

CENTRAL WASHINGTON UNIVERSITY

DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
AND CURRICULUM

**GRADUATE HANDBOOK**

**Revised 2/11/16**

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## **INTRODUCTION**

This handbook includes the policies and procedures governing admission and retention of candidates in the graduate programs offered through the Department of Educational Foundations and Curriculum, and has been prepared for the guidance of candidates, advisors and committee members. Candidates should consult regularly with an advisor in the department in order to obtain information regarding programmatic changes that may affect their program of study. Candidates will find the checklist at the back of this handbook to be particularly helpful.

The Department of Educational Foundations and Curriculum is proud of its long and noble heritage of service to teachers and the children of this state and country. Such service spans more than a century of dedication to professional education. We hope that you, too, will take pride in your studies with us and that our mutual respect and service to the profession will continue to grow in the years ahead.

## **GENERAL PROGRAM INFORMATION**

The university catalog contains graduate admissions, residence, general program, and degree requirements. Specific program requirements for a degree should be obtained from the program that is assigned the responsibility for administering that degree.

Central Washington University, through the Department of Educational Foundations and Curriculum, offers the master's degree in Master Teacher.

The Department may modify and individualize programs and courses for candidates who desire to pursue a career outside of the certificated public school sector. Applicants who are planning to pursue careers outside of elementary or secondary education, such as the technological field, community college, military schools, nursing education, and non-teaching support positions, should be particularly careful to make clear both the career intention and the justification for pursuing a graduate degree program in the Department of Educational Foundations and Curriculum. Such applicants may propose modifications to the requirements of the Statement of Educational Objectives and Professional Aims to make them more appropriate to their situation and may request that the requirement of teaching experience at the K-12 level be waived. The acceptance of such a proposal and/or the waiver of the teaching experience requirement are not automatic. Programs of this nature are encouraged, but are examined for appropriateness. It is the responsibility of the applicant to verify professional background and goals to ensure proper applications for the appropriate degree program noting the above exceptions.

All graduate programs of the Department of Educational Foundations and Curriculum are planned to integrate advanced opportunities to increase professional competence in serving students, school districts, and the educational professions. These opportunities are designed to provide the graduate student with a sound base of educational theory, competence, and confidence in employing research to improve the teaching/learning environment. The Department of Educational Foundations and Curriculum requires

within all of its master’s degree programs a professional research component intended to test theoretical principles and/or implement a theory-into-practice project in a classroom, a district, or a combination of both.

The following sections of this handbook present additional details about the Department of Educational Foundations and the graduate program. Students should review these matters carefully and feel free to discuss any questions with their committee chair or other advisor in the Department. A checklist of steps to be followed, commencing with application for admission and proceeding through graduation, is provided in the final section of this handbook.

### **MASTER TEACHER PROGRAM STANDARDS**

A successful candidate for the Master Teacher degree will have the knowledge, skills, and dispositions needed to demonstrate:

1. Critical general and content-specific pedagogical skills.
2. Highly developed oral and written communication skills.
3. The ability to integrate technology into instruction.
4. Proficiency in reading, critiquing, applying, and contributing to the professional educational knowledge base.
5. The ability to identify and address issues of diversity that affect teaching and learning.
6. The ability to connect assessment, measurement, and evaluation with instruction and curriculum practices.
7. Content proficiency within an area of emphasis.

In the following matrix the alignment of courses to the above listed program standards is displayed. “MTS” means “Master Teacher Standard.”

	MTS #1	MTS #2	MTS #3	MTS #4	MTS #5	MTS #6	MTS #7
EDF 501		x	x	<b>X</b>			
EDF 502		x	x	<b>X</b>			
EDF 503		x	x	<b>X</b>			
EDF 504			x	x	x		<b>X</b>
EDF 505	x	x	x		x		<b>X</b>
EDF 506		x	x	<b>X</b>	x		
<b>EDF 507</b>	x	x	x	x		<b>X</b>	
EDF 508		x	x	<b>X</b>		x	
<b>EDF 510</b>		x	x		<b>X</b>		x
EDF 567		x	x	<b>X</b>	x	x	
PSY 552		x	x		<b>X</b>	x	
PSY 559	x	x	x			<b>X</b>	x
<b>EDF 700</b>	x	<b>X</b>	x		<b>X</b>	x	

Bolded courses are required.

Bolded **X** indicates the primary standard for the aligned class.

## **PROGRAM ASSESSMENT**

The Master Teacher Program is assessed three times.

1. Applicants are assessed for their ability to do graduate level work during the admission process. The quality of the program depends in part on the quality of candidates, both with respect to their own achievement and to their impact on other candidates.
2. Program standards are assessed to assure the program is helping candidates develop the necessary knowledge, skills, and dispositions.
3. The thesis, project, or exam is assessed for quality research and writing skills.

Candidates write a reflection in each class to demonstrate they have met one or more of the standards. At the end of their coursework, candidates write a final reflection justifying how they have met all seven standards.

## **FELLOWSHIPS**

Candidates may apply for fellowships offered through the Department of Educational Foundations and Curriculum. Three endowed fellowships are available as follows.

Vivian Hogue Endowment

Dyveke Maurer Memorial Graduate Fellowship

Marit Thomas Rhoads Graduate Fellowship

Award amounts vary depending on the quality and number of successful applications. Candidates should contact the Department of Educational Foundations and Curriculum for additional information regarding fellowships.

## **ADMISSION TO THE GRADUATE PROGRAM**

### **The Application and Admission Procedure**

Applicants for admission to a master's degree programs of the Department of Educational Foundations and Curriculum must follow the general principles published in the university catalog and this Graduate Handbook. Application for admission to the graduate program must be made on the forms provided by the School of Graduate Studies and Research for that purpose ([www.cwu.edu/masters](http://www.cwu.edu/masters)). After the application file is complete it is forwarded to the Department of Educational Foundations and Curriculum for review by the coordinator and faculty members from the program, and then by the Chair of the Department of Educational Foundations and Curriculum. Following this review, the file is forwarded to the Dean of Graduate Studies and Research, who makes the final decision to accept or deny the application.

The student should consult with an appropriate faculty member regarding a tentative course of study during his/her first term of graduate study even if final admission from

the university has not yet been received. The student must complete any conditional or probationary requirements for admission prior to being granted full admission status. (See Status of Admission below.)

The cumulative GPA for the last 90 quarter hours of graded work must be at least 3.0 for Full Admission. Candidates should provide a justification for requesting an exception to this directive in the personal and professional goals and objectives statement accompanying the application materials, if application is made under these conditions.

### **When to Apply**

Generally, application for admission should be made prior to the first quarter of graduate level work. The catalog is explicit for dates of application for admission, and the student must be aware of and adhere to the published deadline.

### **Transferring Credit**

Applicants who have done post-baccalaureate work may present such credit for evaluation of applicability toward a graduate degree on their Course of Study form (see below). No more than 15 quarter credits may be applied to the program of study, of which no more than 9 quarter credits may be from other institutions.

Credits accepted in transfer are those that are part of an accredited institution's regular graduate degree programs, and are subject to the limitations provided in the university catalog. The applicant must have received a grade of "B" or better in all such courses. Credits earned for courses taken S/U will not be accepted.

All applied and transferred credits must be specifically approved by the Chair of the Department of Educational Foundations and Curriculum. See the university catalog for additional information and restrictions.

### **Criteria for Admission**

The following constitute the criteria used by the Department of Educational Foundations and Curriculum in assessing applications for admission to a graduate program. All six criteria are applied.

1. The academic transcript is evaluated for overall strength and for progress and improvement. The requirement of a minimum 3.0 GPA for the last 90 quarter hours (60 semester hours) of graded work must be met for admission for full standing. Generally, the transcript must show "B" or better work in courses most closely related to the applicant's intended degree.
2. Three letters of recommendation from persons knowledgeable about the applicant's academic, professional, and personal qualifications are reviewed for:

- a. Successful teaching experience, including specific areas of strengths and weaknesses.
- b. Professional commitment to education.
- c. Appropriate academic preparation for the intended area of specialization.

Letters should be from people such as one's principal, supervisor, and superintendent, and from university or college faculty who have knowledge of the applicant's academic performance.

3. The applicant's written statement of educational objectives and professional aims is assessed for:
  - a. Succinctly stated aims and objectives.
  - b. Clarity of ideas.
  - c. Evidence of understanding of the responsibilities of graduate study.
  - d. Commitment to the educational profession.
  - e. Grammar, style, and format.
4. At least one year of successful regular contracted teaching experience.
5. A teaching degree from an accredited university.
6. An approved teaching certificate.

Faculty, in reviewing applications for admission, consider the question, "Does the applicant have the kind of experience, qualifications, and ability one expects when one agrees to serve as a student's graduate advisor?" The question provides a frame of reference for evaluation, but does not commit the evaluator to serve as the student's advisor.

### **Status of Admission**

Admission to the university for personal and professional growth beyond the baccalaureate degree is distinct from admission to a university program of study leading to a graduate degree. As noted previously, application for admission to a graduate degree program must meet the university criteria, and must also be assessed by faculty members within the program, the coordinator of the program, and the Chair of the Department of Educational Foundations and Curriculum. The applicant's status of admission may be one of the following:

1. **Full Admission:** All admission requirements of the School of Graduate Studies and Research are met and the above mentioned Criteria for Admission are satisfied.
2. **Probationary Admission:** The requirement of a 3.0 GPA for the last 90 quarter hours (60 semester hours) of graded work is not met. Candidates admitted with probationary standing may attain full standing on completion of 10 quarter credits in the course of study with a grade point of 3.0 or higher after initial admission.
3. **Conditional Admission:** The academic requirement is met but deficiencies apparent in the applicant's background may delay full admission. Candidates admitted with conditional standing will be notified in writing of the conditions for alleviating these deficiencies.

- a. Candidates who have not met the teaching requirement: Full admission is contingent upon the student completing 300 hours of documented teaching in a P-12 classroom setting within an academic learning environment by the time the student has completed 12 credits of graduate level coursework, and completing 300 additional hours of documented teaching (600 hours total) in a P-12 classroom setting within an academic learning environment by the time the student has completed 24 credits of graduate level coursework.
  - b. Other candidates who have been conditionally admitted: The stated conditions must be completed during the first 10 quarter credits of the course of study after admission unless specified in writing otherwise.
4. **Admission Denied:** Through the assessment of the application it is deemed the pursuit of an advanced degree in the program area where application is made is not advisable. Reconsideration for review or application to other programs or departments may be requested by addressing a letter to the Dean of the School of Graduate Studies and Research.

#### **RETENTION WITHIN THE GRADUATE PROGRAM**

Retention of candidates in the graduate degree program of the Department of Educational Foundations and Curriculum is based on continuous assessment by the student's advisor, committee, and each professor of the Department, particularly, but not exclusively, those in whose classes the student may be pursuing advanced work. The grades earned may be reviewed by the student's graduate committee and, if weaknesses are found, the student may be requested to extend his/her program of study and provide satisfactory evidence of competence in the identified area(s) of weakness. Failure to satisfy such a request will result in suspension from the program.

University policies on scholastic standards, maximum time limits, continuous registration, and teaching experience are contained in the university catalog. Any graduate student in a master's program whose cumulative grade point average falls below 3.0 at the end of any quarter will be placed on academic probation for the next academic quarter. (See *Academic Policies* in the university catalog.) It is the responsibility of each student to know his/her academic and professional status as well as to meet deadlines throughout the program. When a student does not meet professional expectations or fulfill conditions specified for Full Admission, if such admission was less than Full, suspension from the program will occur.

If suspended, a student may appeal the suspension through the Chair of the Department of Educational Foundations and Curriculum, through his/her graduate committee, the faculty of the program, the Dean of Graduate Studies and Research and the university Graduate Council.

## **IDENTIFYING AND PURSUING PROGRAM REQUIREMENTS**

After being admitted to a graduate program, or if the applicant is registering for the first term and admission procedures have not been fully completed, the applicant should outline a tentative program based upon his/her professional needs and the requirements as set forth in the university catalog. Ideally, the student will select a committee chair to assist in developing a course of study. The student will work with this person for the duration of his/her studies, including the preparation of the thesis, project, or examination.

## **SELECTING A COMMITTEE AND A CHAIR**

A graduate committee must include three (3) members of the university graduate faculty. The committee chair must be a member of the Department of Educational Foundations and Curriculum.

## **COURSE OF STUDY**

Candidates must have an approved Course of Study by the time they have attained 18 credits.

## **RESEARCH AND WRITING REQUIREMENT OPTIONS**

All candidates for graduate degrees under the jurisdiction of the Department of Educational Foundations and Curriculum must demonstrate research and writing competence to the satisfaction of the candidate's graduate committee by conducting a systematic study culminating in a thesis, project, or examination.

The candidate may demonstrate this competence by one of the following three options.

1. A research study culminating in a written thesis report (both standard and journal-ready formats) (EDxx 700).
2. An educational development project together with a written project report (EDxx 700).
3. Extensive guided reading culminating in a written comprehensive examination.

Candidates must indicate their option by completing a Graduate Committee and Option Approval form available from the School of Graduate Studies and Research ([www.cwu.edu/masters](http://www.cwu.edu/masters)). Candidates pursuing the thesis or project option must submit an abstract of their thesis or project with their graduate Committee and Option Approval form. Candidates will not be allowed to register for EDxx 700 credits without an approved Graduate Committee and Option Approval form.

All three options require a demonstration of the ability to write using a recognized national research writing style. The Department of Educational Foundations and Curriculum requires the use of American Psychological Association (APA) style.

Candidates must submit a CD of their thesis or project in addition to the final printed copy.

### **Thesis Option**

The thesis option is designed for candidates who wish to investigate a question in an objective manner so as to produce results that serve to support or not support a hypothesis. The thesis may be either a standard thesis or a journal-ready thesis. Candidates should discuss these two thesis formats early in their course of study.

Candidates following the thesis option must enroll for a total of six hours of EDxx 700. Candidates should register for 2 credits of EDxx 700 per quarter over a period of three quarters. The pattern of work completed should conform to that given in the following table:

1 <sup>st</sup> quarter	First two chapters completed.
2 <sup>nd</sup> quarter	All chapters completed.
3 <sup>rd</sup> quarter	Thesis defense only.

Candidates must complete the work indicated for each quarter prior to enrolling for EDxx 700 credits in a subsequent quarter.

The student must obtain permission to register for these credits from his/her committee chair. In addition, arrangements for taking all other arranged and individual study courses are the responsibility of the student with the approval of his/her committee chair. Candidates whose thesis research involves human subjects must obtain approval from the Human Subjects Review Committee ([www.cwu.edu/~hsrc](http://www.cwu.edu/~hsrc)) prior to beginning their research.

The format for the thesis should follow the general regulations established by the School of Graduate Studies and Research. The student should use the current style standards of the American Psychological Association (APA) and the Thesis Regulations from the School of Graduate Studies and Research. It is the student's responsibility to edit the thesis until it conforms to these standards. The student should not rely on the chair or the other members of the committee to perform this function.

The thesis will be submitted for binding and deposited in the library following procedures of the School of Graduate Studies and Research. The final thesis must be submitted according to the guidelines set by the School of Graduate Studies and Research.

The thesis should generally be organized according to the following model:

1. **Chapter One: Introduction**  
Identifies the area and focus of the study; provides reasons or justifications for doing the study; defines key concepts and terms used in the report.
2. **Chapter Two: Review**  
Summarizes available literature relevant to the specific focus of the study, organized according to main topics, logical subtopics and details.
3. **Chapter Three: Method**  
Describes the kind of information required for the study, and the methods used. In a thesis study, established methodologies such as the experimental, the descriptive, the historical, the field survey, the philosophical, the phenomenological, the ethnographic or other appropriate formal approaches to conducting education research are used with the intent of contributing new knowledge or theories to the field.
4. **Chapter Four: Results**  
Presents information resulting from the study in a manner suitable for a thesis. The style chosen must be appropriate for presenting the research and the interpretation of the data. Statistical as well as descriptive analyses and procedures are often appropriate
5. **Chapter Five: Discussion, Conclusions, and Recommendations**  
Briefly summarizes the background of the study, the procedures used, the sources and treatment of information, and the results. Conclusions are cited, and recommendations are made for use of the results or for further study in the area.
6. **References**  
References are to be included following approved style manual requirements.
7. **Appendices**  
Other items may be appended to enhance communication with the reader, such as examples of research instruments used.

## Project Option

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. The project option is designed for candidates who wish to utilize existing research to develop a product that assists teachers, counselors, administrators, parents, and/or candidates in their work of teaching and/or learning. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. Working with a faculty advisor, candidates who are interested in and committed to implementing their own application of a knowledge project may develop their project proposal and create a project that reflects their evolving interests.

Candidates following the project option must enroll for a total of six hours of EDxx 700. Candidates should register for 2 credits of EDxx 700 per quarter over a period of three quarters.

The pattern of work completed should conform to that given in the following table.

1 <sup>st</sup> quarter	First two chapters are completed.
2 <sup>nd</sup> quarter	All chapters are completed. Proposal defense when Chap. 3 is completed.
3 <sup>rd</sup> quarter	Project defense only completed.

Candidates must complete the work indicated for each quarter prior to enrolling for EDxx 700 credits in a subsequent quarter.

The candidate must obtain permission to register for these credits from his/her committee chair. In addition, arrangements for taking all other arranged and individual study courses are the responsibility of the candidate with the approval of his/her committee chair. Candidates whose project research involves human subjects must obtain approval from the Human Subjects Review Committee ([www.cwu.edu/~hsrc](http://www.cwu.edu/~hsrc)) prior to beginning their research.

The format for the project should follow the general regulations established by the School of Graduate Studies and Research. The candidate should use the current style standards of the American Psychological Association (APA) and the Thesis Regulations from the School of Graduate Studies and Research. It is the candidate's responsibility to edit the project until it conforms to these standards. The candidate should not rely on the chair or the other members of the committee to perform this function.

### Project Guidelines

A project is a significant undertaking appropriate to professional fields. Some project examples are outlined below:

- A comprehensive analysis of current program delivery policies that affect the well-being of children and youth through the Office Superintendent of Public Instruction (OSPI), culminating in a proposed service delivery system.
- An examination of factors contributing to homelessness among families, culminating in a grant proposal for the creation of services to enable children and youth to stay in school.
- A thorough examination of effective system-wide approaches to positive behavioral support, culminating in an in-service and program development plan for one school district.
- An analysis of children reading below grade level in a school or school district, culminating in an after school tutoring program.
- A curriculum inquiry such as writing a new curriculum unit. A teacher could teach the unit in his/her class and collect information about student or teacher attitudes toward the unit or do a self-reflection on the process.
- An action research project.

## **Project Proposal**

Suggested contents of the project proposal are included in the list below. See the following links to APA style 6<sup>th</sup> edition format: <http://www.apastyle.org/> or <https://owl.english.purdue.edu/owl/resource/560/01/>

### **1. Abstract**

A brief summary of the project proposal and predicted outcomes.

### **2. Purpose of the Project**

A description of the problem or issue the candidate is studying and the purpose of and rationale for the project.

### **3. Literature Review**

A preliminary review of the literature related to the project. (Note: even in the case of the development of a curriculum unit, candidates must refer to readings).

### **4. Proposed Method**

A written description of the project plan including the research question and a description of at least one data source.

- Include information on the teaching or other context (i.e., number of students, type, setting, school, type of course, etc.).

- A description of the key features of instruction, including an overview of the unit, or any other relevant information that would help the reader understand the context.
- A proposed timeline for conducting the research.

## **5. Reference List**

A list of all sources cited in the proposal.

## **6. Appendices**

- If applicable, Human Subjects Application: <http://www.cwu.edu/hsrc/> .
- Surveys, questionnaires, or other data collection instruments.
- Examples of project or related products.

## **Final Project**

The final project report must be submitted according to the guidelines set by the School of Graduate Studies and Research. The written report of the project will be placed in a three ring notebook and deposited in the Department of Educational Foundations and Curriculum upon the written recommendation of the candidate's graduate committee and acceptance by the School of Graduate Studies and Research.

The Department of Educational Foundations and Curriculum project reports should generally be organized according to the following model:

### **1. Cover Page**

Includes Running Head, title, author, institution, date (see APA format).

### **2. Abstract**

Includes the project, participants, methods, and conclusions, including possible implications of the project and future work. The abstract should be a single paragraph double-spaced and should be between 150 and 250 words.

### **3. Chapter One: Introduction.**

Identifies the area and focus of the project; provides reasons or justifications for doing the project; defines key concepts and terms used.

- Introduction to the problem.
- Background and relevancy of the problem.
- Significance of problem to broader field of education.
- Problem statement.
- Impact of the problem at national, state, and/or local levels.
- Definition of terms and variables.
- Summary and connection to next chapter.

#### **4. Chapter Two: Literature Review**

Summarizes available literature relevant to the specific focus of the project, organized according to main topics, logical subtopics and details, as well as making connections to the conceptual or theoretical framework of project design. The goal of this chapter is to establish the need for the study and to provide the reader with a synthesis of the current research on the topic, including the study's theoretical or conceptual rationale. The literature review should be a survey of prior scholarly work conducted in the area of interest. It must be structured to support the study's approach to the topic. There is a vast body of literature for nearly every topic and any comment suggesting that an area has yet to be addressed is not acceptable. The literature review should focus on a narrow topical and/or theoretical area to avoid extraneous or irrelevant material. Some type of logical organizing framework should be clear for writing this chapter. This may be schools of thought, themes in the literature, etc.

- a. Introduction.
- b. Headings for each area or topic relevant to project.
- c. Current state of field and analysis of similar projects or project components.
- d. Conceptual or theoretical framework or rationale underpinning the project design that frames the project in terms of what has been learned through practice and research, or on the basis of a conceptual or theoretical perspective grounded in the literature.
- e. Summary and connection to next chapter.

#### **5. Chapter Three: Method**

Describes the kind of information required for the project, and the methods used. In a project, a variety of methods may be used. The product might be a curriculum design, a set of school policies, a faculty handbook, a set of instructional materials, a listing of learning objectives, or other innovative or useful products intended to put into practical application, and thus add to, information already known.

- a. Introduction.
- b. Project overview and design.
- c. Connection to literature that ensures best practices.
- d. Role of researcher in developing project.
- e. Criteria for project and rationale for process to meet goals for project.
- f. Methods used to achieve product.
- g. Summary and connection to next chapter.

#### **6. Chapter Four: Results**

Presents the results of the study, using the appropriate matrices, tables, graphs and statistical techniques where appropriate. Data presented in tables or figures

should be fully described in the text. Presents the product created in the project. If the product fits the standard format of the written report, it may be included. If not, it shall be submitted separately; and a written description with visual illustration, if appropriate, may comprise this chapter.

- a. Introduction.
- b. Project description and summary.
- c. Project implications for social or professional change in the broader field of education or at the national, state, or local level.
- d. Summary and connection to next chapter.

#### **7. Chapter Five: Discussion, Conclusions, and Recommendations**

Briefly summarizes the background of the project, procedures used, sources and treatment of information, and results. It also includes an analysis of results as well as how those results answer the original research question. The generalizations, conclusions, and limitations discussed in this section should logically flow from the data presented in the results section. Conclusions are cited, and recommendations are made for use of the results or for further study in the area.

- a. Introduction.
- b. Summary of main points in the design, development, and product of the project including limitations in the application of the current project in terms of its significance to the broader field of education.
- c. Conclusions drawn from project implementation.
- d. Recommendations for building on current work.
- e. Future issues that should be explored.

#### **8. References**

References of all sources cited are to be included following current APA format requirements.

#### **9. Appendices**

Items which need to be appended to enhance communication with the reader of the report, such as examples of research instruments used or illustrative excerpts from the product of the project.

### **Written Comprehensive Examination Option**

The written comprehensive examination option is designed for candidates who wish to take further course work rather than complete a thesis or project.

Candidates following the written comprehensive examination option must take 3 credits of EDxx 700 and 3 credits of additional elective course work, approved by the committee chair, in place of the 6 credits of EDxx 700 which is required in the thesis and project

options. Arrangements for taking all arranged and individual study courses are the responsibility of the student with the approval of his/her committee chair.

In no case will candidates doing the examination option be allowed to count more than 3 credits of EDxx 700 toward their 48 credit requirement. This includes candidates who start under another option, who may lose EDxx 700 credits when they move to the examination option. Such candidates must take an additional 3 credit academic course, and cannot take a 597 or independent study course to make up the 3 credits.

The format for the comprehensive examination shall consist of six hours over the course of a single day or three hours for two consecutive days, during which the student will respond to questions relating to information presented in his/her program. The chair of the student's committee will arrange to have the examination monitored to ensure uninterrupted and independent effort by the student

The student will write the examination in accordance with a test preparation guide developed in advance by the student's faculty committee, and given to the student no later than two quarters prior to the examination. This guide will consist of at least six areas which represent the course work taken by the student. There will be at least five questions in each area. One question will be selected from each area for the examination by the student's committee. The specific questions of the examination will not be given to the student until the time of the examination.

The student is expected to devote a quarter of full-time study in preparation for the examination, and the student's committee will evaluate the responses accordingly. The student must produce an outlined response to all questions, with bibliography the quarter before their examination.

Reading and evaluation of the examination will be the shared responsibility of the student's committee. Approval of each response will be by majority vote of the student's committee. The student may pass the examination in full, may be required to take all or a portion of the examination again, or may fail the examination.

The examination and the student's written responses will be placed on file in the Department office. Exceptions to this format may be approved by the Chair of the Department of Educational Foundations and Curriculum upon the recommendation of the student's committee.

## **ORAL EXAMINATION**

All candidates must undergo an oral comprehensive examination after completing their thesis, project, or written comprehensive examination. The oral examination includes the defense of the thesis, project, or written examination, as well as coursework. It may not

be held until two weeks after satisfactory completion of the thesis, project, or written comprehensive examination.

The Permit to Schedule Final Examination for Degree form must be submitted at least three weeks prior to the examination. The Brief must be submitted at least two weeks prior to the examination.

In the event of an unsatisfactory oral examination, a second examination may be scheduled upon the approval of the student's graduate committee, the Department Chair, and the Dean of Graduate Studies and Research. Such a second examination may occur no sooner than the subsequent quarter with at least two months intervening. The student must enroll for at least two credits during the quarter in which such an examination is taken.

**CHECKLIST OF PROCECURES FOR ADMISSION TO  
AND  
COMPLETION OF A GRAUDATE DEGREE PROGRAM**

Candidates pursuing a graduate degree through the Department of Educational Foundations and Curriculum are responsible for the following.

- \_\_\_\_\_ 1. OBTAIN ADMISSION INFORMATION  
Date Contact the School of Graduate Studies and Research for details concerning application and admittance to a graduate degree program.
- \_\_\_\_\_ 2. READ AND NOTE REQUIREMENTS AND DEADLINES  
Date The student should become thoroughly familiar with
- a. the Central Washington University Department of Educational Foundations and Curriculum Graduate Handbook (available from the Department of Educational Foundations and Curriculum); and
  - b. the Central Washington University Graduate Studies and Research “General Thesis/Non-Thesis Regulations” (available from the School of Graduate Studies and Research, Barge Hall, room 305 or [www.cwu.edu/masters](http://www.cwu.edu/masters)).
- \_\_\_\_\_ 3. MAKE APPLICATION  
Date Apply to the School of Graduate Studies and Research for admission according to specified catalog dates.
- a. Submit the completed admissions application form to the School of Graduate Studies and Research.
  - b. Submit three (3) recommendations to include college teaching faculty and immediate supervisors in the schools where the student has taught. For all programs except Special Education, one of these recommendations must be from the student’s current or most recent principal or designee. It is advisable to check periodically to be certain that the three recommendations are on file. Absence of a recommendation will delay admission.
  - c. Submit evidence of teaching experience as required by the program the student wishes to pursue. Teaching experience is defined as those duties delegated to a person who has the responsibility for successfully following prescribed courses of study, enforcing the rules and regulations of the school or school district, the State Superintendent of Public Instruction, and the State Board of Education, and supervising the learning program of a group of students. Generally, such teaching situations are in state approved and/or accredited schools.
- \_\_\_\_\_ 4. OBTAIN FORMAL WRITTEN ADDMISSION  
Date Obtain formal written admission from the Dean of

- \_\_\_\_\_ Graduate Studies and Research. Note any special or conditional requirements.
- \_\_\_\_\_ 5. **SELECT A COMMITTEE CHAIR**  
Date Seek approval of a member of the graduate faculty of the Department of Educational Foundations and Curriculum to chair his/her graduate committee.
- \_\_\_\_\_ 6. **DEVELOP A COURSE OF STUDY**  
Date
  - a. Complete a Course of Study Form ([www.cwu.edu/masters](http://www.cwu.edu/masters)) in consultation with the committee chair.
  - b. Obtain the approval of the committee chair and the Chair of the Department of Educational Foundations and Curriculum.
  - c. File the Course of Study form with the School of Graduate Studies and Research before accumulating 12 quarter credits leading to a master's degree.
- \_\_\_\_\_ 7. **SELECT A GRADUATE COMMITTEE AND OPTION**  
Date
  - a. Complete a Graduate Committee and Option Approval Form ([www.cwu.edu/masters](http://www.cwu.edu/masters)) in consultation with the committee chair.
  - b. Request two other faculty members to serve as committee members. All committee members must be members of the graduate faculty.
  - c. File the Graduate Committee and Option Approval Form with the School of Graduate Studies.
- \_\_\_\_\_ 8. **THESIS, PROJECT, OR WRITTEN COMPREHENSIVE EXAM**  
Date Demonstrate the ability to communicate effectively in writing by satisfactorily completing one of the following.
  - a. Thesis.  
The student selecting the thesis option must do the following.
    1. Conform to the current style standards of the American Psychological Association (APA) and the Thesis Regulations from the School of Graduate Studies and Research.
    2. File the completed thesis with the School of Graduate Studies and Research.
 The chair of the candidate's committee will file the approved Report on Thesis or Project form.
  - b. Project.  
The student selecting the project option must do the following.
    1. Conform to the current style standards of the American Psychological Association (APA) and the Thesis Regulations from the School of Graduate Studies and Research.
    2. File the completed project report with the Department of Educational Foundations and Research.
 The chair of the candidate's committee will file the approved Report on Thesis or Project form.
  - c. Written Examination.  
The candidate selecting the written examination must do the following.

1. Demonstrate in writing the substance of his/her learning from the course of study pursued.
2. Select three (3) credits of course work in lieu of EDxx 700, and
3. Complete a written comprehensive examination.

The chair of the committee of a candidate selecting the written examination will do the following.

1. Solicit questions from committee members.
2. Select the date and place of examination.
3. Inform the Chair of the Department of Educational Foundations and Curriculum of the examination.
4. File the approved Report on Final Examination form.
5. Assume responsibility for proctoring the examination.

- \_\_\_\_\_ 9. GRADUATE FOLDER CHECK AND FINAL ORAL EXAMINATION  
Date No later than the first week of the quarter the student anticipates finishing the thesis, project, or written examination, the student will request a final folder check by the School of Graduate Studies and Research.

After obtaining clearance from the School of Graduate Studies and Research, the student will be provided with a Permission to Schedule Final Examination For Degree form to arrange for the final oral comprehensive examination.

The approved Permit to Schedule Final Examination form must be returned to the School of Graduate Studies and Research at least three weeks prior to the oral examination.

The Brief must be submitted to the School of Graduate Studies and Research at least two weeks prior to the oral examination.

The oral examination will be a two-hour comprehensive examination which will address course work, thesis, project, or written comprehensive examination questions. Satisfactory completion of this examination (i.e., approval by a majority of the student's committee) is required for granting the graduate degree.

- \_\_\_\_\_ 10. POST-ORAL RESPONSIBILITIES  
Date All requirements of the School of Graduate Studies and Research must be completed two weeks prior to the end of the quarter in which the degree is to be awarded or by the date published in the university catalog.

Failure to meet requirements may delay completion of the program and awarding of the degree.

## WRITTEN COMPREHENSIVE EXAMINATION QUESTIONS

The candidate must prepare all of the following questions. One question will be selected from each category by the candidate's graduate committee.

### Foundations

1. Some historians would argue that a primary function of our nation's public schools has been the socialization of the immigrants and minority groups to the values, beliefs, and behaviors of the majority group in American Society (white and middle class). Examine evidence that you believe supports or weakens this argument. Use literature and other sources of information you have gathered. Conclude with some beliefs of your own about whether socialization of youth should be a primary function of public schools.
2. Americans have long been occupied with a faith in education as the "great equalizer" in our society. Referring to the literature and citing thoughts of your own, describe the origins and the consequences of America's faith in education.
3. Four major philosophies of Education are: Perennialism, Essentialism, Progressivism, and Existentialism. Write about your beliefs and practices with respect to the four philosophies with emphasis on what each philosophy looks like for a teacher in the classroom and for the student learner in the classroom.
4. Describe the role religion has played in the history of public and private education in America. Write your response in a chronological timeline beginning in the early 1700s to the present.
5. Using the literature and your own opinion, describe the key elements of educational reform (state and federal) since *A Nation at Risk* in the early 1980s. What are the greatest challenges and greatest possibilities impacting teachers in the classroom that have developed from this reform?

### Research Methodology

1. Compare the characteristics, strengths, and weaknesses between quantitative and qualitative educational research. State examples of how each could be conducted in a classroom setting.
2. There are different methods of selecting a sample. What is the difference between random and nonrandom sampling? What are the advantages and disadvantages of each? What is the more appropriate of these two methods for quantitative educational research? Give an example. What is the more

appropriate of these two methods for qualitative educational research? Give an example.

3. Define validity and reliability in educational research. How are they related? What types of evidence are used for validity? What are the types of reliability? Explain how you would know if a quantitative educational study was valid and reliable? Explain how you would know if a qualitative educational study was valid and reliable?
4. Explain the characteristics of correlational studies and specify the steps you would take to perform such a study in your classroom. Describe the meaning of correlational coefficients of  $r = 0.95$ ,  $r = -0.95$ ,  $r = 0.1$ , and  $r = -0.1$ .
5. Is there justification for teachers to be knowledgeable of educational research methodology? Cite research and examples to support your position.

### **Curriculum & Effective Teaching**

1. Using the best practices found in the literature, how would you connect assessment activities to state standards?
2. How would you use the results of your assessment data to inform your instruction?
3. What are the key factors in the design of curriculum? Cite research that supports this view.
4. What are the characteristics of an effective teacher, and how can these characteristics be measured?
5. Teacher attrition is a substantial problem for many school district. If you were given a leadership role as a mentor, department chair, or team leader, what would you do to help beginning teachers be successful?

### **School Law**

1. Describe the evolution of American public school law since 1800 in the context of the social history of the times (e.g., periods of enticement/persuasion, normative dominance, codification, and challenge/equity). Identify differences related to how students as well as instructors were treated in the law. You may include cases and situations that pertain to the Amendments to the Constitution of the United States of America. If you do so, identify and describe the specific Amendment to which you are referring.

2. List three court cases that have influenced American Education. Describe their influence on the educational system. Select one related to student rights, one related to teacher rights, and one related to corporal punishment.
3. Define due process. How would you apply due process in your school district discipline policy? How does due process apply to students enrolled in special education programs? Cite appropriate cases.
4. Discuss three major civil rights court cases that continue to impact American public education. One should be related to each of the following areas:
  - a. Discrimination based on race or national origin.
  - b. Discrimination based on gender.
  - c. Discrimination based on disability.
5. As a teacher, what are your legal responsibilities in reporting alleged child abuse? What are some indications that a child may be suffering from either physical or sexual abuse? If you feel a child has been abused what steps would you take to ensure the child's future safety? Cite Washington state law.

### **Diversity**

1. Identify and discuss the five primary approaches to multicultural education. Then, explain Banks's four steps to multicultural curriculum reform with examples for each step.
2. Identify, describe and discuss the key principles of culturally responsive teaching.
3. Describe how teachers' own biases (usually unconscious) negatively affect minority students' learning and achievement at school.
4. Discontinuities in linguistic, cognitive, and interactional styles present challenges to minority groups in public school settings. Discuss the "cultural difference theory" that supports this contention and compare it to the ecological explanation.
5. Read Peggy McIntoch's short article, "White Privilege: Unpacking the Invisible Knapsack," and explain why this article has been given such attention in the field of multicultural education, citing appropriate literature.

### **Focus Area**

| Five questions to be determined by the student's graduate committee.

(revised 2/11/16)