



Curriculum and Instruction – Instructional Leadership Handbook

Master of Science in Education (MSE)

Revised July 2023

A photograph of the exterior of Benthack Hall at Wayne State College. The building is a modern structure with a mix of brick and light-colored panels. Large glass windows and doors are visible. The name 'BENTHACK HALL' is mounted on the brick wall above the entrance. Three students are walking on the sidewalk in front of the building. The sun is shining brightly from behind the building, creating a lens flare effect.

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Introduction

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

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

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

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

Checklist for Graduate Admission

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

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

- ___ Have a 2.75 or above undergraduate cumulative GPA and/or graduate transfer credits with a GPA of 3.0 or higher.
- ___ Graduate students may complete requirements for an endorsement at the same time they earn the master's degree. Endorsements are also available to students who have already earned a 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 Education and Behavioral Science Student Services Office. Students are to meet as early in their programs as possible with the Education and Behavioral Science Student Services Office, Benthack Hall. Students seeking initial endorsements to teach must contact the Certification Office at 402-375-7373 for specific information.

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

Checklist for Admission to and Continuance in the Program

- ___ Have a 2.75 or above undergraduate cumulative GPA upon admission OR earn a GPA of 3.0 or higher for the first nine (9) graduate hours completed at WSC.
- ___ Maintain a minimum 3.0 cumulative GPA in all graduate coursework.
- ___ With your advisor and before completing 9 credit hours, complete the Program of Study form. You can obtain a Program of Study form from your advisor.
- ___ Complete EDU 603 Intro to Educational Research and Design. This course is available online every semester and summer.
- ___ **Optional:** Some programs require you to successfully complete an interview with a faculty committee, chaired by your advisor. You will be contacted by your advisor to complete the application form and schedule this interview. A 15-Credit Hour Interview form and the scoring rubric are included in the Appendix of this document.

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

Checklist for Approval for Graduation

- Maintain a minimum 3.0 cumulative GPA in all graduate coursework.
- If you select the Non-Thesis option, near the completion of 24 credit hours of coursework, meet with your advisor to complete the MSE Non-Thesis Application for Final Research Requirement form. This form is included in the Appendix of this document.
- The Final Research must be approved and placed on file in the Education and Behavioral Sciences 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 no later than the end of the second week of the semester in which the student intends to graduate. The Application for Graduation is found and submitted in your Wildcats Online Account.

Program Options

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

- Business and Information Technology Education (School of Business and Technology)
 - Business Education Emphasis
 - Information Technology Emphasis
- Early Childhood Education (School of Business and Technology)
- Elementary Education (School of Education and Behavioral Sciences)
- English as a Second Language (School of Education and Behavioral Sciences)
- English Education (School of Arts and Humanities)
- Family and Consumer Sciences Education (School of Business and Technology)
- Curriculum and Instruction - Community of Learning format (School of Education and Behavioral Sciences)
- Mathematics Education (School of Science, Health, and Criminal Justice)
- Music Education (School of Arts and Humanities)
- Reading Specialist PK-12 (School of Education and Behavioral Sciences)
- Science Education (School of Science, Health, and Criminal Justice)
- Skilled and Technical Science Education (School of Business and Technology)
- Social Sciences Education (School of Science, Health, and Criminal Justice)

Each of these areas of emphasis has a core curriculum component along with discipline-specific curricular expectations.

Business and Information Technology Education (15-18 hours)

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

Business Education Emphasis (15 hours)

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

Information Technology Emphasis (18 hours)

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

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

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

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

- EDU 510 Culturally Responsive Teaching (3)
- EDU 626 Advanced Educational Psychology (3)
- EDU 627 Current Issues and Trends in Education (3)
- EDU 635 Differentiated Methodology (3)
- EDU 651 Classroom Assessment (3)
- EDU 693 Final Research (3)
- Electives (agreed upon by student and advisor) (6)

Early Childhood Education (24 hours)

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

- EDU 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)
FCS 604 Infants/Toddlers Through Primary Children Birth-8 (3)
FCS 611 Administration of Early Childhood Education Programs and Coordination of Community Partnerships (3)
FCS 616 Early Childhood Practicum with Applied Research (3)
SPD 636 Social and Emotional Behavior (3)
SPD 652 Collaboration and Co-Teaching in the Field (3)

Elementary Education (15 hours)

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

English as a Second Language (15 hours)

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

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

English Education (21-24 hours)

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

Admission to English program: Upon application to the program, candidates for the MSE in English Education 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)

Mathematics Education (27 hours + 9 hour core)

The MSE in Mathematics Education is a non-thesis degree. For completion of this degree, in addition to coursework, a comprehensive examination will be required.

Admission to Mathematics Education Program:

1. A BS/BA in Mathematics/Mathematics Education OR a teaching certificate in secondary mathematics. Completion of the calculus sequence (Calculus I, II, and III) along with 9 other hours of mathematics courses numbered 300 and above is strongly recommended.

2. Completion of a mathematics proof course preferred.

MAT 530 Seminar in Abstract Algebra (3)

MAT 554 Seminar in Real Analysis (3)

MAT 610 Modern Geometry for Teachers (3)

MAT 620 Seminar in Discrete Mathematics (3)

MAT 645 Current Trends in Mathematics Curriculum and Teaching (3)

MAT 660 Probability and Statistics for Teachers (3)

Plus nine (9) hours selected from the following:

MAT 520 Number Theory (3)

MAT 535 History of Mathematics (3)

MAT 555 Seminar in Analysis II (3)

MAT 661 Probability and Statistics for Teachers II (3)

MAT 682 Topics in Mathematics (3)

Music Education (24 hours)

MUS 603 Instructional Practices in Music Education (3)

MUS 610 Analytical Techniques for Tonal Music (3)

6 hours selected from the following:

MUS 515 Choral Literature and Materials (3)

MUS 516 Instrumental Literature and Materials (3)

MUS 601 Advanced Choral Conducting (3)

MUS 602 Advanced Instrumental Conducting (3)

6 hours selected from the following:

MUS 503 Music of the Baroque and Classical Periods (3)

MUS 504 Music of the Romantic Period (3)

MUS 505 Music of the 20th Century (3)

4 hours selected from Applied Music:

MUS 524 Piano Pedagogy (3)

MUS 544 Topics in Music Pedagogy and Literature (2)

MUS 653 Piano (2)

MUS 655 Voice (2)

MUS 657 Brass (2)

MUS 659 Woodwind (2)

MUS 661 Strings (2)

MUS 663 Percussion

2 hours of MUS electives

Reading Specialist PK-12 (30 hours)

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

EDU 603 Introduction to Graduate Studies and Research (3)

EDU 642 Foundations of Literacy (3)

EDU 647 Instructional Theory and Practice in Literacy (3)

EDU 648 Advanced Assessment and Interventions in Literacy (3)

EDU 649 Instructional Leadership in Literacy (3)
EDU 652 Instructional Theory and Practice (3)
EDU 658 Fundamentals of Curriculum Development PK-16 (3)
EDU 674 History and Philosophy of Education (3)
EDU 682 Developing and Integrating Technology in the Classroom (3)
EDU 698 Practicum (3)

Science Education (15-21 hours)

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

Biology - BIO
Chemistry - CHE
Earth Science - EAS
Physics - PHY

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

Skilled and Technical Science 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)

Social Sciences Education (24 hours)

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

Social sciences courses (21 hours) including at least nine (9) hours from one content area, and at least six (6) hours from another content areas, plus six (6) hours of electives by advisement and approval of the Dean of the School of Education and Behavioral Sciences. 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 Educational Research and Design (3 credit hours)
Offered online every semester and summer
- EDU 652 Instructional Theory and Practice (3)
Offered online every fall semester and summer
- EDU 658 Fundamentals of Curriculum Development PK-16 (3)
Offered online every spring semester and summer
- EDU 674 History and Philosophy of Education (3)
Offered online every spring semester and summer

Elective Course Offerings

- EDU 626 Advanced Educational Psychology (3 credit hours)
Offered online every fall semester and summer
- EDU 627 Current Issues and Trends in Education (3)
Offered online every fall semester and summer
- EDU 655 School Law: Constitutional Aspects and Cases (3)
Offered online every spring and summer
- Any graduate SPD prefix courses

Total Credits and Residency Requirement

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

Program of Study

Before completing nine (9) credit hours, the student should complete a Program of Study form indicating the courses that have been agreed upon and approved by the advisor. Program of Study forms may be obtained from the student's advisor or appropriate School Office.

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

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

Elective Credit Requests

The Master of Science in Education program requires from 0 to 9 credit hours of elective coursework (see your program of study for details). A maximum of three (3) hours of workshop credit may be accepted upon prior approval of the student's advisor (see page 275 in the Wayne State College General and Graduate Catalog).

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

Transfer Credit

Credit that has been applied toward an earned degree from any college will not be accepted for a graduate degree at WSC, **except** for courses that are a part of the WSC Professional Education Core, or their equivalent from other regionally accredited institutions may be applied towards a second MSE degree. A maximum of 18 credit hours, *subject to evaluation by the advisor and content faculty (when appropriate)* may be transferred from another accredited graduate institution and applied toward the MSE in Curriculum and Instruction-Instructional Leadership. Only transfer credit of "B" grade or better will be accepted. Credit which has been applied toward an earned degree from any college will **not** be accepted for advanced studies for a master's degree at Wayne State College.

Academic Load

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

Grades and Course Numbers

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

Satisfactory Progress

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

Time Limit

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

Final Research Degree Options

Thesis Option

The thesis option requires a minimum of 30 credit hours of coursework plus six (6) credit hours for the thesis. The thesis must be written in the area of specialization; the credit, however, may be applied toward the major field or electives.

Thesis Committee

The advisor will assign a thesis committee (an even number of faculty members of the appropriate department and one faculty member outside the department) with student input after the student completes 15 credit hours and complete the required Thesis Application Form which will be filed in the student's permanent file. Also, unless prior arrangements are made, the advisor should arrange for the thesis oral examination and notify the appropriate officials of the time, dates, and results.

Thesis Style

All theses must conform to the style prescribed by the Graduate Council. The American Psychology Association, Modern Language Association, and Kate Turabian, *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 Education and Behavioral Sciences.

Non-Thesis Option

The non-thesis option requires a minimum of 36 credit hours of coursework plus placement of one substantive final research artifact on file. Graduate students choosing a non-thesis option, near completion of 24 credit hours, must work with their advisor to complete (with required signatures) the Final Research form. Any graduate student choosing a non-thesis option must work closely with his/her advisor to complete the research. Examples include a final research paper, portfolio or a comprehensive examination as described below. The non-thesis student shall file with the School of Education and Behavioral Sciences and the appropriate school office a minimum of one acceptable final research artifact.

A graduate research artifact is one acceptable research paper, portfolio, or comprehensive examination which demonstrates the candidate's abilities to meet all of the following criteria:

- knowledge of research and the skills of inquiry,
- depth of thought, organization, competence in the discipline and the ability to reflect on practice, and
- writing proficiency at the graduate level.

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

Non-Thesis Options	Descriptions
Final Research Paper	<p>Minimum requirements regarding the final research paper for graduate students are as follows:</p> <ul style="list-style-type: none"> • 15-20 pages of content; • correct use of APA or MLA documentation; • a bibliography, reference page, or works cited page that reflects a broad awareness and understanding of research appropriate for graduate study. <p>**If human subjects are used in the research, an application must be submitted and approved by the Wayne State College Institutional Review Board (IRB) prior to application for final research.</p> <p>Upon approval of the advisor, the final research paper must be placed on file with the with the appropriate school office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the two faculty members as assigned.</p>
Final Research Portfolio	<p>A typical final research portfolio would include a research-based cumulative portfolio created by participants. This project would connect directly to the candidate's professional assignment using these requirements:</p> <ul style="list-style-type: none"> • 15-20 pages of content; • correct use of APA or MLA documentation; • a bibliography, reference page or works cited page that reflects a broad awareness and understanding of research appropriate for graduate study. <p>Upon approval of the advisor, the final research portfolio must be placed on file with the appropriate school office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by two faculty members as assigned.</p>
Final Comprehensive Exam	<p>Candidates for graduate degrees may choose (or must choose if required in their program emphasis) to complete a final comprehensive examination to fulfill the research requirement. The comprehensive examination is determined by the graduate faculty in the appropriate school. The form of the content area emphasis comprehensive exam (written, oral, portfolio, performance, or a combination thereof) is determined by the content area faculty.</p> <p>Candidates for an MSE degree must contact their advisors at the beginning of their final semester of study to arrange and verify the time and place of the final exam and complete the Application for Comprehensive Examination no less than two weeks prior to the proposed examination date.</p> <p>Upon approval of the advisors, the results of the final comprehensive examination must be placed on file with the appropriate school office 28 calendar days prior to the anticipated date of graduation. The artifact filed must be an original copy, contain a signature sheet, and be signed by the two faculty members as assigned.</p>

Comprehensive Examinations

Comprehensive exams are one of the three final research options. If the candidate's content area requires comprehensive exams, completing those exams successfully fulfills the final research requirement for the degree and no other research is required unless specified by the individual content emphasis area. Comprehensive exams are administered through the School of Education and Behavioral Sciences for all Curriculum and Instruction-Instructional Leadership degree area candidates, and most of the Content Emphasis Comprehensive Exams are administered through that department's school office.

Comprehensive exams are available by application three (3) times during the calendar year: October, March and June. Exam questions are provided on a specified Friday with completed responses due back by the second following Monday at 11:00 p.m. Students have approximately eleven days to complete the exam.

Scoring for Comprehensive Exams. Comprehensive exam responses are read and evaluated by at least two faculty members in the School of Education and Behavioral Sciences 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 a response to a question.

Graduation

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

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

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

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

Plagiarism and Academic Dishonesty

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

- **Cheating.** Fabricating written assignments; giving aid to any student or receiving aid without the consent of the professor on tests, papers, quizzes, assignments, or examinations
- **Copying.** All work (papers, assignments, etc...) is to be your own work. Do not copy another student's work.
- **Plagiarism.** The act of presenting the information, ideas, or phrasing of another as if they were one's own. Such an act is plagiarism whether by ignorance of proper scholarly procedures, failure to observe them, or deliberate intent to deceive. **Ignorance of what constitutes plagiarism, is not an excuse.**
- **Stealing.** The act of taking that which belongs to another with intent to achieve an unfair advantage in academic matters, whether or not the advantage is a personal one, and/or assisting others in such acts.

(Examples include theft of library materials, computer software/equipment, or instructor's examinations, etc.)

- **Lying (in academic matters).** The intentional statement of an untruth made with deliberate intent to mislead another. Lying during the process of resolving an alleged offense is considered academic dishonesty. Forgery is considered an act of lying and thus an act of academic dishonesty. Therefore, the unauthorized signing or false representation on a college document is forgery.
- **Double Assignments.** The use of one assignment (e.g. paper) to fulfill the requirements of more than one course will be considered academic dishonesty, unless the student has received proper permission from the appropriate instructor(s).

Curriculum and Instruction-Instructional Leadership Advisors/Graduate Faculty

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

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Program Outcomes

Purpose and Rationale

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

Outcomes

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

1. Advanced candidates further develop their professional dispositions in order to:
 - 1.1. **Lead inquiries** about relevant issues to affirm current practice or initiate constructive changes.
 - 1.2. **Reflect skillfully** on relevant issues with breadth, depth and rigor to maintain effective professional practice.
 - 1.3. **Model life-long learning** inquiring and reflecting upon personal and professional progress and engaging in meaningful professional development.
 - 1.4. **Communicate their belief that all people can learn** by setting appropriately high expectations for all stakeholders.
 - 1.5. **Model fairness and honesty** by attending to multiple perspectives in ethical/equitable decisions in meeting the needs of all stakeholders.
2. Advanced candidates further develop their knowledge of the unique nature of individuals in order to:
 - 2.1. **Apply an advanced** knowledge of how people learn by designing and implementing developmentally appropriate, challenging, and engaging opportunities.
 - 2.2. **Make decisions based on the recognition that** individuals differ across cognitive, linguistic, social, emotional, and physical areas and by designing experiences using differentiated approaches.
 - 2.3. **Model a proficient knowledge of culture** by creating inclusive environments and equitable opportunities for all stakeholders.
3. Advanced candidates further develop their knowledge of content in order to:
 - 3.1. **Promote** the role of formal education in contemporary society by expanding their understanding of professional philosophies and practices.

- 3.2. **Model and promote** continuous growth of knowledge and skills by implementing state and professional standards.
- 3.3. **Apply advanced** knowledge and skills by independently investigating topics, issues and problems.
4. Advanced candidates further develop their knowledge of effective strategies in order to:
 - 4.1. **Apply the** knowledge of content, individuals, community, pedagogy and practice by implementing responsible change in a supportive manner.
 - 4.2. **Utilize** a variety of methods, strategies and approaches and resources, media and technology by empowering individuals to pursue continuous growth.
 - 4.3. **Apply advanced** knowledge and skills by systematically organizing, analyzing, evaluating and reporting data effectively.
 - 4.4. **Provide leadership for educational endeavors** by incorporating the reflective capacity to create, organize, facilitate and evaluate caring communities for the benefit of all stakeholders.
5. Advanced candidates further develop their knowledge of professional responsibility and professional skills in order to:
 - 5.1. **Responsibly make ethical choices** in meeting personal and professional obligations, and in forming appropriate ethical relationships.
 - 5.2. **Lead the collaborations** between individuals, families, colleagues, other professionals, and community members in sharing the responsibility for individual growth and development, learning and well-being.
 - 5.3. **Communicate skillfully** (listening, speaking, reading, writing, visualizing) through various media with individuals, families, colleagues, other professionals and community members in respectful, tactful, proper and culturally responsive ways.

General Information

Wayne State College'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 locations and contacts

School of Education and Behavioral Sciences

Benthack Hall 111A
Email: ebs@wsc.edu
(402) 375-7389

Office of Continuing Education

Anna Kruger, Graduate Program Coordinator
Email: ankrue1@wsc.edu
(402) 375-7256

Office of Admissions

Hahn 111
(402) 375-7539

Student Financial Services

Hahn 104
(402) 375-7230

Records and Registration

Hahn 116
(402) 375-7239



MSE Non-Thesis Application for Final Research Requirement

to be completed when the student nears completion of 24 semester credit hours

Name: _____

NUID#: _____ Email: _____

Address: _____
Street / P.O. Box City State Zip

Curriculum and Instruction Emphasis: _____

Advisor's name: _____ Anticipated date of graduation: _____

_____ **Final research paper**

Title of paper _____

Action research (requires Human Subjects Institutional Review Board (HSIRB) Application Form)

Date approved by HSIRB Council: _____

_____ **Final portfolio** _____

_____ **Final graduate comprehensive examination**

Comprehensive exam date: _____

Student signature: _____ Date: _____

Advisor signature: _____ 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. The email address listed is where the examination will be sent.

Name: _____

NUID#: _____ Email: _____

Address: _____
Street / P.O. Box City State Zip

Degree program: _____

Advisor's name: _____

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

If yes, how many previous retakes? _____ Date of last retake: _____

Anticipated date of graduation: _____

I request that I be permitted to take my graduate comprehensive examination on: _____
Date

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____



School of Education and Behavioral Sciences
 Department of Educational Foundations and Leadership

Final Research Requirement Approval Form

Student Name: _____ NUID#: _____

Program: Special Education Curriculum and Instruction **Select:** Paper Comprehensive Exam

Area of Emphasis: _____

Category	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4	Comments
Knowledge of Research Score: _____	<ul style="list-style-type: none"> • Does not identify a research topic and/or thesis is not clearly defined. • Does not use appropriate methodology. 	<ul style="list-style-type: none"> • Identifies research topic that may be too broad. • Thesis is somewhat unclear and needs to be developed further. • Uses appropriate methodology. 	<ul style="list-style-type: none"> • Identifies a relevant research topic. • Thesis clearly states the position, premise, or hypothesis. • Uses appropriate methodology. 	<ul style="list-style-type: none"> • Identifies a relevant research topic. • Thesis clearly and concisely states the position, premise, or hypothesis. • Uses appropriate methodology. 	
Skills of Inquiry Score: _____	<ul style="list-style-type: none"> • Does not provide research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. • Sources are not relevant, accurate, and reliable and/or appropriately referenced and cited in the paper. • Sources lack general background sources, specialized sources, and seminal authors/works. 	<ul style="list-style-type: none"> • Provides limited evidence to support the central position with only a few research sources. • Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper. • Sources include few general background sources, specialized sources, and seminal authors/works. 	<ul style="list-style-type: none"> • Provides essential, accurate evidence to support the central position. • Research sources that are relevant, accurate, and reliable. • Sources are referenced and cited appropriately throughout the paper. • Sources include both general background sources, specialized sources, and seminal authors/works. 	<ul style="list-style-type: none"> • Provides compelling and accurate evidence to support the central position. • Research sources are highly relevant, accurate, and reliable and add to the strength of the paper • Sources are effectively referenced and cited throughout the paper. • Sources include both general background sources, specialized sources, and seminal authors/works. 	

Category	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4	Comments
Depth of Thought Score: _____	<ul style="list-style-type: none"> Does not demonstrate an understanding of the research topic and thesis (argument). Does not compare and contrast perspectives, lacks consideration of counter arguments or opposing positions, and draws no conclusions. 	<ul style="list-style-type: none"> Demonstrates a limited understanding with some critical analysis of the research topic and thesis (argument). Compares and contrasts minimal perspectives, limited consideration of counter arguments or opposing positions, and draws few conclusions. 	<ul style="list-style-type: none"> Demonstrates an understanding and critical analysis of the research topic and thesis (argument). Compares and contrasts perspectives, considers counter arguments or opposing positions, and draws conclusions with future implications. 	<ul style="list-style-type: none"> Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares and contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications. 	
Organization of Thought Score: _____	<ul style="list-style-type: none"> Ideas are not logically organized and impede readers' comprehension of the central idea. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. 	<ul style="list-style-type: none"> Ideas are arranged with occasional progression from paragraph to paragraph (may not flow well) and/or connect to the central position or be clear as a whole. Author's writing demonstrates a limited understanding of the relationship among material obtained from all sources. 	<ul style="list-style-type: none"> Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. 	<ul style="list-style-type: none"> Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Author's writing demonstrates an exceptional understanding of the relationship among material obtained from all sources. 	
Competence within the Discipline Score: _____	<ul style="list-style-type: none"> Does not make connections through application of concepts learned throughout their program. Does not address the learner and learning, content knowledge, and instructional practices. Lacks analysis and synthesis of ideas as it applies to their topic. 	<ul style="list-style-type: none"> Makes limited connections through application of concepts learned throughout their program. Somewhat addresses the learner and learning, content knowledge, and instructional practices. Limited analysis and synthesis of ideas as it applies to their topic. 	<ul style="list-style-type: none"> Makes connections through application of concepts learned throughout their program. Addresses the learner and learning, content knowledge, and instructional practices. Shows analysis and synthesis of ideas as it applies to their topic 	<ul style="list-style-type: none"> Makes strong direct connections through application of concepts learned throughout their program. Thoroughly addresses the learner and learning, content knowledge, and instructional practices. Shows strong analysis and synthesis of ideas as it applies to their topic. 	

Category	Does Not Meet 1	Progressing 2	Proficient 3	Advanced 4	Comments
Ability to Reflect on Practice Score: _____	<ul style="list-style-type: none"> Lacks reflection of candidate's practice and position tie the research to new potential directions in the field. Negligible contribution of knowledge to the profession. 	<ul style="list-style-type: none"> Limited reflection of candidate's practice and position tie the research to new potential directions in the field. Somewhat contributes knowledge to the profession. 	<ul style="list-style-type: none"> Reflection of candidate's practice and position tie the research to new potential directions in the field. Contributes knowledge to the profession. 	<ul style="list-style-type: none"> In-depth reflection of candidate's practice and position tie the research to new potential directions in the field. Effectively contributes knowledge to the profession. 	
Writing Proficiency at the Graduate Level Score: _____	<ul style="list-style-type: none"> Paper shows below average/poor writing style lacking in elements of appropriate Standard English and following proper APA/MLA guidelines. Frequent errors in grammar, punctuation, spelling, usage, and/or formatting. 	<ul style="list-style-type: none"> Paper shows an average and/or casual writing style using Standard English and following APA/MLA guidelines. Some errors in grammar, punctuation, spelling, usage, and/or formatting. 	<ul style="list-style-type: none"> Paper shows above average writing style and clarity in writing using Standard English and following APA/MLA guidelines. Basically free from grammar, punctuation, spelling, usage and/or formatting errors. 	<ul style="list-style-type: none"> Paper is well written and clear using APA/MLA guidelines and Standard English characterized by elements of a strong writing style. Free from grammar, punctuation, spelling, usage, and formatting errors. 	

_____ Meets scoring requirements and is accepted.

_____ Rewrite required due to a score of "Does Not Meet" in any category and/or more than two "Progressing" scores in any categories.

1st Faculty Signature: _____ Date: _____

2nd Faculty Signature: _____ Date: _____



Thesis 699 – Plan for Thesis

This form is to be completed by the student and instructor. 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 Records and Registration Office, the student, and the instructor. Upon their receipt, the Records and Registration Office will enroll the student.

Name: _____

NUID#: _____ Email: _____

Address: _____
Street / P.O. Box City State Zip

Department: _____ Term: _____

Credit hours: _____

Beginning date: _____ Date to be completed: _____

Title of project:

(Please pay special attention to the title, as it will be printed on the student's official WSC transcript.)

Thesis Committee Members

(Four members from the content-area department and one faculty member outside the department)

Objectives, procedure or main topics, and basic working bibliography (please attach to this form)

Student signature Date

Instructor Date

Advisor Date

Department Chair Date

Dean, School of Education and Behavioral Sciences