status in any education program or activity that it operates compliant with Title IX and other civil rights laws and regulations. Inquiries regarding Title IX, ADA, or other civil rights laws, as well as reports of discrimination can be directed to the Compliance and Civil Rights or through their email ccr@wsu.edu, WSU ADA Coordinator, or WSU Title IX Coordinator. More information on WSU's policies and procedures to respond to discrimination and harassment are available on this website: Nondiscrimination statement.

Program overview

EPM students develop strong methodological skills and a deep understanding of learning theory to work on challenging educational problems. When you finish your program, you will have a deeper understanding of researchable topics, the ability to develop a research program, effective communication skills to work with a wide variety of professionals, and skills to understand nuance and ambiguity in the work environment. The work in such areas may be rewarded, for example, by the ability to make contributions to the improvement of educational settings (e.g., schools, universities); to have a direct influence on individuals through the development of programs, methods, and tools to meet their needs; or to provide information to individuals who shape public policy. Thus, we seek individuals who have met challenging academic standards for entrance and show promise for success in the exciting field of educational psychology.

Mission

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

Student learning outcomes

The learning outcomes on which students are rated include:

I. Ability to critically examine, evaluate, understand, apply, and communicate scientific research
   A. Students will develop the ability to critique research using current and historical theories, methodological considerations, and practical implications.
   B. Students will be major contributors (e.g., lead or co-author) to at least one conference presentation or publication.
   C. Students will design and present their yearly projects.
   D. Students will develop a *dissertation* that poses significant questions that can be investigated empirically, links research to relevant theory, uses methods that permit direct investigation of the question provides an explicit and coherent chain of reasoning, interprets outcomes of the study considering current knowledge, with a goal to make research public to advance scientific discourse.

II. Aware and evaluate how issues associated legally protected populations influence research
   A. Students will complete appropriate research training (i.e., CITI, Graduate School requirements) and provide documentation of completion.
   B. Students will create and display appropriate information in presentations and publications that demonstrate they have followed organizational (e.g., APA) standards for the treatment of people and research participants.
   C. Students will develop competence in Institutional Review Board (IRB) applications, understand the IRB process, and the development and use of consent strategies (e.g., forms, oral, etc.)
   D. Students will actively contribute to and employ respectful discussions for the practice of civil discourse and seek common ground in discussing research concepts leaving space for humility, productive discomfort, and continued questioning.

E. Students through course work will identify and challenge their implicit biases and historical/current biases found in the literature.
F. Students will cultivate a growth mindset of openness and tolerance to actively contribute to a contribute to a caring learning environment that welcomes a range of thoughts and emotions.

III. Development of professional identity appropriate for future career plans
   A. Students will establish membership in a professional organization relevant to her/his field of specialization.
   B. Students will provide service to professional organizations.
   C. Students will review for conferences/journals related to professional organizations.
   D. Students will apply to hold leadership positions in professional organizations.

Doctor of Philosophy (Ph.D.) Educational Psychology

The EPM program offers two Master of Arts (M.A.) in Educational Psychology—one thesis-based option and a non-thesis option—and the Doctor of Philosophy (Ph.D.). This handbook will discuss requirements for the doctoral program.

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

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

The Ph.D. degree program consists of a total of 72 required credits with a minimum of 50 graded credits and a minimum of 22 credits of dissertation credits (ED_PSYCH 800). The performance criteria in ED_PSYCH 800 are based on a satisfactory/unsatisfactory grading scale, as opposed to a letter grade (A-F grading rubric). Work with your primary advisor to plan a course of study that is intellectually coherent and relevant to your needs and interests.

To develop a level of expertise to be successfully prepared for the workforce generally requires 3-5 years beyond a master's degree in a related area. Earning a Ph.D. requires substantial research experience and work in the field beyond completing coursework. Completing the required coursework is the minimum and development of expertise often requires coursework beyond the minimum.

Program Content

In collaboration with your primary advisor (i.e., committee chair) and other committee members, each student must file a doctoral degree Program of Study. The committee must approve the program, which is formalized by submitting the completed Program of Study form to the Department Chair and Graduate School. The Program of Study form can be found on the Graduate School's website.

The following is a breakdown of required foundational core, research, and supporting requirements for the Ph.D. degree.

Educational Psychology and Methodology Doctoral Credit Overview

	Credits
Graded Credits (A-F grading rubric)	
EPM Foundation Courses	18
Research Courses	12
Supporting Courses	12
Seminar in Educational Psychology	8
Total Required Graded Credits	**50**
Dissertation credits (S/U grading rubric)	22
Total Credits	**72**

Academic & Degree Requirements, Policies, and Procedures

Academic Standing and Annual Review

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

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

Mandatory Research and CITI Training

All EPM graduate students are required to complete, as soon as possible after the start of their program, the web-based Social and Behavioral version of the CITI Responsible Conduct of Research/Conflict of Interest course. This training will take approximately 2-3 hours depending on how in depth you choose to read.

Once you have completed these trainings, you will receive email confirmation of your completion. Please forward this email to the CESHS Office of Graduate Education ceshs.gradstudies@wsu.edu and if you have been awarded an assistantship to that department as well. You will not be eligible for an assistantship until after this training is completed.

Failure to take this training will result in the delay of your progression through the graduate program. Therefore, you need to complete this training to finish your program. The training will need to be completed every five years.

If you have questions about this training, please read the Required Trainings section of the Navigating Your Degree webpage, and direct remaining questions to the Office of the Graduate School at 509-335-1446 or gradschool@wsu.edu.

Temporary/Permanent Advisor and Committee

Assignment of a Temporary Advisor

The admission letter from the department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student. The temporary advisor will assist the student with the initial selection of coursework. It is the student's responsibility to contact the temporary advisor as soon as possible after admission to the Department. The temporary advisor will work with you during your first year of the program. At the end of your first academic year, you and your temporary advisor will meet to discuss whether s/he will be your permanent advisor or another faculty member might better meet your substantive and methodological needs. If a student wishes to change temporary advisors, you may complete the Change of Temporary Advisor form.

Selection of a Permanent Advisor/Committee Chair and Doctoral Committee

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

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

Your permanent advisor/committee chair will help you develop and file your Program of Study for Doctoral Degree and identify other faculty members to serve on your doctoral committee. Your committee will include at least three (3) individuals: the chair and at least two other members who are

Graduate Faculty. See the EPM bylaws if you have questions. At least two of your committee members must be tenured or tenure-track faculty who meet stated requirements. Minimum requirements for the chair include:

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

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

Minimum requirements for committee membership include:

- Ph.D. or Ed.D.
- Assistant Professor or above or equivalent for a 4th outside member (e.g., Research Associate).
- Member of the College of Education, Sport and Human Sciences, Graduate Faculty or upon approval of the graduate school.

A fourth committee member may be from outside the university. This member will have to submit curriculum vitae with an External Committee Form to their advisor's approval. The form and vitae will be routed to the CESHS Office of Graduate Education for further processing and submission to the Graduate School to for final approval to serve on the committee.

Developing and Submitting the Program of Study

The Program of Study lists your committee chair and other committee members and the courses that comprise your doctoral program. Your permanent advisor/committee chair, in collaboration with other members of your doctoral committee, will help you identify the appropriate course work for your program of study.

The Ph.D. Program of Study should include a minimum of 50 semester hours of graded course work, following the breakdown presented in the Doctoral Credit Overview, above. Generally, only graduate-level WSU and transfer courses can be included in the Program of Study. However, your doctoral program committee may approve up to 9 credits of non-graduate credit (300- or 400-level courses at WSU) for your program of study. Courses graded S/F may NOT be used as graded coursework credits. **Any course included in the Program of Study form in which a grade of "C-" or below is earned must be repeated as a graded course (it cannot be repeated on an S/F basis) nor may it be dropped from your Program of Study.**

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

The Doctoral Research, Dissertation, and/or Examination (ED_PSYCH 800) credits have their own separate line below the Non-Graded box. Your program must include a minimum of 22 credits of ED_PSYCH 800. Each semester you must enroll in at least one credit of ED_PSYCH 800. You must

enroll in 2 credits of ED_PSYCH 800 in the semesters in which you take your Preliminary Examination (sometimes referred to as the comprehensive or candidacy examination) as well as the semester you defend your dissertation (D2 exam).

The Program of Study must be completed and circulated to the faculty members you asked to serve on your doctoral committee for their initial approval. Although Graduate School policy requires that this form be completed no later than the third semester of graduate work, of if you are a part-time student, no later than your sixth semester, or completion of 24 credits, whichever comes first, you are encouraged to submit it shortly after your first semester of course work, if you are a full-time student, or, if you are a part-time student, during your fifth semester or after enrolling in your 20th credits.

The Program of Study form and instructions for electronic routing can be found on the Graduate School Forms page. *A student's upload and subsequent approvals by committee members and department chair count as ink signatures and become binding for all.* When the program of study is approved by the Graduate School, an email is sent both to the student and the CESHS Office of Graduate Education. The approved program becomes a part of the requirements for the degree and becomes a "contract" between the Graduate School, the academic program, and the student. You are held to the doctoral program requirements in effect at the date of your admission, provided you submit a Program of Study and have it approved by the Graduate School within one year of your admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your POS.

After the Program of Study has been approved by the Graduate School, it may be changed by completing either a Change of Program or Change of Committee form.

Independent Study Form (ED_PSYCH 600/800)

For your ED_PSYCH 800 credit(s), meet with your advisor each semester to discuss your goals and complete the Kines EdPsych Independent Study Form. This form is also required for any ED_PSYCH 600 credits (separate from the form for ED_PSYCH 800) Submit the form to the KEP Chair/Assistant Chair *before* the 10th day of classes.

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

Deadlines

Please check the Graduate School's Deadlines and Procedures for the Doctoral Degree for submission of the Program of Study so that you get current information about due dates that affect you.

Continuous Enrollment Policy

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

Continuous Doctoral Status (CDS)

Continuous Doctoral Status (CDS) allows doctoral students to meet the Graduate School's continuous enrollment requirement without enrolling for credit or applying for Graduate Leave. CDS is only an

option for students who have completed all coursework and passed preliminary exams. If these requirements are met, students will ***automatically*** be placed into CDS (fall and spring semesters only) if they do not enroll for credit. Subsequently, ***a fee will be charged to the student's account*** after the 30th day of each semester (fall and spring only) while in CDS. Students are required to pay this fee each semester to maintain their Continuous Doctoral Status.

While in CDS students maintain WSU library privileges, but they cannot progress in the completion of 800 credits. It is also important to note that CDS does not extend a student's deadline to complete degree requirements (three years after preliminary exams or 10 years after the first course on the Program of Study, whichever is sooner).

Students wishing to return to active enrollment and register for 800 credits, schedule their dissertation proposal defense (D-1) or dissertation defense (D-2), are advised to contact their Academic Coordinator a minimum of two months prior to the start of the semester in which they wish to resume enrollment for credit and *request that they be taken out of CDS* and given an active term for enrollment.

NOTE: Some students may not be eligible for CDS. International students maintaining their visa status, students on an assistantship requiring full-time enrollment to obtain benefits, and students needing financial aid or financial aid deferral, should confer the appropriate office for their situation to ensure CDS is an option for them.

Further information on Continuous Doctoral Status (CDS) may be found in the Policies and Procedures (Chapter 5.A.2.a).

Leave Guidelines

Leave from the Program (not on an assistantship)

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

For those who have passed their preliminary examination and are not required to be enrolled for visa or other required enrollment purposes, you may choose to go on Continual Doctoral Degree Status (CDS), see above. Please note: this does not extend your time to degree; you are expected to make a plan with your advisor & committee, to keep communication open and progress on your dissertation.

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

During appointments, all graduate assistants are expected to be at work each workday, including periods when the University is not in session (no classes being held), except on the legal holidays designated by the Board of Regents. All University holidays are designated by the Board of Regents and are published in the WSU Announcements/Insider and posted on the HRS website. Graduate students on appointment do not earn annual leave or sick leave.

Grade Point Average

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

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

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

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

Registration and Credit Load

Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy, go to the Graduate School Policy and Procedures at (Chapter 5.C).

Transfer Credit and Credit Restrictions

The number of transfer credits allowed for a doctoral program is subject to departmental recommendation and final approval by the Graduate School.

Students in the doctoral program who have completed a master's degree elsewhere may be permitted to waive elementary courses: (e.g., ED_PSYCH 505, 507, 508). **Waiver requests must be submitted at the time of application to the program**. Once admitted, a completed waiver application must be submitted to the Educational Psychology program faculty for each course a student wishes to waive. Applications are subject to the following regulations:

A. Waivers cannot be approved for ED_PSYCH 597 (Internship in Educational Psychology).
B. No course credited on the basis of waivers will apply toward the student's total number of required credits to be completed at Washington State University.

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

Extension courses, special problems, research and thesis, workshops, and correspondence courses will not receive graduate transfer credit. For details on these requirements, inquiries should be sent to the Dean of the Graduate School.

All proposals regarding transfer credits should first be discussed with the chair of your graduate committee. Transfer credit is requested formally by listing the courses on the Program of Study, but preliminary determination will be made earlier upon request to your chair and committee members and the Graduate School. Graduate credit from non-accredited institutions will not be accepted for transfer to graduate degree programs. Graduate credit earned within the State of Washington from an accredited institution whose main campus is outside the state will be considered for transfer to a graduate degree program only upon special petition to the Dean of the Graduate School.

Use of AI/LLMs, etc.

The use of Artificial Intelligence (AI) tools, including Large Language Models (LLMs), can be valuable for certain aspects of the writing process. For instance, these tools can assist with copy editing, improving grammar, spelling, and clarity. They can also be useful for brainstorming ideas or exploring different ways to articulate complex concepts.

However, it is essential that the core content, ideas, and phrasing in your work remain your own. Although LLMs can enhance the presentation of your work, they should not replace your intellectual contributions. When using AI tools, ensure that they are employed in a way that maintains the originality and integrity of your writing. Proper attribution is recommended if these tools significantly influence the final text.

Recommended Guidelines:

1. Copy Editing and Grammar: AI tools can be used to correct grammatical errors and refine language. However, ensure that the edits do not alter the intended meaning or the originality of your ideas.
2. Brainstorming and Concept Development: LLMs can help generate ideas or explore different approaches to your arguments. Use these suggestions as a starting point but ensure that the final articulation of ideas is your own.
3. Attribution: If AI tools significantly shape the final version of your text, consider acknowledging their use in your work, similar to how you would cite other forms of assistance like proofreading.

The University provides additional Guidelines for Using AI-LLM.

Educational Psychology and Methodology Doctoral Program Coursework

Doctoral Program of Study Total Credits: (Minimum requirements: 72 credits)

Required Graded Coursework: (Minimum 50 graded credits, A-F grading scale)

Research Courses (Minimum requirements: 12 credits)

ED_RES 562	Epistemology (3) [1]	Fall
ED_RES 563	Principles of Research (3)	Fall
ED_RES 564	Qualitative Research Literature (3) [2]	Spring
ED_RES 565	Quantitative Research (3) [3]	Spring

Note: The prerequisites ED_PSYCH 502, 505, 507 and 508 may need to be taken in addition to the 12 credits of advanced research listed above if student does not have equivalent coursework from their master's degree.

[1] ED_PSYCH 505	Research Methods (3) *or equivalent*	Fall, Spring, Summer
[2] ED_PSYCH 507	Introduction to Qualitative Research (3) *or equivalent*	Spring
[3] ED_PSYCH 508	Educational Statistics (3) *or equivalent*	Fall, Spring, Summer
ED_PSYCH 502	Theoretical Foundations of Learning and Instruction (3)	Fall

EPM Foundation Courses (Requirements: 18 credits)

ED_PSYCH 503	Advanced Educational Psychology (3)	Spring
ED_PSYCH 509	Educational Measurements (3)	Spring
ED_PSYCH 511	Classical and Modern Test Theory (3)	Spring
ED_PSYCH 568	Quasi-Experimental Design (3)	Spring
ED_PSYCH 569	Quantitative Techniques in Education (3)	Spring
ED_PSYCH 570	Theoretical Foundations and Fundamental Issues in Program Evaluation (3)	Fall
ED_PSYCH 571	Advanced Program Evaluation (3)	Spring
ED_PSYCH 572	Meta-Analysis and Research Synthesis (3)	Fall
ED_PSYCH 573	Motivation Theories (3)	Fall

Recommended Supporting Coursework and Concentration (minimum of 12 credits)

SOC 525	Practicum in Survey Research (3)	Spring
ED_PSYCH 522	Embodied and Embedded Cognition (3)	Fall – odd years
ED_PSYCH 575	Multilevel Modeling (3)	Spring – odd years
ED_PSYCH 576	Factor Analytic Procedures (3)	Spring – odd years
ED_PSYCH 577	Item Response Theory (3)	Spring
PSYCH 516	Applied Structure Equation Modeling (3)	Spring
STAT 520	Statistical Analysis of Qualitative Data (3)	Fall
ED_PSYCH 524	Conceptual Change (3)	Spring
ED_PSYCH 512	Data Management and Visualization (3)	Summer
ED_PSYCH 525	User Experience Research (3)	
ED_PSYCH 579	Large Scale Surveys in Education (3)	Spring
ED_PSYCH 580	Missing Data Analysis (3)	
ED_PSYCH 581	Machine Learning Applications in Education (3)	
ED_PSYCH 582	Latent Variable Models and Structural Equations (3)	

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

Seminar (Required 8)_

Ed_PSYCH 574	Seminar in Educational Psychology (1)	Fall, Spring

Required Additional non-Graded Coursework

Dissertation Credits (Minimum requirements: *22 credits*) (S/U grading scale)

ED_PSYCH 800	Doctoral Research, Dissertation, and/or Examination (V) *Enroll in at least 1 credit per semester. Enroll in at least 2 credits when taking the preliminary, D1 and final D2 examinations.*	Fall, Spring

ED_PSYCH 600 Independent Study

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

ED_PSYCH 574 Seminar in Educational Psychology

ED_PSYCH 574 is ***a requirement for the Ph.D. degree***. This one credit, graded seminar must be taken 8 times. The course has three overarching themes: (1) to further the research culture for faculty and students within the EPM Program and across specializations, (2) to promote intellectual exchanges between students and faculty from various specializations within EPM around research concepts and approaches, and (3) to explore and interrogate research and the research process as conducted by students, faculty, and other noted scholars. The fall semester is focused on the discussion of selected readings in ED_PSYCH and discussion of various professional issues and tasks (e.g., developing a resume, searching for a job, keeping up with journal reading). The spring semester is focused on student presentations. All students are required to present their research work each year. The spring course provides the format for student presentations.

An additional intent of the course is to build community among ED_PSYCH faculty and students as a group of scholars. **Note that the students, even after 8 credits, are expected to attend seminar.** This is a component of contributing to a scholarly, professional environment that is consistent with other work venues. By not attending, *you are not fully meeting program expectations* and this will reflect on your annual reviews.

Yearly Project

Each year, the student is expected to make progress on a research project that is of publishable quality. The project may take on many forms (e.g., literature review, experiment) and will be under the guidance of the faculty, normally the advisor. The project should contribute to the literature in the student's area of interest. The student ***must*** (a) orally present annual progress on this project to the EPM students and Faculty at the ED_PSYCH 574 seminar during the spring term and (b) be active in the dissemination of that work, such as presentation at a national conference (e.g., AERA, NCME, AESA, etc.) or submission for publication in an appropriate academic/professional journal.

College of Education, Sport, and Human Sciences PhD Cognate Options

Education PhD programs at Washington State University are designed to provide focused, discipline-specific expertise to emerging scholars in the fields of 1) Cultural Studies and Social Thought in Education (CSSTE), 2) Educational Psychology and Methodology (EPM), 3) Language, Literacy, & Technology (LLT), 4) Mathematics & Science Education (MathSciEd), and 5) Special Education (SpEd). Each area contains core research and knowledge important to scholars in that given field.

However, educational research often draws from a wide array of theories, frameworks, and methodologies that cut across various fields of study. Because specific areas of research often have interdisciplinary foci that relate to two or more of the above areas, the five Education PhD programs at WSU have collectively developed sets of courses that represent possible ***cognates*** in specific areas of study. The courses should be selected in conjunction with your advisor and **can be used to satisfy the cognate area requirement of your program of study,** if applicable. Students have the option of obtaining a/an 1) discipline-specific cognate, 2) interdisciplinary cognate, or 3) dual-area certificate cognate. These options extend any other set of options already offered by the student's given PhD program.

All courses listed below will be offered to all campuses via videoconferencing and will be scheduled in the evening, unless noted below. Scheduling and other logistical issues might prevent a student from being able to take the specified courses in a given cognate. It is recommended strongly that the list of courses be used whenever possible; however, we recognize the need for flexibility and are open to approved changes or course substitutions subject to the approval of the student's advisor and program committee.

Discipline-Specific Cognate Options

The following cognates are comprised of 3-credit courses recommended for students by faculty in the given areas, and intended for students not enrolled in the given area. They provide collectively a base of knowledge suitable for a cognate in that area. Students successfully enrolling in a given set of courses will receive a cognate in that area (e.g., "Cognate in Cultural Studies and Social Thought in Education").

Discipline-Specific Cognate in …		
Cultural Studies and Social Thought in Education		
CSSTE 531	Cultural Studies in Education	*Fall Even*
CSSTE 535	Multicultural Education in a Global Society	*Fall every year*
CSSTE 536	Environment, Culture, and Education	*Spring Odd*
CSSTE 537	Place Based Education	*Spring Odd*
Educational Psychology and Methodology		
ED_PSYCH 502	Theory Foundations of Learning and Instruction	*Fall every year*
ED_PSYCH 573	Motivational Theories	*Spring Even*
ED_PSYCH 522	Embodied and Embedded Cognition	*Fall Even*
ED_PSYCH 512	Data Management and Visualization	*Summer every year*
Language, Literacy, and Technology		
TCH_LRN 511	Foundations of Theoretical Frameworks	*Fall Odd*
TCH_LRN 549	Communicating in a Multilingual Society	*Spring Odd*

TCH_LRN 570	Theory and Research in Electronic Literacies	*Spring Odd*
Choose one of the following:		
TCH_LRN 550	Second Language Learning and Literacy	*Fall Even*
TCH_LRN 562	Foundations of Literacy: Theory & Research	*Spring Even*
Mathematics and Science Education		
TCH_LRN 581	Learning & Development in Math & Science	*Fall Odd*
TCH_LRN 584	Research on Teaching in Math & Science	*Fall Even*
Choose two from the following:		
TCH_LRN 512	Language and Cultural Factors in Mathematics	*Spring Odd*
TCH_LRN 531	Frameworks for Research in Math & Science Education	*Spring Even*
TCH_LRN 571	Research in STEM Education	*Spring Odd*
TCH_LRN 574	Science for All	*Fall Even*
Special Education		
SPEC_ED 589	Special Education Personnel Preparation and Professional Development	*Fall Odd*
SPEC_ED 592	Single Subject Research Design and Methods	*Spring Even*
SPEC_ED 593	Diversity, Equity, and Inclusion in Special Education	*Fall Odd*
SPEC_ED 595	Universal Design	

Interdisciplinary Cognate Options

Students interested in obtaining an interdisciplinary cognate can do so by taking any four of the courses in the above grid. However, it is recommended strongly that the courses be connected by a given theme or focus; advisor and committee approval of an interdisciplinary cognate is required.

Interdisciplinary Cognate in …		
Research Methods across Disciplines		
ED_PSYCH 512	Topics Course: Data Management and Visualization	*Every Summer*
SPEC_ED 592	Single Subject Research Design and Methods	*Spring Even*
TCH_LRN 511	Foundations of Theoretical Frameworks (LLT)	*Fall Odd*
TCH_LRN 531	Frameworks for Research in Math & Science Education	*Spring Even*
Research on Learning and Cognition		
ED_PSYCH 502	Theory Foundations of Learning and Instruction	*Fall every year*
SPEC_ED 593	Diversity, Equity, and Inclusion in Special Education	*Fall Odd*
TCH_LRN 581	Learning & Development in Math & Science	*Fall Odd*
Choose one of the following:		
TCH_LRN 550	Second Language Learning and Literacy	*Fall Even*
TCH_LRN 562	Foundations of Literacy: Theory & Research	*Spring even*
Research on Equity in Education		
CSSTE 535	Multicultural Education in a Global Society	*Fall every year*
SPEC_ED 593	Diversity, Equity, and Inclusion in Special Education	*Fall Odd*
TCH_LRN 549	Communicating in a Multilingual Society	*Spring Odd*
Choose one of the following:		

	TCH_LRN 512	Language and Cultural Factors in Mathematics	*Spring Odd*
	TCH_LRN 574	Science for All	*Fall Even*
Research on Instruction			
	CSSTE 537	Place Based Education	*Spring Odd*
	SPEC_ED 595	Universal Design	
	TCH_LRN 570	Theory and Research in Electronic Literacies	*Spring Odd*
	TCH_LRN 584	Research on Teaching in Math & Science	*Fall Even*
Research on Social Aspects of Education			
	Choose 4 of the 5 courses listed:		
	CSSTE 536	Environment, Culture, and Education	*Spring Odd*
	ED_PSYCH 522	Embodied and Embedded Cognition	*Fall Even*
	SPEC_ED 595	Universal Design	
	TCH_LRN 549	Communicating in a Multilingual Society	*Spring Odd*
OR	TCH_LRN 512	Language and Cultural Factors in Mathematics	*Spring Odd*
	TCH_LRN 574	Science for All	*Fall Even*

To assist students and advisors interested in the interdisciplinary option, the following cognates have been created that are comprised of 3-credit courses offered in several different WSU PhD programs, connected by a specific focus identified in the cognate title.

Dual- and Multi-area Cognate Options

Students interested in obtaining a dual-area cognate can do so by taking four courses that are 1) thematically connected, 2) outside of the students' degree program, and 3) approved by the student's advisor and committee. The courses should provide students with core knowledge in both fields of study, as well as the basis for a collective focus across the areas.

If deemed appropriate, students could create a cognate by taking courses in three different program areas if they satisfy the three criteria outlined above.

Here are two examples of potential dual- and multi-area certificates:

- ***Literacy in Special Education:*** TCH_LRN 549, 562; SPEC_ED 593, 595
- ***Equity in STEM Education***: TCH_LRN 512, 549, 574; CSSTE 535

Sample Program

This may change depending on what is being offered and individual student needs. Please work with your advisor to develop a plan of courses.

Fall Semester	**Year 1**	**Spring Semester**	**Year 1**
Course	**Credit**	**Course**	**Credit**
ED_PSYCH 503 Advanced Learning Theories	3	ED_RES 563 Prin. Res.	3
ED_RES 562 Epistemology	3	ED_PSYCH 509 Measurement	3
ED_PSYCH 570 Intro Program Evaluation	3	ED_PSYCH 572 Meta-Analysis and Research Synthesis	3
ED_PSYCH 574 Seminar	1	ED_PSYCH 574 Seminar	1
ED_PSYCH 800	1	ED_PSYCH 800	1
Total	**11**	**Total**	**11**
Fall Semester	**Year 2**	**Spring Semester**	**Year 2**
ED_RES 564 Qual. Res.	3	ED_PSYCH 569 Quantitative Techniques	3
ED_RES 565 Quant. Res.	3	ED_PSYCH 568 Quasi-Experimental Design	3
ED_PSYCH 511 Classical / Modern Test Theory	3	Supporting course	3
Supporting course	3	Supporting course	3
ED_PSYCH 574 Seminar	1	ED_PSYCH 574 Seminar	1
ED_PSYCH 800	1	ED_PSYCH 800	1
Total	**14**	**Total**	**14**
Fall Semester	**Year 3**	**Spring Semester**	**Year 3**
Supporting coursework	3	Supporting coursework	3
Supporting coursework	3	Supporting coursework	3
ED_PSYCH 574 Seminar	1	ED_PSYCH 574 Seminar	1
ED_PSYCH 800	5	ED_PSYCH 800	10
Total	**12**	**Total**	**17**
Fall Semester	**Year 4**	**Spring Semester**	**Year 4**
ED_PSYCH 574 Seminar	1	ED_PSYCH 574 Seminar	1
ED_PSYCH 800	10	ED_PSYCH 800	10
Total	**11**	**Total**	**11**

[1] Some of our advanced courses (e.g., ED_PSYCH 511, 575) are offered on a rotating basis every other year. Work with your advisor to be sure to schedule these.

Note: Year 4 and beyond may involve additional courses if supporting coursework is required for developing skills and expertise.

Doctoral Publication Expectation and Publication Credit

Educational psychologists and methodologists take responsibility, including authorship credit, only for work they have performed or to which they have contributed. Principal authorship (i.e., first author) and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Director, Associate Director, or graduate student of the Learning and Performance Research Center, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement. A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's contribution to the article, dissertation, or thesis. (Reference: Publication Manual of the American Psychological Association, 7th Edition).

Doctoral Preliminary Examination or Candidacy Examination

The Preliminary Examination is an official university exam that is both a written and oral assessment of program knowledge. It may also be referred to as the Comprehensive or Candidacy Examination.

The WSU Graduate School has many policies and procedures that are not included in this handbook. The EPM policies and guidelines in this document compliment, clarify, and extend the policies of the Graduate School. Students are responsible for following all WSU Graduate School policies in addition to the policies contained in this document.

For example, students are required to complete all requirements, including dissertation defense, within four years of successful completion of Preliminary Examinations. Students are encouraged to consider this requirement when scheduling Preliminary Examinations.

Students are also discouraged from scheduling in summer session due to faculty availability; however, if the entire committee is amenable to a summer scheduling date, the student should feel free to proceed.

Procedures for Completion and Scheduling of the Preliminary Examination

Doctoral preliminary examinations for students in the educational psychology specialization are scheduled each fall and spring semester. The exam is comprised of two components: the take-home exam questions and an oral defense of the written responses to those questions. Beginning the exam as early as possible in the respective semester is strongly encouraged. This allows for sufficient time for the exam to be completed, read by the examination committee, and an oral defense completed.

The Written Component

The student will typically send the dissertation committee about 3 to 4 pages of "Statement of Research Interest" as well as a list of all the readings separated by content domains done in preparation for the preliminary examination. The statement will only provide the big picture of the student's research areas and potential contributions the student seeks to make. The committee might request a face-to-face meeting with the student to discuss the statement and examine the readiness of the student for preliminary examination. Students should note that determining if a student is ready for the exam does not indicate automatic passing of the exam. It is an indication that the student has prepared

and have a fair chance of being successful in the exam. The committee then decides, amongst themselves, who will write each question and when to submit questions to the chair of the committee who will compile all the questions and forward to the student on an agreed-upon date to start the exam.

The written component of the doctoral preliminary examinations is completed within a 30-day time frame. The written component must be turned into the examination committee two weeks prior to the oral defense. The questions given for the written component will typically reflect students' understanding of their primary area of research. Questions will be developed by the committee with input from the student (e.g., reading lists, focus of dissertation). The questions will ask the student to demonstrate an understanding of a body of knowledge (including theory, methods, empirical research, and practice) in a particular area. The examination is to be completed independently. However, the student may access resources (e.g., books, notes) to aid in responding to the questions. As resources and ample time are allowed, publishable quality writing is expected. All responses must be typed and follow the APA 7th edition manual.

The Oral Component

The oral portion of the exam should be scheduled within two (2) weeks after the written component is complete and given to the committee. The oral exam should not be held during the last week of classes. Remember that all requests for appointment of an examining committee must be made to the department *at least 15 business days* before it is due in the Graduate School. The form is due to the Graduate School *at least 10 days before* the oral exam is scheduled.

The oral portion of the exam has two goals: (1) to give a student the opportunity to respond to any specific questions concerning the written component of the exam; and (2) to give the student's advisory committee an opportunity to evaluate how well the individual responds to specific or general questions about related literatures or beginning conversations about the focus of the dissertation. Grading is on a pass/fail basis.

Scheduling the Official Preliminary Examination

The preliminary examination is scheduled only after the Program of Study has been approved, a substantial portion of the required course work has been completed (six or fewer graded credits remaining to complete), and when the student and committee agree that the student is prepared for the examination.

Before the preliminary examination can be scheduled, the student must:

1. Be registered for a minimum of two credits of ED_PSYCH 800 as a regular graduate student at the beginning of the semester or summer session in which the preliminary examination is to be taken.
2. Have at least a 3.0 cumulative grade point average.
3. Have a 3.0 grade point average or higher on the program courses already taken.
4. At least 15 days prior to your exam please complete your EXAM form: Students complete the Examination Scheduling (Standard Prelim/Final) form in the Graduate School Student Forms Center with the information as agreed upon by your entire committee (date, time how everyone will attend, etc.).
5. The form will be electronically approved by your committee and department chair and ultimately the Graduate School. *A student's upload through the Graduate School Student Forms*

Center and subsequent approvals by committee members and department chair count as ink signatures and become binding as an agreement for all.

Only completed forms will be processed, and as noted previously, must be submitted at least 15 business days prior but not counting the exam date.

Oral Exam (Defense) and Balloting

All committee members must be present at the oral examination. Following the oral examination, committee members meet to discuss the results and ballot on whether you pass or fail the assessment. The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following the oral exam or up to ten (10) days after the examination. All members of your committee must attend the oral exam and the ballot meeting, and all must vote. The final ballot result is either a pass or fail. After the ballot meeting, your advisor will notify you regarding the results, and you may request a written notification from the Graduate School. You are also free to contact your chair after the ballot meeting to discuss the results.

In the event the minor department elects to waive the right to examine the student, the representative from the minor department must be present and vote with the Graduate Faculty of the Educational Psychology Program regarding the major preliminary examination.

Preliminary Exam Retake Policy

In the event of a failed first attempt, a second and final attempt may be scheduled after a period of at least three months, but no longer than two academic semesters (excluding summer). When scheduling a second exam, the scheduling form must be submitted through *the Graduate School Student Forms Center* at least 20 business days in advance of the exam day. A member of the Graduate Mentor Academy will be appointed by the Graduate School and must be present at re-examination. The entire committee must be present and vote. If you have failed two examinations, you will be dismissed from the Graduate School. Should there be procedural irregularities or extenuating circumstances during the first or second examination, you have the right to appeal to the Graduate School in the event of examination failure.

Please note that scheduling a second exam has different timing and requirements, please check with the CESHS Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu.

Dissertation Guidelines

Developing a Precis

At the end of the preliminary exam process students will have developed an area of interest and thoughts about researchable questions related to that topic. The next step is for students to organize their ideas into coherent brief statements about the proposed research (i.e., a precis). This step is likely to be undertaken in the semester before writing the proposal. The precis is typically 5-6 double spaced, typed pages depending on the complexity of the topic. The precis is not a detailed literature review, but a convincing rationale for the need for the project. The document should provide information on students' general research interests, what research led you to this interest, and how their research will address key issues and move the field forward. The format should adhere to the style set forth in the Publication Manual of the American Psychological Association (APA), Seventh Edition, a WSU Quick

Guide is available at http://www.wsulibs.wsu.edu/quickguides/apa. The APA style (7th edition) templates may be found here https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers.

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

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

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

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

Writing the Dissertation - Dissertation Proposal (D1)

Writing the dissertation proposal occurs in the context of an independent study by registering for dissertation credit ED_PSYCH 800. Dissertation topics are generally selected in meetings with members of the student's advisory committee. After a relevant research topic has been identified, the graduate student will conduct a careful review of the literature and formulate a research design in consultation with the members of his/her committee. The candidate will prepare, in accordance with the style specified in the latest edition of the Publication Manual of the APA style (7th edition) a formal dissertation proposal (D1) consisting of an introduction, statement of the problem, survey of literature, methodology, and plans for data analysis. The student's advisory committee will review the candidate's dissertation proposal and make recommendations for further refinement. Proposals typically address in greater detail the questions addressed in the precis. Please see your advisor for possible formats of the dissertation. A WSU Quick Guide is available for questions on a Literature Review.

The formal dissertation proposal (D1) will be presented orally in a departmental colloquium or at least an open meeting.

Scheduling your Dissertation Proposal (D1)

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a Dissertation Proposal (D1) Scheduling form. This includes reserving a room for your presentation (consult with the department staff about scheduling a location). As this is a CESHS internal form, you must secure the signatures of your committee and submit the D1 Scheduling

Form to the CESHS Office of Graduate Education who will then secure the signature of the department chair and place the form in your file.

Following the colloquium presentation, the student's advisory committee will meet to recommend acceptance or rejection of the dissertation proposal. Typically, the committee will make additional recommendations to the student to improve the proposed research. The student may begin the dissertation work when the advisory committee has formally approved the proposal and signed the D1 Approval Form. The approval form should be submitted to the Office of Graduate Education (ceshs.gradstudies@wsu.edu) once it is signed with any required stipulations as noted on the approval form.

Human Subjects Form and CITI training

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

The IRB form for human subjects' research approval is available on the IRB website. The IRB form must be signed by the chair of your committee and the department chair before submitting it. Review of the request generally takes 2-4 weeks (sometimes more), when you will be informed by email as to whether your research is approved.

Final Examinations (D2 Exam)

Timeline for the Final Examination

No later than the deadline (listed on the university calendar) of the semester in which you plan to graduate, you must Apply to Graduate, though it is recommended you apply at least one semester before the final oral examination is scheduled so that you can be notified of graduation requirements (to-do lists) before enrolling for your last semester. If you do not graduate in the semester for which you applied, you must reapply for the degree. However, the fee is paid so it carries over from semester to semester for one calendar year.

The semester prior to scheduling the final examination, you should review the Graduate School Deadlines and Procedures Summary. Reviewing the Summary at that time will allow you time to complete any deficiencies.

You should also obtain a copies of the Thesis/Dissertation (ETD) Formatting Guidelines, the Thesis/Dissertation Prefatory Example, and the Thesis/Dissertation Formatting Checklists. These documents include important information about the format of the dissertation title page, signature page, abstract, copyright releases, and submission of digital dissertations.

You should work with your advisor to develop a detailed/comprehensive timeline for completing the written part of your dissertation.

Final Approval of the Dissertation (D2)

Each member of your advisory committee will examine the entire dissertation and indicate preliminary approval or disapproval with comments and suggestions for improvement. Revisions may be and are often required before the committee is satisfied that you are ready for the final oral defense (D2). With the entire committee's consent that the written document is ready you are then ready to schedule the final oral examination.

All faculty members are not only invited to read the dissertation before the final examination but also invited to attend doctoral examinations. Please be aware that you will need to have a completed final draft of the entire dissertation at least 30 days prior to your final defense date. For fall semester this means you will need to have a completed draft by at least mid-October and for spring semester, you will need to have a completed draft by mid-March.

Scheduling the Final Examination (Defense/D2)

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

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

1. You must be enrolled in a minimum of two (2) credits of ED_PSYCH 800 at the beginning of the term you defend your D2.
2. You must Apply for Graduation.
3. At least 15 days prior to your exam please complete your EXAM form: Students complete the Examination Scheduling (Standard Prelim/Final) form in the Graduate School Student Forms Center with the information as agreed upon by your entire committee (date, time how everyone will attend, etc.).
4. The form will be electronically approved by your committee and department chair and ultimately the Graduate School.
5. Committee members' electronic approvals for the Exam form signifies preliminary approval of the thesis that is suitable in content and format for submission to the UMI/ProQuest through the WSU Dissertation-Thesis site. Although the ETD Administrator from UMI/ProQuest checks the thesis, this pre-check does not constitute final acceptance as this check is for formatting issues only – mostly with the front matter, etc., content will be reviewed by your committee.
6. Committee members must be given the entire thesis a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
7. At the same deadline, your thesis draft must be sent to the CESHS Office of Graduate Education (ceshs.gradstudies@wsu.edu) for announcements within the college.

The examination must be scheduled at least four months, but less than four years, after satisfactory completion of the Preliminary Examination. The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular business hours and only during academic sessions.

Final Examination (Defense/D2)

The final oral examination is primarily a defense of the dissertation but may also cover the general fields of knowledge pertinent to the degree. The examination is about two hours, which includes time for the presentation, questions, deliberation by the committee and approvals on the final paperwork. Your chair will be responsible for conducting the final examination/defense. While the examination is open to the public, you and your advisor may decide that only those faculty members eligible to participate on doctoral committees may ask questions. Only committee members may vote. All members of your doctoral committee must attend and vote. In order to pass the final oral examination, a minimum of three-fourths of those voting must vote to pass you; if the committee consists of only three members, all must vote to pass.

In the event of a failed first attempt, a second and final attempt may be scheduled after a period of at least three months, but no longer than two academic semesters (excluding summer). A member of the Graduate Mentor Academy will be appointed by the Graduate School and must be present at re-examination. The entire committee must be present and vote. If you have failed two examinations, you will be dismissed from the Graduate School. Should there be procedural irregularities or extenuating circumstances during the first or second examination, you have the right to appeal to the Graduate School in the event of examination failure. Please note that scheduling a second exam has different timing and requirements, please check with the CESHS Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu.

Final Dissertation Submission and Tasks After You Defend

After you pass the final oral examination, you have ten (10) business days to submit your final corrected digital copy of the thesis/Dissertation to ETD Administrator/ProQuest. The final upload link will be located on the email confirmation page from the precheck.

Additionally, you must submit the Thesis/Dissertation Approval form and a Hold Harmless Agreement/Copyright Acknowledgement as well within the 10 day due date. These forms and instructions for their routing can be found on the Graduate School Forms page.

You as a doctoral student, have the additional task of completing the online Survey of Earned Doctorates (SED), emailing the confirmation page to gradschool@wsu.edu.

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

Dissertation Library:

Former student dissertations may be found through the WSU Library system by using the Search IT engine.

Awarding of the Degree

After you have completed the degree requirements for the doctorate and your student account is cleared after the term is ended, you will receive the diploma usually in six-eight weeks. You will then be eligible to be hooded by your committee chair or designee at the next commencement. Please note: your diploma will not be mailed unless you have a Diploma Mailing Address on file in your myWSU account.

Graduate Student Exit Survey

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

Student Representative Functions

Student representatives will attend the EPM Faculty meetings and act as a liaison between the students and faculty. The student representatives will have the responsibility of (a) bringing student issues and concerns to the faculty and (b) bringing information from the faculty to the students. For example, this student representative could be updating the EPM students on how faculty is working to increase teaching experiences for our students. The student representatives would hold this position for 2 years and would be elected by the EPM graduate students. This position will assist to facilitate open communication between the faculty and students as our program continues to grow.

Elections

A new student representative will be elected at the end of each academic year to replace the representative that has served for two years. This student representative structure will allow two things: (1) the follow through on issues presented previously to faculty (2) the training of the new student representative by the older representative.

When choosing a new representative, any EPM student has the right to volunteer or be nominated, if more than two students wish to run for this position then elections must be held to determine the new member. Majority of votes will determine the new student representative.

Financial Support

Teaching and Research Assistantship Appointments

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

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

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

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

College of Education, Sport, and Human Sciences Scholarships

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

Other Financial Aid

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

Business Policies

Checkout/Exit:

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

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

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

Grievances:

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

Keys:

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

Mail:

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

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

Photocopying:

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

Staff Assistance:

Graduate students may request secretarial assistance only in limited situations. Administrative Assistants will not type personal letters, class reports or similar materials for students. Typing of your

dissertation is considered personal work. Students may request assistance with mailing or sending FedEx packages if they are clearly related to faculty-led research work. All requests for staff assistance should be coordinated with your dissertation chair.

Travel:

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

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

General Information

Department Office

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

CESHS Office of Graduate Education

College of Education, Sport, and Human Sciences
Cleveland Hall 70
Pullman, WA 99164
Email: ceshs.gradstudies@wsu.edu

[Hire pending]
Director
Cleveland Hall 70C
Email:
Phone: 509.335.9195

Selected Central Services, Facilities, and Resources

Item	*Website location and additional information*
Residency Requirements	Graduate School website for Establishing Residency
Email:	WSU 365 Email Log In Please log in with your WSU NID and password
Parking and Map	Pullman Transportation Services Spokane Parking Services Tri-Cities Parking Services Vancouver Parking Services
I-9 Forms	WSU employs only U.S. citizens and aliens who are authorized to work in the U.S. in compliance with the Immigration Reform and Control Act of 1986. A list of acceptable documentation may be found here.
W-4 Forms	U.S. Citizens Tax Information (W2 and W4) Non U.S. Citizens Tax Information (please contact Payroll Services)
Tax Information	U.S. Citizens Tax Information Non U.S. Citizens Tax Information
Social Security Numbers	Significance and correction of a Social Security Number and application pointers.
Central Services and Facilities	*Student Services, including Health and Counseling Services* Pullman Student Well Being Spokane Student Well Being Tri-Cities Well Being Vancouver Well Being *Libraries* WSU overall Library Spokane Health Sciences Library Tri-Cities Library Vancouver Library