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

This faculty-student handbook for Curriculum & 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 & Instruction-Instructional Leadership.

The Curriculum & 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. This is a 36-credit hour program.

The program contains 12 hours of Professional Education Core Courses, 15-24 hours of a Curriculum & 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 https://myapplication.wsc.edu/

__ Request official transcript(s) for all college course work 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).

__ Two reference forms need to be submitted on your behalf. Please ask two people who have observed and can comment on your effectiveness in professional work and who have agreed to complete the reference form. Eligible references are school administrators and current or previous employers. Two reference forms are included in the Appendix of this document.

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

__ a. A writing sample (an academic essay of five or more pages on a topic of the student’s choice). The essay should be formatted as follows using current APA guidelines:
   i. Title page (not included in the total of five);
   ii. Introduction;
   iii. Statement of the educational issue or problem;
   iv. Supportive information cited from the student’s reading of related literature from professional journals, books and electronic resources;
   v. Conclusion section with classroom/job-related applications; and
   vi. Reference list.
b. A letter addressed to the Dean of the School of Education and Counseling requesting admittance to their desired program. The letter must contain the following information:
   i. reason and purpose for entering the program;
   ii. professional experience and preparation;
   iii. expectations for the program;
   iv. future aspirations or goals; and
   v. future endeavors once degree is earned.
   Please address the letter to the Dean, but send the letter and writing sample to this address:
   School of Education and Counseling
   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 OR earn a GPA of 3.0 or higher for first nine (9) graduate hours completed at WSC.

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.

Upon completion of these requirements, you will receive a letter informing you of the acceptance decision. Students seeking financial aid will also need to contact the Student Financial Services Office and complete a program of study (step 3 in the following section) prior to beginning course work at WSC.
Checklist for Admission to and Continuance in the Curriculum & 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 course work.

__ 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 online at http://www.wsc.edu/graduate_program/forms/
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 course work, 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-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 course work.

__ If you are in the Non-Thesis option, near the completion of 24 credit hours of course work, 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 & Instruction-Instructional Leadership Options

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

Alternative Education (EDC)
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 & 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 described below.

Alternative Education (15 hours)
  EDU 636 Introduction to Alternative Education (3)
  EDU 637 Program and Teaching Strategies for Atypical Populations (3)
  EDU 638 Practicum for Alternative School Teachers (3)
  **Plus six (6) hours selected from the following:**
  CNA 570 Family Communication (3)
  CSL 540 Substance Related and Addictive Disorder Counseling (3)
  EDU 655 School Law: Constitutional Aspects and Cases (3)
  EDU 657 School Organization and Administration (3)
  SPD 552 Consultation and Collaboration Seminar (3)
Business and Information Technology Education (15-18 hours)

Students pursuing the MSE in Curriculum & 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 (30 hours)

1. Students who are interested in pursuing the MSE in Curriculum & 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.

3. The Professional Education Core Courses are:
   EDU 603 Introduction to Graduate Studies and Research (3)
   EDU 652 Instructional Theory and Practice (3)

4. *Any student who has completed SPD 433 and/or SPD 453 at WSC or an equivalent from another institution should not enroll in the 500-level courses or their equivalent. The students will enroll in courses approved by the advisor to replace SPD 533 and/or SPD 553 or their equivalent.

**Take FCS 616 for 3 hours if pursuing the MSE-Thesis option; Take FCS 616 for 5 hours if pursuing the MSE-Non-Thesis option or Endorsement.
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)
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 (3-5)**
*SPD 533 Early Childhood Social/Emotional Development and Behavior Interventions (3)
*SPD 553 Early Childhood Consultation and Collaboration Seminar (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)

**Plus 12 hours of ITE Content Course Electives 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 & Instruction—Instructional Leadership (Community of Learning format) (18 hours)
EDU 626 Advanced Educational Psychology (3)
EDU 627 Current Issues and Trends in Education (3)
EDU 651 Classroom Assessment (3)
EDU 656 School Law: Operational Aspects and Cases (3)
EDU 693 Final Research (3)
SPD 611 Organization and Administration of Special Education (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 674 History and Philosophy of Education (3)
EDU 682 Developing and Integrating Technology in the Classroom (3)
EDU 693 Final Research (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 course work.

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 summer
EDU 693 Final Research (3)
   Offered every semester and summer as a Directed Study with advisor

**Total Credits and Residency Requirement**

A minimum of 36 credit hours must be completed. The graduate student must complete at least 50% of the course work 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, department chair, (content area) School Dean, Director of Graduate Studies and the Dean of the School of Education and Counseling. Program of Study forms may be obtained from the student’s advisor, Graduate Office, appropriate School Office, or online at: http://www.wsc.edu/graduate_Program/forms/. 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, department chair, (content area) School Dean, Director of Graduate Studies and the Dean of the School of Education and Counseling. 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 Director of Graduate Studies (see page 227 in the Wayne State College General and Graduate Catalog).

Elective Credit Requests

The Master of Science in Education program requires from 0 to 9 credit hours of elective course work (see your program of study for details). A maximum of three (3) hours of workshop credit may be accepted upon prior approval of the Director of Graduate Studies (see page 227 in the Wayne State College General and Graduate Catalog).

To request approval of elective course work, the student must submit to the Director of Graduate Studies 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

A maximum of 18 credit hours, subject to evaluation by the Director of Graduate Studies and content faculty (when appropriate) may be transferred from another accredited graduate institution, and applied toward the MSE in Curriculum & Instruction-Instructional Leadership. No more than one-half (6 hours) of the course work 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
The maximum load of graduate credit hours for graduate students, without special permission, is nine (9) hours during regular terms. A graduate student who wishes to register for more than the maximum number in a regular or summer term should consult with his/her advisor, then contact the appropriate School office for approval and forward that information to the Office of Records and Registration. Full-time status for graduate students is nine (9) credit hours.

**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 seven (7) 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 seven (7) 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 seven (7) years old at the time of graduation.

**Final Research Degree Options**

**Thesis Option**

The thesis option requires a minimum of 30 credit hours of course work 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 should assign a thesis committee (three members of the appropriate department and one member of another school) with student input when the student nears completion of 24 credit hours and will notify the Graduate Office by completing the required Thesis 699 Plan for Thesis 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. The Thesis 699 Plan for Thesis form is included in the Appendix of this document.
Thesis Style. All theses must conform to the style prescribed by the Graduate Council. The American Psychological Association, Modern Language Association and Kate Turabian (A Manual for Writers 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 the School of Education and Counseling.
Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of course work 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.

Final Research Requirement

The Final Research Requirement is a graduation requirement for the Master of Science in Education (MSE) in Curriculum & Instruction-Instructional Leadership. As defined in the Wayne State College General and Graduate Catalog, a graduate research requirement is one acceptable:

- final research paper, or
- final research project, or
- final research portfolio, and/or
- final comprehensive examination.

The Final Research Requirement must demonstrate 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;
3. writing proficiency at the graduate level; and
4. address the meeting of the five Advanced Program Goals:
   a. professional dispositions that pervade every aspect of their profession;
   b. unique nature of individuals - cognitively, linguistically, socially, emotionally and physically;
   c. content required for their assigned position;
   d. effective strategies that foster engagement and build the relationships that lead to success; and
   e. professional responsibility and professional skills required for their position.

The journey of formulating and writing your research paper/project/portfolio and/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 Requirement.

Remember that students must make an application to the Graduate Office and be approved for their Final Research. Forms are available on the G-Drive and also from Vickie Loofe in the Graduate Office.

See Final Research Work Order for Projects in Appendix.
Organization and Format of the Research for Papers, Projects or Portfolios

Within the final research choices (non-Thesis option) the following format is required in either APA or MLA style:

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 & 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, Project or Portfolio 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 Chapters 4 and 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 Director of Graduate Studies and the Dean of the School of Education and Counseling to do so.

The journey of formulating and writing your research paper/project/portfolio and/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 Requirement.

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 filed must be an original copy, contain a Final Research Requirement Approval/Signature form, and be signed by the student, advisor,
department chair, (content area) School Dean, the Director of Graduate Studies and the Dean of the School of Education and Counseling.

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, Project, or Portfolio filed must be an original copy, contain a Final Research Requirement Approval/Signature form, and be signed by the student, advisor, department chair, (content area) School Dean, the Director of Graduate Studies and the Dean of the School of Education and Counseling.

Organization and Format of the Comprehensive Examinations

Comprehensive Exams are one of the four 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 & 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.]

Comprehensive Examinations have one or two sections depending on the candidate’s area of emphasis. All candidates who choose the Comprehensive Exam option will complete Section 1.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Professional Ed Core Exam Questions</th>
<th>Content Emphasis Exam Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps</td>
</tr>
<tr>
<td>Business &amp; Info Tech Education</td>
<td>Final Research Required*</td>
<td>No – Paper Required</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
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<tr>
<td>English Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
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<tr>
<td>English-as-a-Second Language</td>
<td>No – Portfolio Required</td>
<td>No – Portfolio Required</td>
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<tr>
<td>Family &amp; Consumer Science</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
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<tr>
<td>Industrial Technology Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
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<tr>
<td>Mathematics Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
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<tr>
<td>Music Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
</tr>
<tr>
<td>Science Education</td>
<td>Final Research Required*</td>
<td>Yes – Written Comps*</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>Final Research Required*</td>
<td>Yes – Oral Comps</td>
</tr>
</tbody>
</table>

*If Comprehensive Exam is the selected Final Research option, then Professional Education Comps are required.
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; or 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 & 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.

If this option is chosen, the Request to Take Graduate Comprehensive Examination form is also required. 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 student, advisor, department chair, (content area) School Dean, the Director of Graduate Studies and the Dean of the School of Education and Counseling.

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 with no more than six (6) credit hours of course work and/or internship remaining to complete their degree during the summer are eligible to participate in May commencement ceremonies. All other program graduation requirements must be completed by the set dates as if they were a May graduate.

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 at least an overall GPA of 3.0 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 & Instruction-Instructional Leadership Advisors/Graduate Faculty**

At the time of admission or during the EDU 603 Introduction to Graduate Studies and Research course, the (content area) 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 & 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,** Assistant Professor, Education  [jobarne1@wsc.edu](mailto:jobarne1@wsc.edu)
B.S., M.S.E., Wayne State College; Ed.D., University of South Dakota.

**Barbara A. Black,** Professor, Education  [bablack1@wsc.edu](mailto:bablack1@wsc.edu)
B.S.E., University of Nebraska-Lincoln; M.A.E., Wayne State College; Ed.D., University of South Dakota.

**Janice S. Dinsmore,** Assistant Professor, Education  [jadinsm1@wsc.edu](mailto:jadinsm1@wsc.edu)
B.S.E., University of Maine; M.A.E., M.S.E., Wayne State College.

**Laura O. Franklin,** Assistant Professor, Special Education  [lafrank1@wsc.edu](mailto:lafrank1@wsc.edu)
B.A., M.A., University of Arizona; Ed.D., Northern Arizona University.

**Joni L. Irlmeier,** Assistant Professor, Education  [joirlme1@wsc.edu](mailto:joirlme1@wsc.edu)
B.A., M.S.E., Wayne State College.
Because Curriculum & 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 & Instruction/Instructional Leadership.

Curriculum & Instruction/Instructional Leadership Goals and Outcomes

Purpose and Rationale

The MSE in Curriculum & 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 & Instruction/Instructional Leadership has five (5) 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 & 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.

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**General Information**

Wayne State College’s Address:
Wayne State College
1111 Main Street
Wayne, NE 68787

Wayne State College’s Telephone Number:
1-800-228-9972 OR (402) 375-7000

Other offices with campus location, email address and telephone number:

**School of Education and Counseling**
- Dr. Dennis A. Lichty, Dean
  Brandenburg 136
- Ms. Brook A. Jech, Office Assistant
  Brandenburg 141
  Email: brjech1@wsc.edu
  (402) 375-7164

**MSE, Curriculum & Instruction-Instructional Leadership**
Dr. Joni L. Irlmeier, Director of Graduate Studies
Brandenburg 137
Email: joirlme1@wsc.edu
(402) 375-7116

**MSE, Community of Learning**
- Dr. Joni L. Irlmeier, Director
  Brandenburg 137
  Email: joirlme1@wsc.edu
  (402) 375-7116
- Ms. Brook A. Jech, Office Assistant
  Brandenburg 141
  Email: brjech1@wsc.edu
  (402) 375-7164
Graduate Studies Office
Ms. Vickie J. Loofe, Office Assistant
Brandenburg 139
Email: viloofe1@wsc.edu
(402) 375-7232

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 & Registration
Hahn 116
(402) 375-7239
Wayne State College

Reference for MSE/Ed.S. Applicant

Name of Applicant: _____________________________________________________________

Program of Study (check one)

Ed.S.: __
MSE, School Administration: P-8___ 7-12___ PK-12___ Added Endorsement___
MSE, Curriculum & Instruction-Instructional Leadership:
  Emphasis___________________________  Community of Learning format___
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 and return the questionnaire
below. Your response will be kept in a secure electronic file, but we cannot offer a guarantee of
absolute confidentiality.

Please use the following rubric in responding to the questions: 1=poor, 2=average, 3=good,
4=exceptional, 5=unsure

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
e-mail it to Brook Jech at brjech1@wsc.edu.
Name of Applicant: _____________________________________________________________

Program of Study (check one)

Ed.S.: __
MSE, School Administration: P-8__ 7-12__ PK-12__ Added Endorsement__
MSE, Curriculum & Instruction-Instructional Leadership:
               Emphasis___________________________   Community of Learning format__
MSE, Counseling: School Counseling__ Clinical Mental Health__ Higher Education__
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2. Leadership potential __
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4. Written communication __
5. People skills __
6. Collaborative decision making __
7. Conflict management __
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Additional comments:

Name: __________________________ Position: ___________________________
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Wayne State College

FIFTEEN-HOUR GRADUATE STUDENT
CONFERENCE 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, department chair, and appropriate department faculty member(s) 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 Chair

__________________________________________________________________________
Department Faculty Member

__________________________________________________________________________
Department Faculty Member

__________________________________________________________________________
Department Faculty Member

__________________________________________________________________________
Department Faculty Member

<table>
<thead>
<tr>
<th>GOALS</th>
<th>SCORE</th>
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<tr>
<td>Professional dispositions that pervade every aspect of their profession</td>
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<tr>
<td>Unique nature of individuals - cognitively, linguistically, socially, emotionally and physically</td>
<td>2</td>
</tr>
<tr>
<td>Content required for their assigned position</td>
<td>3</td>
</tr>
<tr>
<td>Effective strategies that foster engagement and build the relationships that lead to success</td>
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</tr>
<tr>
<td>Professional responsibility and professional skills required for their position</td>
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</table>

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.

__________________________________________________________________________
Director of Graduate Studies

Date

__________________________________________________________________________
Dean, School of Education and Counseling

Date
## 15-Hour Interview Scoring Rubric

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<td>Proficient</td>
<td>Advanced</td>
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# Final Research Work Order for Projects

**Master of Science in Education Curriculum & Instruction – Instructional Leadership**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Project Title:</th>
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<tbody>
<tr>
<td>Project Due Date:</td>
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<tr>
<th>Progress Dates</th>
<th>What Will Be Completed</th>
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<td>Topic Decided &amp; Resources List completed</td>
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<tr>
<th>Action Research</th>
<th>Descriptive Research</th>
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<tbody>
<tr>
<td><strong>Outline</strong> of the Paper Completed</td>
<td><strong>Outline</strong> of the Paper Completed</td>
</tr>
<tr>
<td><strong>Title Page</strong></td>
<td><strong>Title Page</strong></td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td><strong>Abstract</strong></td>
</tr>
<tr>
<td><strong>Body of the Paper Action Research</strong></td>
<td><strong>Body of the Paper Descriptive Research</strong></td>
</tr>
<tr>
<td><em>Introduction-Purpose of the Research</em></td>
<td><em>Introduction-Purpose of the Research</em></td>
</tr>
<tr>
<td><em>Literature Review</em> (sub-headings as required)</td>
<td><em>Literature Review</em> (extended)</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td><strong>Findings</strong></td>
</tr>
<tr>
<td><strong>Methodology for Action Research</strong></td>
<td><strong>Conclusions</strong></td>
</tr>
<tr>
<td>include the following: Participants, Data Collection, Data Analysis, Limitations for the Research</td>
<td><strong>Implications for Teaching</strong></td>
</tr>
<tr>
<td><strong>Findings</strong> (sub-headings as necessary)</td>
<td>References</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>Appendices (as needed)</td>
</tr>
<tr>
<td><strong>Implications for Teaching</strong></td>
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<tbody>
<tr>
<td>All Resources Read and Kept or Discarded</td>
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<tr>
<td>Index Cards or other Information Collection Strategy for Research Completed</td>
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<tr>
<td>Draft of the <strong>Introduction</strong> Completed</td>
<td></td>
</tr>
<tr>
<td>Draft of <strong>Literature Review</strong> (sub-headings as required) and <strong>References</strong> Completed</td>
<td></td>
</tr>
<tr>
<td>Draft of <strong>Procedures</strong> and <strong>Methodology</strong> (Participants, Data Collection, Data Analysis, Limitations for the Research) Completed</td>
<td></td>
</tr>
<tr>
<td>Draft of <strong>Findings, Conclusions</strong> and <strong>Implications for Teaching</strong> Completed</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong> of the Paper Completed</td>
<td></td>
</tr>
<tr>
<td>Draft of <strong>Abstract</strong> and <strong>Title Page</strong> Completed</td>
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</tr>
<tr>
<td><strong>Body</strong> of the Paper Polished</td>
<td></td>
</tr>
<tr>
<td>Peer <strong>Editing</strong> (or other process) Completed</td>
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</tr>
<tr>
<td><strong>Final Draft</strong> Completed</td>
<td></td>
</tr>
<tr>
<td><strong>Research Paper Due</strong></td>
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</tbody>
</table>
MSE Non-Thesis Application for Final Research Requirement
(to be completed when the student nears completion of 24 hours)

Name: _______________________________________________________________________

Student ID No.: ________________________________________________________________

Address: _____________________________________________________________________

E-mail address: __________________________________________________________________

Curriculum & Instruction-Instructional Leadership Emphasis: _________________________

Advisor: _______________________________________________________________________

Anticipated date of graduation: __________________________________________________

EDU 693 Research Seminar enrollment (semester, year): _____________________________

_____ Final Graduate Comprehensive Examination

  Written ___
  Oral ___
  Portfolio ___
  Performance ___
  Combination ___ (please check the ones above that apply)

  Requires a Request to Take Graduate Comprehensive Examination form (please attach it to this form)

_____ Final Research Paper

  Title of Research Paper: __________________________________________________________

_____ Final Research Portfolio

  Title of Research Portfolio: _______________________________________________________

   Presentation/Exhibition Date: _____________________________________________________

  Requires a Request for Portfolio Review form (please attach it to this form)

_____ Final Research Project

  Title of Project: __________________________________________________________________

   Action Research (requires Human Subjects Institutional Review Board (HSIRB) Application form)
   Date approved by the HSIRB Council: _______________________________________________

Approved by: ____________________________ Date ____________________________

    Student

___________________________ Date ____________________________

    Advisor

___________________________ Date ____________________________

    Department Chair

___________________________ Date ____________________________

    School Dean (content area)

___________________________ Date ____________________________

    Director of Graduate Studies

___________________________ Date ____________________________

    Dean, School of Education & Counseling

___________________________ Date ____________________________
REQUEST TO TAKE GRADUATE COMPREHENSIVE EXAMINATION

This form should be completed and filed in the Graduate Office two weeks prior to the examination date.

STUDENT NAME: ____________________________  Student ID No.: ____________________________

PHONE: ____________________________  E-MAIL ADDRESS: ____________________________

DEPARTMENT: _______________________________________________________________________

DEGREE PROGRAM: ___________________________________________________________________

DEGREE PROGRAM MAJOR ADVISOR: _____________________________________________________

Number of graduate credits earned toward the degree (do not include In-Progress hours): _____ semester credit hours

Number of graduate credits remaining to be taken for the degree (include In-Progress hours): _____ semester credit hours

Anticipated date of graduation: _______________________________________________________

Degree option: _____ Thesis  _____ Non-Thesis

Is this a request for a retake? _____ Yes  _____ No

If yes, indicate how many previous retakes: _____  Date of the last retake: ____________________________

I, the above-named individual do hereby request that I be permitted to take my Graduate Comprehensive Examination on: ____________________________ (date).

Student Signature: ____________________________  Date: ____________________________

_____ Approved  _____ Not approved  ____________________________  Date

_____ Approved  _____ Not approved  ____________________________  Date

_____ Approved  _____ Not approved  ____________________________  Date

_____ Approved  _____ Not approved  ____________________________  Date

_____ Approved  _____ Not approved  ____________________________  Date

_____ Approved  _____ Not approved  ____________________________  Date

Dean, School of Education and Counseling  Date
REQUEST FOR PORTFOLIO REVIEW

This form should be completed and filed in the Graduate Office two weeks prior to the review date.

STUDENT NAME: ______________________  Student ID #: ______________________

DEPARTMENT: ________________________________

DEGREE PROGRAM: _________________________________________________________________

DEGREE PROGRAM MAJOR ADVISOR: ________________________________________________

Anticipated date of graduation: __________________________________________________________

Is this a request for an additional review? _____ Yes     _____ No

If yes, indicate how many previous reviews: _____ Date of the last review: ______________________

This research paper will be submitted in: _____ electronic form    _____ paper form

I, the above-named individual do hereby request that I be permitted to submit my Graduate Comprehensive Portfolio during ____________________________ (term).

Student Signature: ___________________________________________  Date: __________________

_____ Approved     _____ Not approved

Advisor(s) ___________________________  Date

_____ Approved     _____ Not approved

Department Chair _________________________  Date

_____ Approved     _____ Not approved

Director of Graduate Studies _________________________  Date

_____ Approved     _____ Not approved

Dean, School of Education and Counseling _________________________  Date
Wayne State College

Final Research Requirement
Approval/Signature Form

Name of Student (please print or type): ________________________________

Student Signature: ________________________________________________

Final Research Requirement:
_____ Final Research Paper
_____ Final Research Project
_____ Final Research Portfolio
_____ Final Graduate Comprehensive Examination

Final Research Requirement evaluation completed by the advisor:

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Does Not Meet 1</th>
<th>Progressing 2</th>
<th>Proficient 3</th>
<th>Advanced 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional dispositions that pervade every aspect of their profession</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Unique nature of individuals - cognitively, linguistically, socially, emotionally, and physically</td>
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<tr>
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<td>5. Professional responsibility and professional skills required for their position</td>
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</tr>
</tbody>
</table>

Approved by: ______________________________________ Date

Advisor

Department Chair Date

School Dean Date

Director of Graduate Studies Date

Dean, School of Education and Counseling Date
APPLICATION FOR GRADUATION

PLEASE PRINT

STUDENT 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: ________________________________

E-MAIL 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)
(eg.: Bachelor of Science, Wayne State College, Wayne, Nebraska, 20xx)

(for commencement program)

__________________________________________________________ __________________________

**Graduation candidates’ addresses and e-mail 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 six credit hours of course work, 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 9/13/2013
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: ____________________________________________________________

Department: ___________________________________  Term: ____________________________

Credit Hours: ________________  Number of Planned Conferences: ___________________

Date Began: __________________________  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: (Three members from the appropriate department and one member from another school)

Objectives:

Procedure or Main Topics:

Basic Working Bibliography: (additional sheets may be attached)

________________________________________________________________________

Student’s Signature

Approved:

Instructor

Approved:

Department Chair

Approved:

Dean, School of Education & Counseling
Curriculum & Instruction-Instructional Leadership
Aggregate Assessment Rubrics for Key Assessments

1. Curriculum & 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 course work 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:

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<thead>
<tr>
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2. Curriculum & 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 course work 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:

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3. Curriculum & 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 course work 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:
4. Curriculum & 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 course work 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:

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</tbody>
</table>

5. Curriculum & 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 course work 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:

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</tr>
<tr>
<td>Advanced Key Assessment</td>
<td>Description</td>
<td>When Completed</td>
<td>Assessment Criteria</td>
<td>Advanced Goals Assessed</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Writing Sample</td>
<td>Academic essay for application to program</td>
<td>During application process</td>
<td>Writing Sample Rubric + Comments</td>
<td>Conceptual Framework Outcomes 1, 2, 3, 4 &amp; 5 + Comments</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Forms from 2 referents</td>
<td>During application process</td>
<td>Demographic Information + 10 Items + Comments</td>
<td>Conceptual Framework Outcomes 1, 2, 3, 4 &amp; 5 + Comments</td>
</tr>
<tr>
<td>15-Hour Interview</td>
<td>Face-to-face; phone or Skype interview using questions prescribed by program faculty</td>
<td>Between 12-15 hours</td>
<td>15-Hour Interview Rubric + Comments</td>
<td>Conceptual Framework Outcomes 1, 2, 3, 4 &amp; 5 + Comments</td>
</tr>
<tr>
<td>Cumulative Graduate GPA</td>
<td>Contains all courses listed on the program of study</td>
<td>Monitored throughout program</td>
<td>3.0 GPA must be maintained</td>
<td>Conceptual Framework Outcome 3 + Comments</td>
</tr>
<tr>
<td>Final Research</td>
<td>Options include final research paper, final research project, final research portfolio, final comprehensive examination, or master’s thesis</td>
<td>During final two semesters</td>
<td>Final Research Rubric + Comments</td>
<td>Conceptual Framework Outcomes 1, 2, 3, 4 &amp; 5 + Comments</td>
</tr>
<tr>
<td>Internship Documentation, Counseling and School Administration only</td>
<td>Program faculty prescribes documentation contents</td>
<td>When assigned by advisor</td>
<td>Internship Documentation Rubric + Comments</td>
<td>Conceptual Framework Outcomes 1, 2, 3, 4 &amp; 5 + Comments</td>
</tr>
<tr>
<td>Graduate Survey</td>
<td>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.</td>
<td>After program completion</td>
<td>CF 5 Outcomes + Comments</td>
<td>Conceptual Framework Outcomes 1, 2, 3, 4 &amp; 5 + Comments</td>
</tr>
</tbody>
</table>

**Curriculum & 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 & Instruction-Instructional Leadership program.
### PROGRAM OF STUDY – MSE DEGREE
**WAYNE STATE COLLEGE**

**CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP**
**ALTERNATIVE EDUCATION (36 HOURS)**

**THESIS:** [ ]  **NON-THESIS:** [ ]  **FOR TEACHER CERTIFICATION:** [ ]  **NOT FOR TEACHER CERTIFICATION:** [ ]

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 652 Instructional Theory &amp; Practice</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 636 Intro to Alternative Education</td>
<td>3</td>
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<tr>
<td>EDU 637 Program &amp; Teaching Strategies for Atypical Populations</td>
<td>3</td>
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<tr>
<td>EDU 638 Practicum for Alternative School Teachers</td>
<td>3</td>
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<tr>
<td><strong>Plus six (6) hours selected from the following:</strong></td>
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<tr>
<td>CNA 570 Family Communication (3)</td>
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<tr>
<td>CSL 540 Substance Related &amp; Addictive Disorder Counseling (3)</td>
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<tr>
<td>EDU 655 School Law: Const. Aspects &amp; Cases (3)</td>
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<tr>
<td>EDU 657 School Organization &amp; Administration (3)</td>
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<tr>
<td>SPD 552 Consultation and Collaboration Seminar (3)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
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**Student Name**

Signature of Student

Date

**Address**

Signature of Advisor

Date

**City/State/Zip Code**

Signature of Department Chair

Date

**Campus ID No.**

Signature of Director of Graduate Studies

Date

**Home Telephone / Work Telephone / Cell Phone**

Signature of School of Ed. & Counseling Dean

Date

**E-mail**
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP
BUSINESS & 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)

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CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BUS 602 Issues in Business Education</td>
<td>3</td>
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<tr>
<td>BUS 621 Seminar in Business Education Instruction</td>
<td>3</td>
<td></td>
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<tr>
<td>BUS 630 Workshop in Business Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 640 Research in Bus &amp; Info Tech Education</td>
<td>3</td>
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<tr>
<td><strong>Plus three (3) hours selected from the following OR by advisement:</strong></td>
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<tr>
<td>CED 650 Curr Dev in Career/Tech Education (3)</td>
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<tr>
<td>CIS 575 Topics in CIS: Emerging Technologies (3)</td>
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<tr>
<td>CSC 548 Web &amp; Multimedia Content Design (3)</td>
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<tr>
<td>EDU 682 Developing &amp; Integrating Computer Applications in the Classroom (3)</td>
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ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)
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_________________________  ______________________  __________
Student Name               Signature of Student                 Date
_________________________  ______________________  __________
Address                     Signature of Advisor                  Date
_________________________  ______________________  __________
City/State/Zip Code         Signature of Department Chair       Date
_________________________  ______________________  __________
Campus ID No.               Signature of Director of Graduate Studies Date
_________________________  ______________________  __________
Home Telephone / Work Telephone / Cell Phone  Signature of School of Ed. & Counseling Dean  Date

E-mail

_________________________  ______________________  __________

39
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

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

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

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(18 semester hours)

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<td></td>
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<tr>
<td>CIS 554 Tech Platforms, Hrdwre &amp; Operatg Systems</td>
<td>3</td>
<td></td>
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<tr>
<td>CIS 557 Networking &amp; Technology Management</td>
<td>3</td>
<td></td>
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<tr>
<td>CIS 575 Topics in CIS: Emerging Technologies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 542 Program Design &amp; Documentation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 548 Web &amp; Multimedia Content Design</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
</table>

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

__________________________  __________________________  ______
City/State/Zip Code  Signature of Department Chair  Date

__________________________  __________________________  ______
Campus ID No.  Signature of Director of Graduate Studies  Date

__________________________  __________________________  ______
Home Telephone / Work Telephone / Cell Phone  Signature of School of Ed. & Counseling Dean  Date

E-mail
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

CURRICULUM & 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)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 652 Instructional Theory &amp; Practice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 605 Curr&amp;Methods Appropriate for Ages Birth-8</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDU 617 Assmt of Needs for Young Children Birth-8</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 632 Clinical for Early Childhood</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 658 Fund of Curriculum Development PK-16</td>
<td>3</td>
<td></td>
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<tr>
<td>FCS 520 Infts/Toddlers thru Primary Children Birth-8</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>FCS 530 Org &amp; Adm of Early Childhd Ed Programs</td>
<td>3</td>
<td></td>
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<tr>
<td>FCS 616 Early Childhood Practicum with Applied Research (3-5)**</td>
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<tr>
<td>SPD 533 Early Childhood Emotional Development and Behavior Interventions <strong>OR</strong></td>
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<tr>
<td>*Advisor-Approved Substitution:</td>
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<tr>
<td>SPD 553 Early Childhood Consultation and Collaboration <strong>OR</strong></td>
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<tr>
<td>*Advisor-Approved Substitution:</td>
<td></td>
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</tbody>
</table>

*Any student who has completed the 400-level course at Wayne State College or an equivalent from another institution should not enroll in the 500-level courses. Those students will enroll in courses approved by the advisor to replace SPD 530 and/or SPD 552 or their equivalent.

**Take FCS 616 for 3 hours if pursuing the MSE-Thesis option; Take FCS 616 for 5 hours if pursuing the MSE-Non-Thesis Option or Endorsement.

Student Name___________________________________________  Signature of Student _________________________  Date ____________

Address________________________________________________  Signature of Advisor ____________________________  Date ____________

City/State/Zip Code______________________________________  Signature of Department Chair ___________________  Date ____________

Campus ID No.___________________________________________  Signature of Director of Graduate Studies ___________  Date ____________

Home Telephone / Work Telephone / Cell Phone______________  Signature of School of Ed. & Counseling Dean ___________  Date ____________

E-mail__________________________________________________  ____________________________  ____________________________  ____________________________
# PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

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

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 652 Instructional Theory &amp; Practice</td>
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<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 600 Literacy through Literature for Children</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDU 604 Lang. Arts in the Elem. &amp; Middle School</td>
<td>3</td>
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<tr>
<td>EDU 612 Soc. Sciences in the Elem. &amp; Middle School</td>
<td>3</td>
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<tr>
<td>EDU 613 Science in the Elem. &amp; Middle School</td>
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<tr>
<td>EDU 614 Mathematics in the Elem. &amp; Middle School</td>
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</table>

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Semester (yr/mo)</th>
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</table>

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**Student Name**  
**Signature of Student**  
**Date**

**Address**  
**Signature of Advisor**  
**Date**

**City/State/Zip Code**  
**Signature of Department Chair**  
**Date**

**Campus ID No.**  
**Signature of Director of Graduate Studies**  
**Date**

**Home Telephone / Work Telephone / Cell Phone**  
**Signature of School of Ed. & Counseling Dean**  
**Date**

**E-mail**
# PROGRAM OF STUDY – MSE DEGREE

**WAYNE STATE COLLEGE**

## CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP

**ENGLISH AS A SECOND LANGUAGE**  (36 HOURS)

<table>
<thead>
<tr>
<th>Thesis:</th>
<th>Non-Thesis:</th>
<th>For Teacher Certification:</th>
<th>Not For Teacher Certification:</th>
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### PROFESSIONAL EDUCATION CORE COURSES

(12 semester hours)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
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### CONTENT COURSES (EMPHASIS SPECIFIC)

(15 semester hours)

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<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
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<tbody>
<tr>
<td>CNA 567 Intercultural Communication</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 515 ESL Programs, Curriculum &amp; Assessment</td>
<td>3</td>
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<tr>
<td>EDU 516 ESL Methods &amp; Assessment</td>
<td>3</td>
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<tr>
<td>EDU 517 ESL Practicum K-12</td>
<td>3</td>
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<tr>
<td>ENG 525 Structure of English or ENG 526 Linguistic Theory &amp; Applications</td>
<td>3</td>
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</tbody>
</table>

### ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)

(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)

(9 semester hours)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
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</table>

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**Student Name**

Signature of Student  
Date

**Address**

Signature of Advisor  
Date

**City/State/Zip Code**

Signature of Department Chair  
Date

**Campus ID No.**

Signature of Director of Graduate Studies  
Date

**Home Telephone / Work Telephone / Cell Phone**

Signature of School of Ed. & Counseling Dean  
Date

**E-mail**

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

**CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP**

**ENGLISH EDUCATION**  
(36 HOURS)

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
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<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</table>

Student Name: ____________________________  
Signature of Student: ____________________  
Date: ____________

Address: ____________________________  
Signature of Advisor: ____________________  
Date: ____________

City/State/Zip Code: ____________________  
Signature of Department Chair: ____________________  
Date: ____________

Campus ID No.: ____________________  
Signature of Director of Graduate Studies: ____________________  
Date: ____________

Home Telephone / Work Telephone / Cell Phone: ____________________  
Signature of School of Ed. & Counseling Dean: ____________________  
Date: ____________

E-mail: ____________________
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

CURRICULUM & 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)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
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<tbody>
<tr>
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CONTENT COURSES (EMPHASIS SPECIFIC)
(15 semester hours)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>FCS 610 Instructional Techniques &amp; Curriculum Development in FCS</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FCS 615 Current Trends &amp; Issues in FCS</td>
<td>3</td>
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<tr>
<td>Plus nine (9) hours selected from the following:</td>
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<tr>
<td>FCS 505 Special Topics in FCS (3-9)</td>
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<tr>
<td>FCS 591 Special Project (3)</td>
<td></td>
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<tr>
<td>FCS 597/697 Internship (3)</td>
<td></td>
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<tr>
<td>FCS 695 Independent Study (3)</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
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</table>

Student Name ___________________________  Signature of Student ___________________________  Date __________
Address _______________________________  Signature of Advisor ___________________________  Date __________
City/State/Zip Code ____________________  Signature of Department Chair _________________  Date __________
Campus ID No. __________________________  Signature of Director of Graduate Studies ________  Date __________
Home Telephone / Work Telephone / Cell Phone __________________________  Signature of School of Ed. & Counseling Dean __________________________  Date __________

E-mail ________________________________
# PROGRAM OF STUDY – MSE DEGREE

## WAYNE STATE COLLEGE

## CURRICULUM & 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)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
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### CONTENT COURSES (EMPHASIS SPECIFIC)

(18 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ITE 605 Organization of Technology Education</td>
<td>3</td>
<td></td>
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<tr>
<td>ITE 650 Developments in Technology Education</td>
<td>3</td>
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</table>

**Plus 12 hours of electives from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ITE 510 Teaching Techniques: Arch. &amp; Const. (3)</td>
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<tr>
<td>ITE 510 Teaching Techniques: Transportation</td>
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<tr>
<td>Distribution &amp; Logistics (3)</td>
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<tr>
<td>ITE 510 Teaching Techniques: Manufacturing (3)</td>
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</tr>
<tr>
<td>ITE 510 Teaching Techniques: Science, Technology, Engineering &amp; Math (3)</td>
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<tr>
<td>ITE 512 3D Modeling, Rendering &amp; Design (3)</td>
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<tr>
<td>ITE 518 Transportation Systems (3)</td>
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<tr>
<td>ITE 525 Desktop Publishing</td>
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<tr>
<td>ITE 640 Manufacturing Tech. in Cabinetmaking (3)</td>
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<tr>
<td>ITE 695 Independent Study (3)</td>
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</tbody>
</table>

### ELECTIVES (600-LEVEL WITH ADVISOR APPROVAL)

(EMPHASIS-SPECIFIC SUBSTITUTIONS ALLOWED)

(6 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
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Student Name: ___________________________  Signature of Student: ___________________________  Date: ____________

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E-mail: ___________________________
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP
MATHEMATICS EDUCATION (39 HOURS)

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

PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 652 Instructional Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
<td>3</td>
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</tbody>
</table>

CONTENT COURSES (EMPHASIS SPECIFIC)
(27 semester hours)

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

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: _____________

Address: ________________________________ Signature of Advisor: ___________________________ Date: _____________

City/State/Zip Code: _____________________ Signature of Department Chair: __________________ Date: _____________

Campus ID No.: __________________________ Signature of Director of Graduate Studies: __________ Date: _____________

Home Telephone / Work Telephone / Cell Phone: _______________________________ Signature of School of Ed. & Counseling Dean: __________________ Date: _____________

E-mail: _________________________________

47
**PROGRAM OF STUDY – MSE DEGREE**  
**WAYNE STATE COLLEGE**  
**CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP**  
**MUSIC EDUCATION** (36 HOURS)

**Thesis:** [ ]  
**Non-Thesis:** [ ]  
**For Teacher Certification:** [ ]  
**Not For Teacher Certification:** [ ]

### Professional Education Core Courses  
(12 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
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<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

### Content Courses (Emphasis Specific)  
(15 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three (3) hours selected from the following: MUS 503 (3), MUS 505 (3)</td>
<td></td>
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</tr>
<tr>
<td>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)</td>
<td></td>
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<tr>
<td>MUS Electives (2):</td>
<td></td>
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</tbody>
</table>

### Electives (600-Level with Advisor Approval)  
(Emphasis-Specific Substitutions Allowed)  
(9 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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**Student Name**  
**Signature of Student**  
**Date**

**Address**  
**Signature of Advisor**  
**Date**

**City/State/Zip Code**  
**Signature of Department Chair**  
**Date**

**Campus ID No.**  
**Signature of Director of Graduate Studies**  
**Date**

**Home Telephone / Work Telephone / Cell Phone**  
**Signature of School of Ed. & Counseling Dean**  
**Date**

**E-mail**
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

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

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

PROFESSIONAL EDUCATION CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
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</tbody>
</table>

These courses are included in the Emphasis listed below...

REQUIRED COURSE WORK (EMPHASIS SPECIFIC)
(30 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr./mo.)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Graduate Studies &amp; Research</td>
<td>3</td>
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<tr>
<td>EDU 642 Foundations of Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 647 Instructional Theory &amp; Practice in Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 648 Adv Assessmt &amp; Interventions in Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 649 Instructional Leadership in Literacy</td>
<td>3</td>
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<tr>
<td>EDU 652 Instructional Theory &amp; Practice</td>
<td>3</td>
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<td></td>
</tr>
<tr>
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<tr>
<td>EDU 674 History &amp; Philosophy of Education</td>
<td>3</td>
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<tr>
<td>EDU 682 Developing &amp; Integrating Tech in Classrm</td>
<td>3</td>
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<tr>
<td>EDU 698 Practicum</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr./mo.)</th>
<th>Grade</th>
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</thead>
<tbody>
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</tbody>
</table>

Student Name __________________________ Signature of Student __________________________ Date _________________

Address __________________________ Signature of Advisor __________________________ Date _________________

City/State/Zip Code __________________________ Signature of Department Chair __________________________ Date _________________

Campus ID No. __________________________ Signature of Director of Graduate Studies __________________________ Date _________________

Home Telephone / Work Telephone / Cell Phone __________________________ Signature of School of Ed. & Counseling Dean __________________________ Date _________________

E-mail __________________________
PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

CURRICULUM & INSTRUCTION-INSTRUCTIONAL LEADERSHIP
SCIENCE EDUCATION (36 HOURS)

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

PROFESSIONAL EDUCATION CORE COURSES
(12 semester hours)

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Student Name</td>
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<tr>
<td>Signature of Student</td>
<td>Date</td>
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<tr>
<td>Address</td>
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<td></td>
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<tr>
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<tr>
<td>Signature of Department Chair</td>
<td>Date</td>
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<tr>
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PROGRAM OF STUDY – MSE DEGREE
WAYNE STATE COLLEGE

CURRICULUM & 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)

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</table>

CONTENT COURSES (EMPHASIS SPECIFIC)
(24 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester (yr/mo)</th>
<th>Grade</th>
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</tbody>
</table>

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) and an applied discipline-based research experience (SSC 695 or other prefix, 3 hours).

Student Name ___________________________  Signature of Student ___________________________  Date ________

Address ___________________________  Signature of Advisor ___________________________  Date ________

City/State/Zip Code ___________________________  Signature of Department Chair ___________________________  Date ________

Campus ID No. ___________________________  Signature of Director of Graduate Studies ___________________________  Date ________

Home Telephone / Work Telephone / Cell Phone ___________________________  Signature of School of Ed. & Counseling Dean ___________________________  Date ________

E-mail ___________________________
Title of Project:

Name of Principal Investigator (PI):

If PI is student, name of advisor:

If class project, name of professor:

PI's mailing address:

Telephone:

Email address:

Anticipated starting and completion dates:
(cannot be prior to IRB approval meeting - suggest one week following IRB approval)

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 Problem**
   Please provide a brief statement (3-5 sentences) of the research problem with a short justification.

2. **Participants**
   a. Who are they?

   b. How many?

   c. Age(s)?

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

   e. How will subjects be recruited 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
      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?
3. **Procedures**  
Step-by-step description from the point of view of the participants, what they will experience:  
1. Acquire informed consent.  
2. Provide copy of consent form to participant.  
3.  
4.  
5.  
6.  
7.  
8.  

4. **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 s/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.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Rationale for using:</th>
<th>Describe and assess potential risk:</th>
<th>Describe measures to minimize and address risk:</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Students will be used as subjects.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>b</td>
<td>Experimental drugs will be used.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>c</td>
<td>Potential for medical problems exists.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>d</td>
<td>Non-English speaking subjects will participate.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>e</td>
<td>Minors (less than 18 years of age) will participate.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>f</td>
<td>Mentally disabled subjects will participate.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>g</td>
<td>Incarcerated subjects will participate.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>h</td>
<td>Participants may experience physical discomfort.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>i</td>
<td>Participants may experience mental discomfort.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>j</td>
<td>Electrical equipment will be used.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
<tr>
<td>k</td>
<td>Mechanical equipment will be used.</td>
<td></td>
<td></td>
<td></td>
<td>___ Yes   ___ No</td>
</tr>
</tbody>
</table>
|   | Deception will be used.  
Rationale for using:  
Describe and assess potential risk:  
Describe measures to minimize and address risk: |   |   |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>l.</td>
<td></td>
<td>___ Yes ___ No</td>
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</table>
| m. | Participants will be tape recorded, photographed or video-taped.  
Rationale for using:  
Describe and assess potential risk:  
Describe measures to minimize and address risk: |   |   |
| n. | Internet survey will be used (see Internet Research Policy).  
Rationale for using:  
Describe and assess potential risk:  
Describe measures to minimize and address risk: |   |   |

2. **Benefit Assessment**  
Describe the benefits to the subjects and contributions to the general knowledge in the field of inquiry.

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**Section C: Managing and Storing Raw Data**

Describe procedures and recording and storing data, and the final disposition of raw data or coding identifiers. (The American Psychological Association protocol calls for raw data to be kept for three years after completion of the study. Destroy raw data as soon as feasible.)

1. How will the raw data be recorded? (Be sure to address how confidentiality will be maintained.)

2. Where will the raw data and/or coding identifiers be stored? How long?

3. How will you dispose of the raw data and/or coding identifiers?
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.”

Elements of 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 videotaping, recording or photographing subjects, 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. Provide each participant with the name and telephone number of the principal investigator AND 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), 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