

Curriculum and Instruction - Instructional Leadership

Student Handbook
Master of Science in Education (MSE)
Revised May 2018

Wayne State College
School of Education and Counseling
1111 Main St.
Wayne, Nebraska 68787
402-375-7164

Curriculum and Instruction – Instructional Leadership Handbook

Welcome to Curriculum and Instruction - Instructional Leadership, a graduate program in the School of Education and Counseling at Wayne State College

This faculty-student handbook for Curriculum and Instruction - Instructional Leadership is designed to assist faculty and students in understanding the various components of the advanced degree program, Master of Science in Education-Curriculum and Instruction - Instructional Leadership.

The Curriculum and Instruction - Instructional Leadership program is designed for PK-12 teachers and other individuals who desire to enhance their teaching, leadership and curriculum development skills through an advance degree program.

The program contains 12 hours of Professional Education Core Courses, 15-24 hours of a Curriculum and Instruction - Instructional Leadership Content Area emphasis, and sufficient Electives to total 36+ hours. Further explanations appear below.

Checklist for Graduate Admission

- ___ Successfully complete a baccalaureate degree from an accredited institution.
- ___ Complete and submit the online Graduate Application for Admission at www.wsc.edu/apply
- ___ Request official transcript(s) for *all* college coursework be sent directly to the Office of Admissions, Wayne State College, 1111 Main Street, Wayne, NE 68787. The official transcript(s) must be original, have the official seal of the institution and the degree statement, and must be sent directly to WSC (the transcript(s) must not pass the student's hands).
- ___ Three reference forms or letters need to be submitted on your behalf. *Eligible references are school administrators and current or previous employers.* The recommendations cannot be from peers, people the student is currently supervising or has supervised in the past. The recommendations should address the student's academic and leadership potential. Three reference forms are included in the Appendix of this document.
- ___ Submit a Statement of Purpose to the Dean of the School of Education and Counseling containing the following information: (a) reason and purpose for entering the program, (b) professional experience and preparation, (c) expectations for the program, (d) future aspirations or goals, and (e) future endeavors once the degree is earned.

Submit the following to the WSC School of Education and Counseling (see address below):

Brandenburg 141
Wayne State College
1111 Main Street
Wayne, NE 68787

These documents need to be on file before completing the ninth credit hour and will be assessed by a committee of graduate faculty. Students who cannot meet the entrance writing requirement will be required to complete at least one additional writing course for the improvement of their academic writing skills (ENG 527 Academic and Professional Writing, 3 credit hours, is recommended).

- Have a 2.75 or above undergraduate cumulative GPA and/or graduate transfer credits with a GPA of 3.0 or higher.
- Graduate students may complete requirements for an endorsement at the same time they earn the master's degree; endorsements are also available to students who have already earned master's degrees. Graduate students preparing for initial certification may select from either subject or field endorsements or a combination thereof, but must declare at least one endorsement. Special endorsements may be added to field or subject endorsements as appropriate (see full listing in the Teaching Programs section of this catalog). Students should file the following forms with the WSC Admissions Office: (1) a Graduate Application for Admission, and (2) one official complete transcript of their academic work sent directly from their other institutions to the WSC Admissions Office. Endorsement plans and requirements are processed through the department in which the work is being taken and with the Field Experience and Teacher Certification Office. Students are to meet as early in their programs as possible with the Field Experience and Teacher Certification Office, Brandenburg Education Building. Students seeking initial endorsements to teach must contact the Certification Office at 402-375-7373 for specific information.

Once all of the aforementioned information is provided, a letter of admittance will be sent and a program of study will be designed in coordination with an advisor.

Checklist for Admission to and Continuance in the Curriculum and Instruction - Instructional Leadership Program

- ___ Have a 2.75 or above undergraduate cumulative GPA upon admission OR earn a GPA of 3.0 or higher for the first nine (9) graduate hours completed at WSC.
- ___ Maintain a minimum 3.0 cumulative GPA in all graduate coursework.
- ___ With your advisor and before completing 9 credit hours, complete the Program of Study form. Programs of Study are included in the Appendix of this document. You can also obtain a Program of Study from your advisor, from the Graduate Office or on the G:drive. More details about the Program of Study can be found later in this document.
- ___ Complete EDU 603 Introduction to Graduate Studies and Research. This course is available online every semester and summer.
- ___ Before completing 15 hours of coursework, successfully complete an interview with a faculty committee, chaired by your advisor. You will be contacted by your advisor to complete the application form and schedule this interview. A 15-Credit Hour Interview form and the scoring rubric are included in the Appendix of this document.

Failure to complete any of these admission requirements will result in the placing of a registration hold on the student's account.

Checklist for Approval for Graduation

- ___ Maintain a minimum 3.0 cumulative GPA in all graduate coursework.
- ___ If you are in the Non-Thesis option, near the completion of 24 credit hours of coursework, meet with your advisor to complete the MSE Non-Thesis Application for Final Research Requirement form. This form is included in the Appendix of this document.
- ___ If the Final Research is the Final Graduate Comprehensive Examination, complete and submit the Request to Take Graduate Comprehensive Examination form. This form is included in the Appendix of this document.
- ___ If the Final Research is the Final Research Portfolio, complete and submit the Request for Portfolio Review form. This form is included in the Appendix of this document.
- ___ The Final Research must be approved and placed on file in the Graduate Office no later than 28 calendar days before anticipated date of graduation. The Final Research must have a signed Approval/Signature Form attached to the front of the document. The Final Research Requirement Approval/Signature form is included in the Appendix of this document.

- Submit an Application for Graduation to the Graduate Office no later than the end of the second week of the semester in which the student intends to graduate. The Application for Graduation is included in the Appendix of this document.

Curriculum and Instruction - Instructional Leadership Options

The Master of Science in Education-Curriculum and Instruction - Instructional Leadership offers the following Content Area Emphasis options (responsible School in parenthesis). Graduate students may complete content area coursework at other accredited institutions and transfer in up to 50% (18 credit hours) of the program, subject to evaluation by graduate advisors and content faculty (when appropriate).

- Business and Information Technology Education (BST)
 - Business Education Emphasis
 - Information Technology Emphasis
- Early Childhood Education (BST)
- Elementary Education (EDC)
- English as a Second Language (EDC)
- English Education (AHU)
- Family and Consumer Sciences Education (BST)
- Industrial Technology Education (BST)
- Curriculum and Instruction - Instructional Leadership - Community of Learning format (EDC)
- Mathematics Education (NSS)
- Music Education (AHU)
- Reading Specialist PK-12 (EDC)
- Science Education (NSS)
- Social Sciences Education (NSS)

Each of these areas of emphasis is directed by a professor-in-charge and each has a core curriculum component along with discipline-specific curricular expectations.

Business and Information Technology Education (15-18 hours)

Students pursuing the MSE in Curriculum and Instruction - Instructional Leadership in Business and Information Technology Education must select either Business Education or Information Technology as an area of emphasis.

Business Education Emphasis (15 hours)

- BUS 602 Issues in Business Education (3)
- BUS 621 Seminar in Business Education Instruction (3)
- BUS 630 Workshop in Business Education (3)
- BUS 640 Research in Business and Information Technology Education (3)
- Electives (3 hours) to be selected from the following offerings OR by advisement:
 - CED 650 Curriculum Development in Career/Technical Education (3)
 - CIS 575 Topics in CIS: Emerging Technologies (3)
 - CSC 548 Web and Multimedia Content Design (3)
 - EDU 682 Developing and Integrating Computer Applications in the Classroom (3)

Information Technology Emphasis (18 hours)

Note: Students who have already completed any of the 400-level course counterparts of the 500-level courses in the Information Technology Emphasis will be encouraged by advisement to select the Business Education Emphasis instead.

- BUS 640 Research in Business and Information Technology Education (3)
- CIS 554 Technology Platforms, Hardware and Operating Systems (3)
- CIS 557 Networking and Technology Management (3)
- CIS 575 Topics in CIS: Emerging Technologies (3)
- CSC 542 Program Design and Documentation (3)
- CSC 548 Web and Multimedia Content Design (3)

Students who complete the Information Technology Emphasis AND complete 40 clock hours of documented clinical information technology experience at the elementary and/or secondary levels will have met the requirements for the Information Technology Supplemental Endorsement. It is the student's responsibility to contact the WSC Computer Technology and Information Systems Department for the appropriate forms for documenting the clinical experience before starting that experience.

Early Childhood Education (28-30 hours)

1. Students who are interested in pursuing the MSE in Curriculum and Instruction - Instructional Leadership / Early Childhood Education must possess a bachelor's degree and a completed Elementary Education and/or Special Education endorsement if seeking the ECE endorsement.
2. Students without either of these endorsements may be required to take additional courses if their preparation is determined to be deficient.

- EDU 603 Introduction to Graduate Studies and Research (3)
- EDU 652 Instructional Theory and Practice (3)
- EDU 605 Curriculum and Methods Appropriate for Ages Birth-8 (3)
- EDU 617 Assessment of Needs for Young Children Birth-8 (3)
- EDU 632 Clinical for Early Childhood (3)
- *EDU 658 Fundamentals of Curriculum Development PK-16 (3)
- EDU 693 Final Research (2) (*for thesis completion*)
- FCS 520 Infants/Toddlers Through Primary Children Birth-8 (4)
- FCS 530 Organization/Administration of Early Childhood Programs (3)
- FCS 616 Early Childhood Practicum with Applied Research (3)
- SPD 636 Social and Emotional Behavior (3)
- SPD 652 Collaboration and Co-Teaching in the Field (3)

Elementary Education (15 hours)

- EDU 600 Literacy through Literature for Children (3)
- EDU 604 Language Arts in the Elementary and Middle School (3)
- EDU 612 Social Sciences in the Elementary and Middle School (3)
- EDU 613 Science in the Elementary and Middle School (3)
- EDU 614 Mathematics in the Elementary and Middle School (3)

English as a Second Language (15 hours)

Supplemental Endorsement Option—This 15-hour option can be taken without the 15-hour core for the purpose of an added endorsement to a teaching certificate; however, this 15-hour endorsement option does require an applicant to have a valid regular teaching certificate.

- CNA 567 Intercultural Communication (3)
- EDU 515 ESL Programs, Curriculum, Assessment (3)
- EDU 516 ESL Methods, Assessment (3)
- EDU 517 ESL Practicum PK-12 (3)
- ENG 525 Structure of English (3) OR ENG 526 Linguistic Theory and Applications (3)

English Education (21-24 hours)

The English faculty encourages students to use their graduate programs of study to gain a broad-based education. Beyond the required 12 hours in Education, students will select from a rotation of seminars in English in literature, creative writing, criticism, linguistics, and related topics.

Admission to English Program: Upon application to the program, candidates for the MSE in English are required to submit to the English Department Graduate Committee a writing sample (an academic essay of five or more pages) as well as a letter of application specifying their preparation and goals. They must also be interviewed by the English Department Graduate Committee.

Family and Consumer Sciences Education (15 hours)

- FCS 610 Instructional Techniques and Curriculum Development in FCS (3)
- FCS 615 Current Trends and Issues in Family and Consumer Sciences (3)
- FCS Content Course Electives (9 hours) to be selected from:
 - FCS 505 Special Topics in FCS (3-9)
 - FCS 591 Special Project (3)
 - FCS 597/697 Internship (3)
 - FCS 695 Independent Study (3)

Industrial Technology Education (18 hours)

- ITE 605 Organization of Technology Education Programs (3)
- ITE 650 Developments in Technology Education (3)
- ITE Content Course Electives (12 hours) to be selected from the following:
 - ITE 510 Teaching Techniques: Architecture and Construction (3)
 - ITE 510 Teaching Techniques: Transportation, Distribution and Logistics (3)
 - ITE 510 Teaching Techniques: Manufacturing (3)
 - ITE 510 Teaching Techniques: Science, Technology, Engineering and Mathematics (3)
 - ITE 512 3D Modeling, Rendering and Design (3)
 - ITE 518 Transportation Systems (3)
 - ITE 525 Desktop Publishing (3)
 - ITE 640 Manufacturing Techniques in Cabinetmaking (3)
 - ITE 695 Independent Study (3)

Curriculum and Instruction - Instructional Leadership (Community of Learning) (18 hours)

- EDU 510 Culturally Responsive Teaching (3)
- EDU 626 Advanced Educational Psychology (3)
- EDU 627 Current Issues and Trends in Education (3)
- EDU 635 Differentiated Methodology (3)
- EDU 651 Classroom Assessment (3)
- EDU 693 Final Research (3)

Mathematics Education (27 hours)

- MAT 500 Real Analysis I (3) OR MAT 555 Real Analysis II* (3)
- MAT 515 Probability and Statistics II (3) OR MAT 660 Mathematical Modeling and Statistics** (3)
- MAT 530 Modern Algebra (3)
- MAT 600 Current Issues and Trends in Mathematics/Mathematics Education (3)
- MAT 610 Modern Developments in Geometry (3)
- MAT 645 Mathematics Curriculum and Teaching (3)

Plus nine (9) hours selected from the following:

- MAT 520 Number Theory (3)
- MAT 535 History of Mathematics (3)

- MAT 555 Real Analysis II (3)
- MAT 620 Topics in Discrete Mathematics for Teachers (3)
- MAT 660 Mathematical Modeling and Statistics (3)
- MAT 682 Topics in Mathematics (3)

At least 12 credit hours of mathematics must be from 600-level courses.

*MAT 555 can be used as an elective if MAT 500 is used to satisfy a core requirement.

**MAT 660 can be used as an elective if MAT 515 is used to satisfy a core requirement.

Music Education (15 hours)

6 hours selected from the following:

- MUS 515 Choral Literature and Materials (3)
- MUS 516 Instrumental Literature and Materials (3)
- MUS 524 Piano Pedagogy (3)
- MUS 544 Topics in Music Pedagogy and Literature (2)
- MUS 601 Advanced Choral Conducting (3)
- MUS 602 Advanced Instrumental Conducting (3)

3 hours selected from the following:

- MUS 503 Music of the Baroque and Classical Periods (3)
- MUS 505 Music of the 20th Century (3)

4 hours selected from Applied Music:

- MUS 651 Organ (2)
- MUS 653 Piano (2)
- MUS 655 Voice (2)
- MUS 657 Brass (2)
- MUS 659 Woodwind (2)
- MUS 661 Strings (2)
- MUS 663 Percussion

2 hours of MUS electives

Reading Specialist PK-12 (30 hours)

Subject Endorsement Option-- This 30-hour option can be taken without the 6 hours of electives for the purpose of an added endorsement to a teaching certificate; however, this 30 hour endorsement option does require an applicant to have a valid regular teaching certificate and two years of teaching experience.

- EDU 603 Introduction to Graduate Studies and Research (3)
- EDU 642 Foundations of Literacy (3)
- EDU 647 Instructional Theory and Practice in Literacy (3)
- EDU 648 Advanced Assessment and Interventions in Literacy (3)
- EDU 649 Instructional Leadership in Literacy (3)
- EDU 652 Instructional Theory and Practice (3)
- EDU 658 Fundamentals of Curriculum Development PK-16 (3)

- EDU 674 History and Philosophy of Education (3)
- EDU 682 Developing and Integrating Technology in the Classroom (3)
- EDU 698 Practicum (3)

Science Education (15-21 hours)

Students must take at least one course in each of the following areas:

Biology - BIO

Chemistry - CHE

Earth Science - EAS

Physics - PHY

Additional courses must be in the above areas including courses with NAT prefix

Social Sciences Education (24 hours)

The graduate emphasis in the Social Sciences offers a wide range of disciplines for students to engage. It should have particular appeal for those interested in furthering their skills and foundation in teaching careers in secondary and post-secondary education, and for students without a teaching certificate but interested in graduate-level discipline-based coursework.

Social Sciences courses (21 hours) including at least nine (9) hours from one content area, and at least six (6) hours from another content areas, plus six (6) hours of electives by advisement and approval of the Dean of the School of Education and Counseling. Additionally, students are required to complete a final research project (SSC 695 or other prefix, 3 hours).

Rotation of MSE Courses

Core Courses

- EDU 603 Introduction to Graduate Studies and Research (3 credit hours)
Offered online every semester and summer
- EDU 652 Instructional Theory and Practice (3)
Offered online every fall semester and summer
- EDU 658 Fundamentals of Curriculum Development PK-16 (3)
Offered online every spring semester and summer
- EDU 674 History and Philosophy of Education (3)
Offered online every spring semester and summer

Elective Course Offerings

- EDU 626 Advanced Educational Psychology (3 credit hours)
Offered online every fall semester and summer
- EDU 627 Current Issues and Trends in Education (3)
Offered online every fall semester and summer
- EDU 655 School Law: Constitutional Aspects and Cases (3)
Offered online every spring and summer
- EDU 693 Final Research (3)
Offered as needed only within programs in which it is required

Total Credits and Residency Requirement

A minimum of 36 credit hours must be completed. The graduate student must complete at least 50% of the coursework from WSC faculty to meet the residency requirement. A maximum of 3 hours of pre-approved workshop credit can be included on a program of study (see Program of Study). At least half of the total graduate credits shall be in 600 level courses.

Program of Study

Before completing nine (9) credit hours, the student should complete a Program of Study indicating the courses that have been agreed upon and approved by the advisor. Program of Study forms may be obtained from the student's advisor, Graduate Office, appropriate School Office, or on the G:drive. Program of Study forms are also included in the Appendix of this document.

Students wishing to make changes in their Program of Study after it is filed, need approval of their advisor. Substantial changes may require a new Program of Study form. Please seek assistance from your advisor for this process.

A maximum of three (3) hours of workshop credit may be accepted upon prior approval of the advisor (see page 223 in the Wayne State College General and Graduate Catalog). No CD-ROM or Video-based workshops or Webinars will be accepted. Learners Edge courses are not acceptable because they are not accredited.

Elective Credit Requests

The Master of Science in Education program requires from 0 to 9 credit hours of elective coursework (see your program of study for details). A maximum of three (3) hours of workshop credit may be accepted upon prior approval of the student's advisor (see page 223 in the Wayne State College General and Graduate Catalog).

To request approval of elective coursework, the student must submit to their advisor for each course/workshop requested: 1) a syllabus which includes course number, title and instructor, 2) outcomes for the course, 3) assignments/projects, 4) expectations for the course, 5) method of delivery, 6) grading process, and 7) a statement from the registrar's office of the institution granting credit indicating how each course will "read" on a transcript. Following the completion of the course/workshop it is the student's responsibility to request that an official transcript be sent to: Graduate Office, School of Education and Counseling, Wayne State College, 1111 Main St., Wayne, NE 68787.

Transfer Credit

Credit that has been applied toward an earned degree from any college will not be accepted for a graduate degree at WSC, EXCEPT for courses that are a part of the WSC Professional Education CORE, or their equivalent from other regionally accredited institutions may be applied towards a second MSE degree. A maximum of 18 credit hours, *subject to evaluation by the advisor and content faculty (when appropriate)* may be transferred from another accredited graduate institution, and applied toward the MSE in Curriculum and Instruction - Instructional Leadership. *No more than one-half (6 hours) of the coursework for the education core may be transfer credit, except in programs defined by a specific articulation agreement.* Only transfer credit of "B" grade or better will be accepted. Credit which has been applied toward an earned degree from any college will NOT be accepted for advanced studies for a master's degree at Wayne State College.

Academic Load

Full-time status for students is nine (9) graduate credit hours. The maximum load of graduate credit hours for graduate students, without special permission, is nine (9) hours during regular sessions; students should consult with their advisor and Dean concerning enrollment limits for individual summer sessions. A graduate student who wishes to register for more than the maximum number should consult with his/her advisor, then contact the appropriate School office for approval and forward that information to the Records and Registration Office.

Grades and Course Numbers

No grade below a "C" ("C-" will not be accepted) in a WSC graduate-level course (500, 600, 700) will be accepted toward completion of a Master's degree program. A minimum cumulative GPA of 3.00 must be achieved for a graduate program. A course receiving an S/NC grade cannot be used in a Master's degree program. At least one-half (18 hours) of the total graduate credits shall be in 600-level or greater courses for the Master's degree.

Satisfactory Progress

Graduate students working on a graduate degree must maintain an overall GPA of 3.0 to continue in good standing. Graduate students who do not maintain an overall GPA of 3.0 will be placed on probation for the next six (6) credit hours. If they fail to raise their GPA to a 3.0, they will be removed from their program. Appeals may be made to the appropriate School office and subsequently to the Graduate Council.

Time Limit

Commencing with the date of the first course registration, all requirements for a graduate degree must be met within *ten (10) consecutive calendar years*. The period of graduate study will begin with the starting date of the session or semester in which the student registered for the first course included on the program of study. In other words, you have ten (10) years from the first course on your transcript until the last course on your transcript that will count toward your master's degree. Courses can be no more than ten (10) years old at the time of graduation.

Final Research Degree Options

Thesis Option

The thesis option requires a minimum of 30 credit hours of coursework plus six (6) credit hours for the thesis (3 hours of which are from EDU 693 Final Research). *The thesis must be written in the area of specialization; the credit, however, may be applied toward the major field or electives.*

Thesis Committee	The advisor will assign a thesis committee (an even number of faculty members of the appropriate department and one faculty member outside the department) with student input after the student completes 15 credit hours and will notify the Graduate Office by completing the required Thesis Application Form. Also, unless prior arrangements are made, the advisor should arrange for the thesis oral examination and notify the appropriate officials of the time, dates, and results.
Thesis Style	All theses must conform to the style prescribed by the Graduate Council. The American Psychology Association, Modern Language Association and Kate Turabian, <i>A Manual for Writers</i> (latest edition) have been adopted by the Council. Any deviation from the recommended style must have prior approval of the advisor and the Dean of Education and Counseling.

Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of coursework plus placement of the final research document on file in the Graduate Office. Graduate students choosing a non-thesis option must work with their advisor to complete and submit with the required signatures the Final Research Form to the Graduate Office. This process should begin when the student nears completion of 24 credit hours. Any graduate student choosing a non-thesis option must work closely with their advisor to complete the Final Research Requirement.

Graduate level research is a graduation requirement for the Master of Science in Education (MSE) Degree. As defined in the Wayne State College General and Graduate Catalog, a graduate research artifact is one acceptable research paper, project, or comprehensive examination which demonstrates the candidate’s abilities to meet all of the following criteria: (1) knowledge of research and the skills of inquiry, (2) depth of thought, organization, competence in the discipline and the ability to reflect on practice, and (3) writing proficiency at the graduate level.

The journey of formulating and writing your research paper, project, or comprehensive examination begins with your advisor. *However, the responsibility for this Final Research Requirement is that of the graduate student; your advisor is the person who will guide you through the process. Check with your advisor concerning the requirements and details of the Final Research Requirements.*

Non-Thesis Options	Descriptions
Final Research Paper	<p>Minimum requirements regarding the final research paper for graduate students are as follows:</p> <ol style="list-style-type: none"> 1. 15-20 pages of content; 2. correct use of APA or MLA documentation; 3. a bibliography, reference page or works cited page that reflects a broad awareness and understanding of research appropriate for graduate study. <p>Upon approval of the advisor, the final research paper must be placed on file with the Graduate Office and the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the student, advisor, Department Chair, School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.</p>
Final Research Project	<p>A typical final research project would include action research conducted by participants [example: such as the type required in the Communities of Learning or a research-based cumulative portfolio created by participants. This project would connect directly to the candidate's professional assignment using these requirements:</p> <ol style="list-style-type: none"> 1. 15-20 pages of content; 2. correct use of APA or MLA documentation; 3. a bibliography, reference page or works cited page that reflects a broad awareness and understanding of research appropriate for graduate study. <p>Upon approval of the advisor, the final research project must be placed on file with the Graduate Office and the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the student, advisor, Department Chair, School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.</p>

Final Comprehensive Exam	<p>Candidates for graduate degrees may choose (or must choose if required in their program emphasis) to complete a final comprehensive examination to fulfill the Research Requirement. A typical comprehensive exam provides the candidate for the MSE with the opportunity to demonstrate 1) a thorough understanding of the goals of the Conceptual Framework (see below) as experienced through the graduate education core courses, and 2) demonstrate a thorough knowledge of their content emphasis. The comprehensive exam is determined by the graduate faculty in the appropriate school. The form of the content area emphasis comprehensive exam (written, oral, portfolio, performance, or a combination thereof) is determined by the content area faculty.</p> <p>In their comprehensive examinations, advanced candidates will explain and provide examples in support of meeting the following goals (classroom application, coursework, and/or internships, and/or research):</p> <ol style="list-style-type: none"> 1. professional dispositions that pervade every aspect of their profession. 2. unique nature of individuals --cognitively, linguistically, socially, emotionally, and physically. 3. content required for their assigned position. 4. effective strategies that foster engagement and build the relationship that lead to success. 5. professional responsibility and professional skills required for their position. <p>Candidates for an MSE degree, except those in Exercise Science, must contact their advisors at the beginning of their final semester of study to arrange and verify the time and place of the final exam and complete the Application for Comprehensive Examination and file it with the Graduate Office no less than 2 weeks prior to the proposed examination date.</p> <p>Upon approval of the advisors, the results of the final comprehensive examination must be placed on file with the Graduate Office and the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the student, advisor, Department Chair, School Dean, the Director of Graduate Studies and Dean of the School of Education and Counseling.</p>
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Within the final research choices (non-Thesis option) the following format is required:

1. Title Page
2. Introduction (may be titled Chapter 1)
 - a. Opening Paragraph
 - b. Significance of the Study
 - c. Statement of the Problem
 - d. Limitations of the Study
 - e. Definitions
3. Review of Literature (may be titled Chapter 2)
4. Methodology (may be titled Chapter 3)
 - a. Design of the Study (include IRB application processes here)
 - b. Description of the Population and Sample
 - c. Description of Data Collection Process, Instrument(s) and other Materials
 - d. Description Procedures to be Followed
 - e. Type of Data Evaluation (ex.: Quantitative-Statistics or Qualitative-Coding)

5. Analysis/Findings (may be titled Chapter 4)
6. Conclusions and Professional Applications (may be titled Chapter 5)
7. References Cited in the Research (should include a broad awareness and understanding of research appropriate for graduate study)
8. Appendices (ex: Cover Letters, Permission Forms, Surveys and/or Interview Questions)

All candidates selecting the Paper or Project option are required minimally to submit completed final research, which follows the format above. **Exceptions** to this format may include (1) research proposals where the content of Chapter 5 will be based on hypothesized data (an uncompleted study); and (2) creative writing papers which include an introductory information on the historical significance and/or background of the genre type. All candidates in the Communities of Learning are required to submit a completed Action Research project.

If the candidate or their advisor desires to use an alternate format, they must seek written permission of the Dean of the School of Education and Counseling to do so.

Upon approval of the advisor, the *Final Research Paper* must be placed on file with the Graduate Office and the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The *Final Research Paper or Project* filed must be an original copy, contain a Final Research Requirement Approval/Signature form, and be signed by the student, advisor and another faculty member.

Comprehensive Examinations

Comprehensive Exams are one of the three Final Research Options. If the candidate's content area requires Comprehensive Exams, completing those exams successfully fulfills the Final Research requirement for the degree and no other research is required unless specified by the individual content emphasis area. Comprehensive Exams are administered through the School of Education and Counseling for all C and I-Instructional Leadership degree area candidates and most of the Content Emphasis Comprehensive Exams are administered through that Department's School Office.

Comp Exams are available by application three (3) times during the calendar year: October, March and June. Exam Questions are sent out via email on a specified Friday with completed responses due back via email attachment by the second following Monday at 11:00 p.m. You have approximately eleven days to complete your exams. [Comprehensive Exam evaluators should make sure that all results are forwarded to the Graduate Office in a timely manner.]

Scoring for Comprehensive Exams

Your comprehensive exam responses are read and evaluated by at least two faculty members in the School of Education and Counseling and/or your area(s) of Content Emphasis.

Comprehensive Exams earn one of the following scores:

- Satisfactory
- Unsatisfactory
- Rewrite

Candidates are provided one Rewrite opportunity. Rewrites require a new document be used when rewriting your response to a question.

Candidates for the MSE in Curriculum and Instruction - Instructional Leadership must contact their advisor at the beginning of their final semester of study to arrange and verify the protocols of the final comprehensive examination.

Upon approval of the advisor, the *results of the final comprehensive examination* must be placed on file with the Graduate Office and the appropriate School Office 28 calendar days prior to the anticipated date of graduation. The *results of the final comprehensive examination* filed must be an original copy, contain a Final Research Requirement Approval/Signature form, and be signed by the advisor and another faculty member.

Graduation

Graduate students must file an Application for Graduation with the Graduate Office *no later than the end of the second week of the semester in which the student intends to graduate*. All other requirements, including completion of in-progress grades from previous terms, must be met by the end of the sixth week of the semester of graduation.

Summer graduates are eligible to participate in the May or December commencement ceremony. Summer graduates desiring to participate in the May commencement must file an Application for Graduation with the Graduate Office no later than the end of the second week of the spring semester.

Once a student's name appears in a commencement program, their name will not be listed again in any subsequent commencement programs, nor will the student be able to participate in any upcoming commencement exercises.

Students must have a cumulative graduate GPA of 3.0 or better to graduate. Graduate degrees carry no "honors" designation.

Plagiarism and Academic Dishonesty

The faculty of the Department of Educational Foundations and Leadership considers any form of dishonesty a serious offense. Any form of academic dishonesty may result in dismissal from the MSE in Curriculum and Instruction - Instructional Leadership Graduate Program. Academic dishonesty may be defined as but is not limited to the following list:

- **Cheating.** Fabricating written assignments; giving aid to any student or receiving aid without the consent of the professor on tests, papers, quizzes, assignments, or examinations
- **Copying.** All work (papers, assignments, etc...) is to be your own work. Do not copy another student's work.
- **Plagiarism.** The act of presenting the information, ideas, or phrasing of another as if they were one's own. Such an act is plagiarism whether by ignorance of proper scholarly procedures, failure to observe them, or deliberate intent to deceive. Ignorance of what constitutes plagiarism is not an excuse.
- **Stealing.** The act of taking that which belongs to another with intent to achieve an unfair advantage in academic matters, whether or not the advantage is a personal one, and/or assisting others in such acts. (Examples include theft of library materials, computer software/equipment, or instructor's examinations, etc.)
- **Lying (in academic matters).** The intentional statement of an untruth made with deliberate intent to mislead another. Lying during the process of resolving an alleged offense is considered academic dishonesty. Forgery is considered an act of lying and thus an act of academic dishonesty. Therefore, the unauthorized signing or false representation on a college document is forgery.
- **Double Assignments.** The use of one assignment (e.g. paper) to fulfill the requirements of more than one course will be considered academic dishonesty, unless the student has received proper permission from the appropriate instructor(s).

Curriculum and Instruction - Instructional Leadership Advisors / Graduate Faculty

At the time of admission, the school office will assign the student a faculty advisor whose function is to help in selecting a program of study, render guidance and support whenever possible and represent the student in any matter pertinent to his/her graduate program. The advisor will be a member of the Curriculum and Instruction - Instructional Leadership interdepartmental/interdisciplinary graduate faculty. Advisors will be familiar with the courses and procedures, maintain a file on each advisee and be available to the advisee through appointments or office hours. Typically, advisors at WSC do more than sign documents; they act as mentors who guide advisees through the graduate studies process.

Johanna S. Barnes - Associate Professor, Education
B.S., M.S.E., Wayne State College; Ed.D. University of South Dakota
jobarne1@wsc.edu

Thomas Browning - Assistant Professor, Education
B.A., M.S., Ph.D. Indiana University
tbrown1@wsc.edu

Laura O. Franklin - Associate Professor, Education
B.A, M.A., University of Arizona; Ed.D. Northern Arizona University
lafrank1@wsc.edu

Joni L. Irlmeier - Associate Professor, Education
B.A., M.S.E., Wayne State College; Ed.D. University of South Dakota
joirme1@wsc.edu

Casey J. Hurner - Assistant Professor, Education
B.S., M.S.E., Wayne State College; Ed.D. University of South Dakota
cahurne1@wsc.edu

Christian Legler - Assistant Professor, Education
B.S., M.Ed., Ph.D. University of Florida
chlegle1@wsc.edu

Because Curriculum and Instruction - Instructional Leadership is interschool and interdisciplinary, other graduate faculty from the various content area concentrations will be assigned as advisors to graduate students interested in pursuing a graduate degree in Curriculum and Instruction - Instructional Leadership.

Curriculum and Instruction - Instructional Leadership Goals and Outcomes

Purpose and Rationale

The MSE in Curriculum and Instruction - Instructional Leadership offers a carefully designed, ordered program of study that balances pedagogy and content knowledge to attain the highest professional competence and leadership in the area of PK-12 curriculum development and effective classroom instruction for today's changing schools. The comprehensive design of this MSE accommodates PK-12 level educators with a breadth of understanding curricula and educational issues/dilemmas faced by their district. It empowers the educator through a greater depth of content study and pedagogy. This rigorous model of our advanced (graduate) program develops leadership competencies for tomorrow's schools. Completing this graduate program meets the educational standards for the Professional Teaching Certificate.

Goals

The MSE in Curriculum and Instruction - Instructional Leadership has five overall goals for its program of study. WSC *advanced* candidates strive to:

1. professional dispositions that pervade every aspect of their profession;
2. unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically;
3. content required for their assigned position;
4. effective strategies that foster engagement and build the relationships that lead to success; and
5. professional responsibility and professional skills required for their position.

Outcomes

Curriculum and Instruction - Instructional Leadership candidates demonstrate in consistent ways an advanced understanding of these outcomes:

1. **Advanced Candidates further develop their Professional Dispositions in order to:**
 - 1.1 **Lead inquiries** about relevant issues to affirm current practice or initiate constructive changes.
 - 1.2 **Reflect skillfully** on relevant issues with breadth, depth and rigor to maintain effective professional practice.
 - 1.3 **Model life-long learning** inquiring and reflecting upon personal and professional progress and engaging in meaningful professional development.
 - 1.4 **Communicate their belief that all people can learn** by setting appropriately high expectations for all stakeholders.
 - 1.5 **Model fairness and honesty** by attending to multiple perspectives in ethical/equitable decisions in meeting the needs of all stakeholders.

2. **Advanced Candidates further develop their knowledge of Unique Nature of Individuals in order to:**
 - 2.1 **Apply an advanced** knowledge of how people learn by designing and implementing developmentally appropriate, challenging, and engaging opportunities.
 - 2.2 **Make decisions based on the recognition that** individuals differ across cognitive, linguistic, social, emotional, and physical areas and by designing experiences using differentiated approaches.
 - 2.3 **Model a proficient knowledge of culture** by creating inclusive environments and equitable opportunities for all stakeholders.

3. **Advanced Candidates further develop their knowledge of Content in order to:**
 - 3.1 **Promote** the role of formal education in contemporary society by expanding their understanding of professional philosophies and practices.
 - 3.2 **Model and promote** continuous growth of knowledge and skills by implementing state and professional standards.
 - 3.3 **Apply advanced** knowledge and skills by independently investigating topics, issues and problems.

4. **Advanced Candidates further develop their knowledge of Effective Strategies in order to:**
 - 4.1 **Apply the** knowledge of content, individuals, community, pedagogy and practice by implementing responsible change in a supportive manner.
 - 4.2 **Utilize** a variety of methods, strategies and approaches and resources, media and technology by empowering individuals to pursue continuous growth.
 - 4.3 **Apply advanced** knowledge and skills by systematically organizing, analyzing, evaluating and reporting data effectively.
 - 4.4 **Provide leadership for educational endeavors** by incorporating the reflective capacity to create, organize, facilitate and evaluate caring communities for the benefit of all stakeholders.

5. **Advanced Candidates further develop their knowledge of Professional Responsibility and Professional Skills in order to:**
 - 5.1 **Responsibly make ethical choices** in meeting personal and professional obligations, and in forming appropriate ethical relationships.
 - 5.2 **Lead the collaborations** between individuals, families, colleagues, other professionals, and community members in sharing the responsibility for individual growth and development, learning and well-being.
 - 5.3 **Communicate skillfully** (listening, speaking, reading, writing, visualizing) through various media with individuals, families, colleagues, other professionals and community members in respectful, tactful, proper and culturally responsive ways.

General Information

Wayne State College Address

1111 Main Street
Wayne, NE 68787

Wayne State College Telephone Number

1-800-228-9972 OR 402-375-7000

School of Education and Counseling

- Dr. Nicholas J. Shudak, Dean
Brandenburg 136
Email: nishuda1@wsc.edu
- Ms. Brook A. Jech, Office Assistant
Brandenburg 141
Email: brjech1@wsc.edu
402-375-7164

Graduate Studies Office

Ms. Rhonda Sebade
Hahn 219
Email: rhsebad1@wsc.edu
402-375-7111

Office of Continuing Education

Ms. Lisa C. Reynolds, Distance and Continuing Education Coordinator
Hahn 207
Email: lireyno1@wsc.edu
402-375-7215

Office of Admissions

Ms. Amy Albrecht
Hahn 111
402-375-7539

Student Financial Services

Hahn 104
402-375-7230

Records and Registration

Hahn 116
402-375-7239



Reference for MSE/Ed.S. Applicant

Name of Applicant: _____

Program of Study (check one):

Ed.S: ____

MSE, School Administration: PK-8 ____ 7-12 ____ K-12 ____ Added Endorsement ____

MSE, Curriculum and Instruction:

Emphasis _____ Community of Learning format ____

MSE, Special Education ____

MSE, Counseling: School Counseling ____ Clinical Mental Health ____ Higher Education ____

MSE, Exercise Science ____

Thank you for your willingness to serve as a reference for this applicant who is applying for graduate study at Wayne State College. In order for the graduate faculty to assess the candidate’s potential for completing an academic program of study and for continuing as a successful educational professional, we ask that you complete this questionnaire. Your response will be kept in the student’s Graduate Office file, but please be advised that provisions in the Family Educational Rights and Privacy Act (FERPA) do allow the student to access that file.

Please use the following rubric in responding to the questions: 1=poor, 2=average, 3=good, 4=exceptional

- | | |
|-------------------------------|---------------------------------------|
| 1. Academic potential ____ | 6. Collaborative decision making ____ |
| 2. Leadership potential ____ | 7. Conflict management ____ |
| 3. Verbal communication ____ | 8. Organizational skill ____ |
| 4. Written communication ____ | 9. Technology skill ____ |
| 5. People skills ____ | 10. Ethical character ____ |

Additional comments:

Name: _____ Position: _____

Phone: _____ Email: _____

Thank you for your cooperation and prompt response. Please feel free to contact the School of Education and Counseling Office at 402-375-7389 or 402-375-7164 should you have any questions or concerns. Return this form directly or through the mail to: School of Education and Counseling, Brandenburg 141, Wayne State College, 1111 Main Street, Wayne, NE 68787 OR email it to Brook Jech at brjech1@wsc.edu.



Student Name: _____

Faculty Name: _____

	1 Not Acceptable	2 Acceptable	3 Target	4 Exemplary
Ideas/Content	<ul style="list-style-type: none"> • Writer conveys little opinion or position about the topic. • Content has many digressions from the topic. • Reasoning is unclear. • Supporting examples or reasons are lacking. 	<ul style="list-style-type: none"> • Writer omits some information from the required questions. • Content has some digressions from the topic. • Reasoning is somewhat logical and convincing. • Supporting examples or reasons are adequate and acceptable 	<ul style="list-style-type: none"> • Writer responds to all information the questions posed. • Content is generally focused on the topic. • Reasoning is usually logical and convincing. • Supporting examples or reasons are adequate, acceptable and relevant. 	<ul style="list-style-type: none"> • Writer conveys a clear opinion or position and responds to all of the questions • Content is well-focused on the topic. • Reasoning is logical and compelling. • Supporting examples or reasons are numerous and relevant.
Organization	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is lacking. • Pacing is awkward. • Transitions are missing or connections are unclear. • Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is limited. • Pacing is somewhat inconsistent. • Transitions are repetitious or weak. • Paragraphing is irregular. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is functional. • Pacing is generally controlled. • Transitions are functional. • Paragraphing is generally successful. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is effective. • Pacing is well- controlled. • Transitions effectively show how ideas connect. • Paragraphing is sound.
Mechanics	<ul style="list-style-type: none"> • Sentences seldom vary in length or structure. • Phrasing sounds awkward and unnatural. • Fragments or run-ons confuse the reader. • Grammar, usage, punctuation, and spelling errors are numerous and distract the reader. 	<ul style="list-style-type: none"> • Sentences occasionally vary in length or structure. • Phrasing occasionally sounds natural. • Fragments and run-ons, if present, do not confuse the reader. • Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> • Sentences generally vary in length or structure. • Phrasing generally sounds natural. • Fragments and run-ons, if present, are intended for stylistic effect. • Essay is free from any significant grammar, usage, punctuation, and/or spelling errors 	<ul style="list-style-type: none"> • Sentences vary in length and structure throughout. • Phrasing consistently sounds natural and conveys meaning. • Fragments and run-ons, if present, are intended for stylistic effect and are appropriately used. • Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated

Scores: Ideas/Content: _____

Organization: _____

Mechanics: _____



15-Credit Hour Graduate Student Interview Form

Graduate Student's Name and Address: _____

Graduate Student's ID No.: _____

Date: _____

According to official policy, as soon as possible after completing fifteen (15) semester hours of graduate credit, each student must arrange a meeting with the advisor regarding an evaluation of potential for further graduate study.

Please have those present at this meeting sign this form and have your advisor forward it to the Graduate Office.

Advisor

Department Faculty Member

GOALS	Scoring Rubric			
	1 Does Not Meet	2 Progressing	3 Proficient	4 Advanced
Professional dispositions that pervade every aspect of their profession				
Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
Content required for their assigned position				
Effective strategies that foster engagement and build the relationships that lead to success				
Professional responsibility and professional skills required for their position				

Please check the appropriate category below:

- This student **should be** allowed to continue pursuing a graduate degree.
- This student **should not be** allowed to continue pursuing a graduate degree.
- Further preliminary work has been assigned with the stipulation that after completing the preliminary work an additional conference will be held.

15-Credit Hour Interview Scoring Rubric

Category				
1. Professional Dispositions	1 Does Not Meet	2 Progressing	3 Proficient	4 Advanced
1.1 Lead inquiries about relevant issues to affirm current practice or initiate constructive changes.				
1.2 Reflect skillfully on relevant issues with breadth, depth, and rigor to maintain effective professional practice.				
1.3 Model lifelong learning by inquiring and reflecting upon personal and professional progress and engaging in meaningful professional development.				
1.4 Communicate their belief that all people can learn by setting appropriately high expectations for all stakeholders.				
1.5 Model fairness and honesty by attending to multiple perspectives in ethical/equitable decisions in meeting the needs of all stakeholders.				
2. Unique Nature of Individuals	1 Does Not Meet	2 Progressing	3 Proficient	4 Advanced
2.1 Apply an advanced knowledge of how people learn by designing and implementing developmentally appropriate, challenging, and engaging opportunities.				
2.2 Make decisions based on the recognition that individuals differ across cognitive, linguistic, social, emotional, and physical areas and by designing experiences using differentiated approaches.				
2.3 Model a proficient knowledge of culture by creating inclusive environments and equitable opportunities for all stakeholders.				
3. Content	1 Does Not Meet	2 Progressing	3 Proficient	4 Advanced
3.1 Promote the role of formal education in contemporary society by expanding their understanding of professional philosophies and practices.				
3.2 Model and promote continuous growth of knowledge and skills by implementing state and professional standards.				
3.3 Apply advanced knowledge and skills by independently investigating topics, issues and problems.				
4. Effective Strategies	1 Does Not Meet	2 Progressing	3 Proficient	4 Advanced
4.1 Apply the knowledge of content, individuals, community, pedagogy and practice by implementing responsible change in a supportive manner.				
4.2 Utilize a variety of methods, strategies and approaches and resources, media and technology by empowering individuals to pursue continuous growth.				
4.3 Apply advanced knowledge and skills by systematically organizing, analyzing, evaluating and reporting data effectively.				
4.4 Provide leadership for educational endeavors by incorporating the reflective capacity to create, organize, facilitate and evaluate caring communities for the benefit of all stakeholders.				
5. Professional Responsibility and Professional Skills	1 Does Not Meet	2 Progressing	3 Proficient	4 Advanced
5.1 Responsibly make ethical choices in meeting personal and professional obligations, and in forming appropriate ethical relationships.				
5.2 Lead the collaborations between individuals, families, colleagues, other professionals, and community members in sharing the responsibility for individual growth and development, learning, and well being.				
5.3 Communicate skillfully (listening, speaking, reading, writing, visualizing) through various media with individuals, families, colleagues, other professionals and community members in respectful, tactful, proper and culturally responsive ways.				



Final Research Work Order for Projects

Master of Science in Education Curriculum and Instruction – Instructional Leadership

Name:		Project Title:	
Project Due Date:			
Progress Dates	What Will Be Completed		
	Topic Decided and Resources List completed		
	Action Research Outline of the Paper Completed Title Page Abstract Body of the Paper Action Research Introduction-Purpose of the Research Literature Review (sub-headings as required) Procedures Methodology for Action Research include the following: Participants, Data Collection Data Analysis, Limitations for the Research Findings (sub-headings as necessary) Conclusions Implications for Teaching References Appendices (as needed)	Descriptive Research Outline of the Paper Completed Title Page Abstract Body of the Paper Descriptive Research Introduction-Purpose of the Research Literature Review (extended) Findings Conclusions Implications for Teaching References Appendices (as needed)	
	All Resources Read and Kept or Discarded Index Cards or other Information Collection Strategy for Research Completed		
	Draft of the Introduction Completed		
	Draft of Literature Review (sub-headings as required) and References Completed		
	Draft of Procedures and Methodology (Participants, Data Collection, Data Analysis, Limitations for the Research) Completed		
	Draft of Findings , Conclusions and Implications for Teaching Completed		
	Body of the Paper Completed Draft of Abstract and Title Page Completed		
	Body of the Paper Polished		
	Peer Editing (or other process) Completed		
	Final Draft Completed		
	Research Paper Due		



MSE Non-Thesis Application for Final Research Requirement

(to be completed when the student nears completion of 24 hours)

Student Name: _____

Student ID#: _____

Address Street Address/P.O. Box: _____

City, State, Zip Code: _____

Email Address: _____

Curriculum and Instruction - Instructional Leadership Emphasis: _____

Advisor's Name: _____

Anticipated Date of Graduation: _____

____ Final Graduate Comprehensive Examination

Comprehensive Examination Date: _____

____ Final Research Paper

Title of Research Paper: _____

____ Final Research Portfolio

Title of Research Portfolio: _____

Presentation/Exhibition Date: _____

____ Final Research Project

Title of Project: _____

Action Research (requires Human Subjects Institutional Review Board (HSIRB) Application form)

Date approved by the HSIRB Council: _____

Student Signature Date

Advisor Signature Date



Final Research Requirement Approval / Signature Form

Student Name (please print or type): _____

Final Research Requirement: _____ Final Research Paper
 (Check the one you are completing) _____ Final Research Project
 _____ Final Research Portfolio
 _____ Final Graduate Comprehensive Examination

Final Research Requirement Evaluation Completed By The Advisor:

GOALS	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4
1. Professional dispositions that pervade every aspect of their profession				
2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
3. Content required for their assigned position				
4. Effective strategies that foster engagement and build the relationships that lead to success				
5. Professional responsibility and professional skills required for their position				

_____ meets program requirements and accepted

Advisor

Date

Faculty Member

Date

Application for Graduation

Please print.

CAMPUS ID NO. _____ DATE _____

FULL LEGAL NAME

(as you would like it to appear on your diploma)

 First Middle Maiden Last/Family Name

If your name is commonly mispronounced, please provide us with the phonetic spelling of your name. _____

HOMETOWN

(for commencement program)

 City State/Province Country

CURRENT ADDRESS

(for commencement mailings prior to graduation)

 Street or P.O. Box, Apt.

 City State Zip

TELEPHONE NUMBERS

(please include area codes)

Home: _____ Work: _____

Cell: _____ Other: _____

EMAIL ADDRESS(ES)

(list the one(s) you check most frequently)

GRADUATION DATE

I will graduate in: May _____ *August _____ December _____ Year _____

TYPE OF DEGREE

MBA _____ MSE _____ MSOM _____ Ed.S. _____

MAJOR

PREVIOUSLY EARNED DEGREE(S) (e.g.: Bachelor of Science, Wayne State College, Wayne, Nebraska, 20xx)

(for commencement program)

****Graduation candidates' addresses and email addresses will be shared with appropriate graduation vendors.****

Please check box if you do not want your address and email sent to graduation vendors.

I will be completing my program in **(circle one)** May / December and **(circle one)** will / will not be participating in the ceremony.

I will be completing my program in August and **(circle one)** will / will not be participating in the **(circle one)** May* / December ceremony.

***For August graduates who wish to march in the May ceremony, the reverse side of this form must be completed.**

Signature of Student: _____

This application for graduation is due to the graduate office no later than the last day of the second week of the semester in which the student intends to graduate.

Please report any change in graduation plans to the graduate office, 139 Brandenburg Education, Wayne State College, 1111 Main Street, Wayne, NE 68787, 402-375-7232.

Application for May Commencement Participation for August Graduates

Number of hours completed at the end of the spring semester: _____

Summer graduates with no more than 6 credit hours of coursework, and/or internship, and/or fieldwork remaining to complete their degree during the summer are eligible to participate in May commencement. All other requirements (file paper, comprehensive examination, portfolio review, etc.) need to be completed in the timeline delineated for May graduates.

The following course(s), internship, or fieldwork is/are needed to meet graduation requirements and will be offered/allowed for this student during the summer sessions.

The signatures of the department chair and the school dean will be required for each course, internship, or fieldwork. The signatures will assure the student that the needed course will be offered, a course substitution will be provided, or a directed study permitted.

1. _____
Course Number and Name

Department chair signature

School dean signature

2. _____
Course Number and Name

Department chair signature

School dean signature

3. _____
Course Number and Name

Department chair signature

School dean signature

Department chair comments:

School dean comments:

copy to: Registrar's Office
Revised 12/1/2014



Thesis 699 – Plan for Thesis

To be completed by the instructor and the student. The Department Chair and School Dean must sign and forward the original to the Graduate Office. After final approval, the Graduate Office will send a copy to the instructor and the student, and will also send a copy to the Registrar's Office asking for the student to be enrolled.

STUDENT NAME: _____

STUDENT ID NO.: _____

ADDRESS Street Address/P.O. Box _____

City, State ZIP CODE _____

DEPARTMENT: _____ TERM: _____

CREDIT HOURS: _____ NUMBER OF PLANNED CONFERENCES: _____

BEGINNING DATE: _____ DATE TO BE COMPLETED: _____

TITLE OF PROJECT: (please pay special attention to the title as it will be printed on the student's official WSC transcript)

THESIS COMMITTEE MEMBERS: (Four members from the appropriate department and one member from another school)

OBJECTIVES, PROCEDURE OR MAIN TOPICS, AND BASIC WORKING BIBLIOGRAPHY (Please attach to this form)

Student's Signature Date

Instructor Date

Advisor Date

Department Chair Date

Dean, School of Education and Counseling Date



Curriculum and Instruction - Instructional Leadership Aggregate Assessment Rubrics for Key Assessments

1. Curriculum and Instruction - Instructional Leadership Writing Sample Assessment Rubric

Graduate students must demonstrate proficiency in meeting the Advanced Goals in the Conceptual Framework as a result of completing the professional education core, content emphasis and elective coursework by explaining and providing specific examples of applications in their professional context. The Writing Sample is evaluated by graduate faculty from the appropriate departments using the assessment rubric below:

GOALS	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4
1. Professional dispositions that pervade every aspect of their profession				
2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
3. Content required for their assigned position				
4. Effective strategies that foster engagement and build the relationships that lead to success				
5. Professional responsibility and professional skills required for their position				

2. Curriculum and Instruction - Instructional Leadership 15-Hour Interview Assessment Rubric

Graduate students must demonstrate proficiency in meeting the Advanced Goals in the Conceptual Framework as a result of completing the professional education core, content emphasis and elective coursework by explaining and providing specific examples of applications in their professional context. The 15-Hour Interview is evaluated by graduate faculty from the appropriate departments using the assessment rubric below:

GOALS	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4
1. Professional dispositions that pervade every aspect of their profession				
2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
3. Content required for their assigned position				
4. Effective strategies that foster engagement and build the relationships that lead to success				
5. Professional responsibility and professional skills required for their position				

3. Curriculum and Instruction - Instructional Leadership Final Research Assessment Rubric

Graduate students must demonstrate proficiency in meeting the Advanced Goals in the Conceptual Framework as a result of completing the professional education core, content emphasis and elective coursework by explaining and providing specific examples of applications in their professional context. The Final Research is evaluated by graduate faculty from the appropriate departments using the assessment rubric below.

GOALS	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4
1. Professional dispositions that pervade every aspect of their profession				
2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
3. Content required for their assigned position				
4. Effective strategies that foster engagement and build the relationships that lead to success				
5. Professional responsibility and professional skills required for their position				

4. Curriculum and Instruction - Instructional Leadership Internship Assessment Rubric

Graduate students must demonstrate proficiency in meeting the Advanced Goals in the Conceptual Framework as a result of completing the professional education core, content emphasis and elective coursework by explaining and providing specific examples of applications in their professional context. The Internship is evaluated by graduate faculty from the appropriate departments using the assessment rubric below:

GOALS	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4
1. Professional dispositions that pervade every aspect of their profession				
2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
3. Content required for their assigned position				
4. Effective strategies that foster engagement and build the relationships that lead to success				
5. Professional responsibility and professional skills required for their position				

5. Curriculum and Instruction - Instructional Leadership Graduate Survey Assessment Rubric

Graduate students must demonstrate proficiency in meeting the Advanced Goals in the Conceptual Framework as a result of completing the professional education core, content emphasis and elective coursework by explaining and providing specific examples of applications in their professional context. The Graduate Survey is evaluated by graduate faculty from the appropriate departments using the assessment rubric below:

GOALS	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4
1. Professional dispositions that pervade every aspect of their profession				
2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically				
3. Content required for their assigned position				
4. Effective strategies that foster engagement and build the relationships that lead to success				
5. Professional responsibility and professional skills required for their position				

Graduate Key Assessment Map

Advanced Key Assessment	Description	When Completed	Assessment Criteria	Advanced Goals Assessed
Writing Sample	Academic essay for application to program	During application process	Writing Sample Rubric + Comments	Conceptual Framework Outcomes 1, 2, 3, 4 and 5 + Comments
Recommendations	Forms from 2 referents	During application process	Demographic Information + 10 Items + Comments	Conceptual Framework Outcomes 1, 2, 3, 4 and 5 + Comments
15-Hour Interview	Face-to-face; phone or Skype interview using questions prescribed by program faculty	Between 12-15 hours	15-Hour Interview Rubric + Comments	Conceptual Framework Outcomes 1, 2, 3, 4 and 5 + Comments
Cumulative Graduate GPA	Contains all courses listed on the program of study	Monitored throughout program	3.0 GPA must be maintained	Conceptual Framework Outcome 3 + Comments
Final Research	Options include final research paper, final research project, final research portfolio, final comprehensive examination, or master's thesis	During final two semesters	Final Research Rubric + Comments	Conceptual Framework Outcomes 1, 2, 3, 4 and 5 + Comments
Internship Documentation, Counseling and School Administration only	Program faculty prescribes documentation contents	When assigned by advisor	Internship Documentation Rubric + Comments	Conceptual Framework Outcomes 1, 2, 3, 4 and 5 + Comments
Graduate Survey	The exit survey will be filled out by the graduate student immediately after their final research has been filed in the graduate office. Candidates will be sent the survey link via email. Individual results of the survey will not be shared with the faculty.	After program completion	CF 5 Outcomes + Comments	Conceptual Framework Outcomes 1, 2, 3, 4 and 5 + Comments

Curriculum and Instruction - Instructional Leadership Graduate Survey

This reports results of surveys completed by graduates of the advanced programs. Survey items correlate directly to the outcomes of the Graduate Conceptual Framework. Using a scale of 1 to 4, students rated their abilities by answering questions for indicators related to each of the outcomes. A simple average for each outcome was calculated. The combinations used were Inquire and Change (Items 1-6), Reflect (Items 7-12), Implement Responsible Change (Items 13-21), Create and Maintain Caring Communities (Items 22-27), Communicate Effectively (Items 28-35), and Ability to be a Professional Leader and Steward (Items 36-47). Candidates submit this survey following their completion of the advanced Curriculum and Instruction - Instructional Leadership program.

**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION / BUSINESS EDUCATION EMPHASIS (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)**

	Hours	Semester (yr/mo)	Grade
BUS 602 Issues in Business Education	3		
BUS 621 Seminar in Business Education Instruction	3		
BUS 630 Workshop in Business Education	3		
BUS 640 Research in Bus and Info Tech Education	3		
Plus three (3) hours selected from the following OR by advisement:			
CED 650 Curr Dev in Career/Tech Education (3)			
CIS 575 Topics in CIS: Emerging Technologies (3)			
CSC 548 Web and Multimedia Content Design (3)			
EDU 682 Developing and Integrating Computer Applications in the Classroom (3)			

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(9 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student

Date

Address

Signature of Advisor

Date

City/State/Zip Code

Student ID No.

Home Telephone / Work Telephone / Cell Phone

E-mail

**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION/
INFORMATION TECHNOLOGY EMPHASIS (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(18 semester hours)**

	Hours	Semester (yr/mo)	Grade
BUS 640 Research in Bus and Info Tech Education	3		
CIS 554 Tech Platforms, Hrdwre and Operatg Systems	3		
CIS 557 Networking and Technology Management	3		
CIS 575 Topics in CIS: Emerging Technologies	3		
CSC 542 Program Design and Documentation	3		
CSC 548 Web and Multimedia Content Design	3		

NOTE: Students who have already completed any of the 400-level course counterparts of the 500-level courses listed above, will be encouraged by advisement to select the Business Education emphasis instead.

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(6 semester hours)**

	Hours	Semester (yr/mo)	Grade

Students who complete the Information Technology Emphasis AND complete 40 clock hours of documented clinical information technology experience at the elementary and/or secondary levels will have met the requirements for the Information Technology Supplemental Endorsement. It is the student's responsibility to contact the WSC Computer Technology and Information Systems Department for the appropriate forms for documenting the clinical experience before starting that experience.

Student Name

Signature of Student Date

Address

Signature of Advisor Date

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
EARLY CHILDHOOD EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(6 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(28-30 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 605 Curr and Methods Appropriate for Ages Birth-8	3		
EDU 617 Assmt of Needs for Young Children Birth-8	3		
EDU 632 Clinical for Early Childhood	3		
EDU 658 Fund of Curriculum Development PK-16	3		
EDU 693 Final Research (for thesis completion)	2		
FCS 520 Infnts/Toddlers thru Primary Children Birth-8	4		
FCS 530 Org and Adm of Early Childhd Ed Programs	3		
FCS 616 Early Childhood Practicum with Applied Research	3		
SPD 636 Social and Emotional Behavior OR Advisor-Approved Substitution:	3		
SPD 652 Collaboration and Co-Teaching in the Field OR Advisor-Approved Substitution:	3		

Student Name

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
ELEMENTARY EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 600 Literacy through Literature for Children	3		
EDU 604 Lang. Arts in the Elem. and Middle School	3		
EDU 612 Soc. Sciences in the Elem. and Middle School	3		
EDU 613 Science in the Elem. and Middle School	3		
EDU 614 Mathematics in the Elem. and Middle School	3		

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(9 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student Date

Address

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
ENGLISH AS A SECOND LANGUAGE (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)**

	Hours	Semester (yr/mo)	Grade
CNA 567 Intercultural Communication	3		
EDU 515 ESL Programs, Curriculum and Assessment	3		
EDU 516 ESL Methods and Assessment	3		
EDU 517 ESL Practicum K-12	3		
ENG 525 Structure of English or ENG 526 Linguistic Theory and Applications	3		

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(9 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student Date

Address

Signature of Advisor Date

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
ENGLISH EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(21-24 semester hours)**

	Hours	Semester (yr/mo)	Grade

The English faculty encourages students to use their graduate program of study to gain a broad-based education. Beyond the required hours in English, students will select from a rotation of seminars in English in literature, creative writing, criticism, linguistics, and related topics.

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(0-3 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student Date

Address

Signature of Advisor Date

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
FAMILY AND CONSUMER SCIENCES EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)**

	Hours	Semester (yr/mo)	Grade
FCS 610 Instructional Techniques and Curriculum Development in FCS	3		
FCS 615 Current Trends and Issues in FCS	3		
Plus nine (9) hours selected from the following:			
FCS 505 Special Topics in FCS (3-9)			
FCS 591 Special Project (3)			
FCS 597/697 Internship (3)			
FCS 695 Independent Study (3)			

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(9 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student Date

Address

Signature of Advisor Date

City/State/Zip Code

Student ID No.

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
INDUSTRIAL TECHNOLOGY EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(18 semester hours)**

	Hours	Semester (yr/mo)	Grade
ITE 605 Organization of Technology Education	3		
ITE 650 Developments in Technology Education	3		
Plus 12 hours of electives from the following:			
ITE 510 Teaching Techniques: Arch. and Const. (3)			
ITE 510 Teaching Techniques: Transportation Distribution and Logistics (3)			
ITE 510 Teaching Techniques: Manufacturing (3)			
ITE 510 Teaching Techniques: Science, Technology, Engineering and Math (3)			
ITE 512 3D Modeling, Rendering and Design (3)			
ITE 518 Transportation Systems (3)			
ITE 525 Desktop Publishing			
ITE 640 Manufacturing Tech. in Cabinetmaking (3)			
ITE 695 Independent Study (3)			

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(6 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Address

City/State/Zip Code

Student ID No.

Home Telephone / Work Telephone / Cell Phone

E-mail

Signature of Student

Signature of Advisor

Date

Date

**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
MATHEMATICS EDUCATION (39 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(27 semester hours)**

	Hours	Semester (yr/mo)	Grade
MAT 500 Real Analysis I (3) OR MAT 555 Real Analysis II* (3)			
MAT 515 Probability and Statistics II (3) OR MAT 660 Math Modeling and Statistics** (3)			
MAT 530 Modern Algebra (3)			
MAT 600 Current Issues and Trends in Math Ed (3)			
MAT 610 Modern Developments in Geometry (3)			
MAT 645 Math Curriculum and Teaching (3)			
Plus nine (9) hours selected from the following:			
MAT 520 Number Theory (3)			
MAT 535 History of Mathematics (3)			
MAT 555 Real Analysis II (3)			
MAT 620 Topics in Discrete Math for Teachers (3)			
MAT 660 Math Modeling and Statistics (3)			
MAT 682 Topics in Mathematics (3)			

At least 12 credit hours of mathematics must be from 600-level courses.

*MAT 555 can be used as an elective if MAT 500 is used to satisfy a core requirement.

**MAT 660 can be used as an elective if MAT 515 is used to satisfy a core requirement.

Student Name

Signature of Student

Date

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
MUSIC EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)**

	Hours	Semester (yr/mo)	Grade
Six (6) hours selected from the following: MUS 515 (3), MUS 516 (3), MUS 524 (3), MUS 544 (2), MUS 601 (3), MUS 602 (3)			
Three (3) hours selected from the following: MUS 503 (3), MUS 505 (3)			
Four (4) hours selected from Applied Music: MUS 651 (2), MUS 653 (2), MUS 655 (2), MUS 657 (2), MUS 659 (2), MUS 661 (2), MUS 663 (2)			
MUS Electives (2):			

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(9 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student

Date

Address

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP – READING SPECIALIST PK-12 (36 HOURS)

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

PROFESSIONAL EDUCATION CORE COURSES

	Hours	Semester (yr./mo.)	Grade
These courses are included in the Emphasis listed below...			

**REQUIRED COURSEWORK (EMPHASIS SPECIFIC)
(30 semester hours)**

	Hours	Semester (yr./mo.)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 642 Foundations of Literacy	3		
EDU 647 Instructional Theory and Practice in Literacy	3		
EDU 648 Adv Assessmt and Interventions in Literacy	3		
EDU 649 Instructional Leadership in Literacy	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		
EDU 682 Developing and Integrating Tech in Classrm	3		
EDU 698 Practicum	3		

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(6 semester hours)**

	Hours	Semester (yr./mo.)	Grade

Student Name

Signature of Student

Date

Address

Signature of Advisor

Date

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
SCIENCE EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(15-21 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student must take at least one course in each of the following areas: Biology (BIO), Chemistry (CHE), Earth Science (EAS), Physics (PHY). Additional courses must be in the above areas including courses with NAT prefix.

**ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)
(3-9 semester hours)**

	Hours	Semester (yr/mo)	Grade

Student Name

Signature of Student Date

Address

Signature of Advisor Date

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**PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE**

**CURRICULUM AND INSTRUCTION - INSTRUCTIONAL LEADERSHIP
SOCIAL SCIENCES EDUCATION (36 HOURS)**

THESIS: NON-THESIS: FOR TEACHER CERTIFICATION: NOT FOR TEACHER CERTIFICATION:

**PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)**

	Hours	Semester (yr/mo)	Grade
EDU 603 Intro to Graduate Studies and Research	3		
EDU 652 Instructional Theory and Practice	3		
EDU 658 Fundamentals of Curriculum Dev. PK-16	3		
EDU 674 History and Philosophy of Education	3		

**CONTENT COURSES (EMPHASIS SPECIFIC)
(24 semester hours)**

	Hours	Semester (yr/mo)	Grade

Social Sciences courses (21 hours) including at least nine (9) hours from one content area, and at least six (6) hours from another content area, plus six (6) hours of electives by advisement and approval of School of Education and Counseling Dean. Additionally, students are required to complete a final research (SSC 695 or other prefix, 3 hours).

Student Name

Signature of Student Date

Address

Signature of Advisor Date

City/State/Zip Code

Student ID No.

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Date Received _____
Proposal # _____
Review Type: _____
Reviewer #1 _____
Reviewer #2 _____
Date Approved: _____

Application to the Institutional Review Board for the Protection of Human Subjects

Title of Project:

Name of Principal Investigator (PI):

PI is WSC: Faculty Staff Undergraduate Student Graduate Student

If PI is student, name of research advisor:

If class project, name of professor:

PI's mailing address:

PI's telephone number:

PI's email address:

Are there human subjects involved in this project? ___ Yes ___ No

Human subjects are involved in a project if it uses data from human responses, observations of human beings or human materials, whether such data are obtained directly from human sources or from secondary sources.

If the answer to the above is "no," do not complete or submit this form.

Certification Statement

By making this application, I certify that I have read and understand Wayne State College's policy governing research with human subjects and the Ethical Principles for the Conduct of Research with Human Subjects as formulated by the HSIRB. I shall comply with the letter and the spirit of those documents. Furthermore, I am aware that certain departments may have their own standards for conducting human research and that it is up to me to familiarize myself with them. I also acknowledge my obligation to obtain written approval for any significant deviations from the originally approved protocol before making those deviations and to report immediately all adverse effects of the study on the participants to the Chairperson of the HSIRB and to the Academic Vice President. I also certify that the rights and welfare of the subjects are adequately protected and that informed consent of subjects will be obtained by methods that are adequate and appropriate.

Principal Investigator

Date

Advisor

Date

(The advisor's signature is required for graduate and undergraduate student applications.)

Section A. Research Proposal

1. Research Project Start Date:
(we recommend "upon IRB approval" rather than a specific calendar date)

Research Project End Date:

(If the end date is more than one calendar year after the start date, you will need to apply for an extension as IRB approval can only be given for up to one year.)

2. **Research Problem**

Please provide a brief statement (3-5 sentences) of the research problem.

3. **Participants**

- a. Who are they?

- b. How many?

- c. Age(s)?

- d. How will potential subjects be identified for purposes of recruitment?
(*class, phone book, membership lists, etc.*)

- e. How will potential subjects be recruited and screened once they are identified?
(*Provide documentation of agreement from individuals or organizations that are cooperating with you to recruit subjects. If your research has outside organizations involved, a letter agreeing to the participation must be attached.*)

- f. If participants are under 18 years of age, will parental permission be obtained?
 Yes No N/A (participants will be 18 or older)

If no, please explain.

Note: Persons under 18 years of age should be informed of their right to choose to participate and to withdraw from participation, even if parental permission has been obtained.

- g. Are subjects to be told that participation is voluntary and that they are free to withdraw at any time?
 Yes No

If no, why?

4. **Procedures**

Step-by-step description from the point of view of the participants, what they will experience:

1. Participants will receive 2 copies of Informed Consent document to sign.
2. Participants keep one copy of signed Inform Consent document and return the other signed copy to the researcher.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

5. **Debriefing Statement/Process**

Debriefing should be a part of the procedure. Debriefing generally includes a statement of appreciation to participants, an explanation of the overall purpose of the research, a way to learn about the results, and sometimes information resources to access assistance if subjects would benefit from a service related to the research problem. If the research involves deception, a written debriefing statement is required.

Section B. Risk Evaluation

A research subject is considered to be at risk if s/he may be exposed through the procedures of the proposed research to the possibility of physical or mental harm, coercion, deceit, or invasion of privacy. Examples of placing subjects at risk of harm include administration of drugs, requiring unusual physical exertion, deception, and public embarrassment and humiliation.

Coercion is a potential risk when subjects are not able to exercise their right to decline to participate. This is a special concern where the principal investigator or his/her advisor is in a relationship of greater power over the participants (e.g. professor-student relationship).

Additionally, risks arise when subjects could potentially experience discomfort, anxiety, invasion of privacy or loss of dignity. Risks also arise from the use of stored data or information that was initially obtained for other purposes.

1. **Risk Assessment**

- Indicate whether or not the following risks are present in the research.
- Provide a rationale for why you are using a special group, equipment, and/or procedure.
- Describe and assess any potential risks. Consider this from the perspective of the participant. Could she/he feel frightened, intimidated, embarrassed, become ill, etc.? If another research method which would reduce potential risks was not chosen for use, please provide a rationale.
- Describe procedures of the proposed research designed to protect against or minimize the potential risk. Assess the effectiveness of these procedures.

a.	<p>Students will be used as subjects. <i>(If using college or K-12 students – the risk is that they may feel coerced to participate; therefore, you will need to state this as a risk and how you plan to address this risk.)</i> Rationale for using students as subjects: Describe and assess potential risk: Describe measures to minimize and address risk:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
b.	<p>Experimental drugs will be used. Rationale for using experimental drugs: Describe and assess potential risk: Describe measures to minimize and address risk:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
c.	<p>Potential for medical problems exists. <i>(Must include referral in consent form.)</i> Describe and assess potential risk: Describe measures to minimize and address risk:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
d.	<p>Non-English speaking subjects will participate. Rationale for using non-English speaking subjects: Describe and assess potential risk: Describe measures to minimize and address risk:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
e.	<p>Minors (less than 18 years of age) will participate. Rationale for using minors: Describe and assess potential risk: Describe measures to minimize and address risk:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

f.	Mentally disabled subjects will participate. Rationale for using mentally disabled subjects: Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
g.	Incarcerated subjects will participate. Rationale for using incarcerated subjects: Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
h.	Participants may experience physical discomfort. (Must include referral in consent form.) Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
i.	Participants may experience mental discomfort. (Must include referral in consent form.) Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
j.	Electrical equipment will be used. Rationale for using electrical equipment: Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
k.	Mechanical equipment will be used. Rationale for using mechanical equipment: Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
l.	Deception will be used. (Debriefing statement is required). Rationale for using deception: Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
m.	Participants will be photographed or recorded (audio or video). Rationale for using photographs or recordings (audio or video): Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No
n.	Internet survey will be used (see Internet Research Policy). Rationale for using internet survey: Describe and assess potential risk: Describe measures to minimize and address risk:	___ Yes ___ No

2. Benefit Assessment

a) Describe the benefits to the subjects.

b) Describe the significance of the study and contributions to the general knowledge in the field of inquiry.

Section C: Managing and Storing Raw Data

Describe procedures and recording and storing data and the final disposition of raw data or coding identifiers.

For IRB purposes, Raw Data is any source material that can be linked to a specific individual. Raw data includes but is not limited to video files, audio files, transcriptions, questionnaires, surveys, numeric data, health history questionnaires, and coding identifiers. All forms of raw data that pertain to your study must be clearly addressed in this section.

Raw data containing Personally Identifiable Information (PII) about participants must not be accessible to parties who are not involved in the study. Paper files and USB drives identifying participants should be kept in locked locations, in an advisor's office, such as file cabinet drawers. Computer files containing PII (other than USB drives) should only be kept in a WSC password-protected location.

The American Psychological Association protocol calls for raw data to be kept for a minimum of five years after completion of the study.

1. Identify the raw data associated with your study.
2. How will the raw data be recorded? (Be sure to address how confidentiality will be maintained.)
3. Where will the raw data be stored? How long?
4. How will you dispose of the raw data?

Section D. Consent Form

Whenever possible, obtain informed consent (a signed form) from all participants. In online surveys, include a statement stating that completing the survey implies consent, following the Elements of Informed Consent below. Always use plain language. Avoid technical terms or discipline jargon. An example of a consent form is available in "Guidelines for Researchers."

Include in your informed consent (please check as you complete):

- ___ 1. Explanation of the purpose of the study, description of procedures to be followed.
- ___ 2. Identification of individuals performing the procedures and their credentials.
- ___ 3. Description of possible immediate and long-term discomforts, hazards and risks.
- ___ 4. Description of any benefits to participants or potential benefits to society.
- ___ 5. Offer to answer any questions concerning the procedures at any time.
- ___ 6. A statement that participants are free to withdraw consent and to discontinue participation at any time without prejudice to their future relations with WSC, their professors, or the principal investigator.
- ___ 7. Assurance that the identities of the participants will not be disclosed without the participant's consent.
- ___ 8. If a mental or physical risk is identified, include appropriate healthcare professional referral information (such as WSC Counseling Center or WSC Student Health or non-student community resources).
- ___ 9. If subject is photographed or recorded (audio or video), consent must contain statement to be initialized by subjects.
- ___ 10. Notification that if the participants are minors (less than 18 years of age), one parent or legal guardian must sign the consent form).
- ___ 11. Faculty and staff provide each participant with the name and telephone number of the principal investigator. Graduate students must provide each participant with the name and telephone number of the principle investigator and research advisor. Undergraduate students must provide each participant with the name and e-mail address of the principle investigator and the name and telephone number of the research advisor.

Section E. Materials and Apparatus

To this document, **attach** copies of all written materials to which subjects will be exposed including questionnaires, survey, instructions, cover letters, consent/assent forms, debriefing statements (required when deception is part of study), etc.

If applicable, **attach** Human Performance Lab protocols, documentation of agreement from individuals or organizations that are cooperating with you to recruit subjects (i.e. school districts, team coaches), and/or letters of participation from outside organizations working with you.

Section F. IRB Review Level

The Federal government requires that copies of ALL research proposals involving human subjects be on file with the Institutional Review Board. Certain types of research may be exempt from full IRB review or qualify for expedited review. Exempt status does not relieve the researcher from the obligation to obtain consent from the subjects, their representatives, or cooperating organizations.

To help determine the level of review, please see "Guidelines for Researchers."

Please check the level of review you are requesting:

Exempt Expedited Full

More information about the Institutional Review Board can be found at www.wsc.edu/graduate.

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