Welcome to the Special Education graduate program provided by the School of Education and Counseling at Wayne State College

This handbook is designed to assist faculty and students in understanding the various components of the advanced degree program, Master of Science in Education (MSE) Special Education.

The Master of Science in Education (MSE) program in Special Education is a fully online program designed for professionals and districts to meet the needs of students with exceptionalities, and their families. The program offers four unique pathways for special education professionals or for anyone with a bachelor’s and/or teaching degree.

- **Special Education for Initial Certification**: For those who already have a bachelor’s degree (regardless of major) and are interested in a teaching career as a special education professional.
- **Special Education for Additional Certification**: For certified teachers who want to learn how to bring special education related teaching and assessment methods into the classroom, or for those interested in becoming special education teachers.
- **Special Education Advanced Study**: For special education professionals looking to deepen and broaden their understanding of the special education field.
- **Special Education Supervisor**: For special education professionals looking to transition into leadership roles in special education.

**Checklist for Admission to Graduate Studies**

- Successful completion of a baccalaureate degree from an accredited institution.
- Complete and submit the online Graduate Application for Admission at https://www.wsc.edu/info/20032/graduate-programs
- 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 from the prior institution to WSC (i.e. the transcript(s) must not pass through the student’s hands).
- Three reference forms or letters written on your behalf. Eligible references are school administrators and current or previous employers. The recommendations cannot be from peers, people the student is currently supervising or has supervised in the past. The recommendations should address the student’s academic and leadership potential.
- A Statement of Purpose to the Dean of the School of Education and Counseling containing the following information: (a) reason and purpose for entering the program, (b) professional experience and preparation, (c) expectations for the program, (d) future aspirations or goals, and (e) future endeavors once the degree is earned.
Submit the following documents to the WSC School of Education and Counseling by emailing them to Brook Jech at brjech1@wsc.edu or mailing to 1111 Main Street, Brandenburg 141, 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.

__ Have a 2.75 or above undergraduate cumulative GPA and/or graduate transfer credits with a GPA of 3.0 or higher.

__ 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 degree. Students enrolled in the MSE Special Education program and preparing for initial certification must select the K-12 Special Education Generalist field endorsement. Students who already hold a teaching certificate may select either the K-6 or 7-12 subject endorsements or the K-12 field endorsement. Supplemental endorsements may be added to the field or subject endorsements as appropriate (see full listing in the Teaching Programs section of the General and Graduate Catalog), but are not part of the MSE Special Education program. Questions about endorsements and teacher licensure should be directed to the WSC Certification Officer at 402-375-7373.

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

Checklist for Admission to and Continuance in the MSE Special Education 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 appropriate Program of Study form. Various Programs of Study templates are included in the Appendix of this Handbook. You can also obtain a Program of Study from your advisor. More details about the Program of Study can be found later in this Handbook.

__ Complete EDU 603 Educational Research and Design. This course is available online every semester and every summer.

__ 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. The form is included in the Appendix of this Handbook.

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.

__ The Final Research requirement must be approved and placed on file in the School of Education and Counseling no later than 28 calendar days before anticipated date of graduation. The Final Research must have a signed Final Research Requirement Approval Form attached to the front of the document. The form is included in the Appendix of this Handbook.

__ 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 in Wildcats Online.

Special Education Pathways

The Master of Science in Special Education offers the following pathway options. 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 graduate advisors and content faculty (when appropriate).

Special Education Initial Certification

Special Education Additional Certification

Special Education Advanced Study

Special Education Supervisor

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

Special Education Initial Certification

If you are not currently certified as a teacher but wish to become certified, you will select the “Initial Certification” pathway for the K-12 level. Upon completion of the program, you will be eligible for a Nebraska initial certificate with an endorsement as a Special Education Generalist. This pathway has some specific requirements (known as benchmarks) that must be met in order to advance in the program. The Benchmark Chart is provided in the Appendix of this Handbook, but you will be required to purchase a subscription to our electronic assessment tool known as Chalk and Wire where you will find the Benchmark Chart posted electronically. The electronic version includes instructions for completing the benchmarks, as well as providing a digital means for submitting the various required items. Please note that the Initial Certification pathway includes SPD 561 Special Education Practicum class which requires 100 hours of pre-clinical practice in a special education setting. Once you have completed all of the required coursework in your MSE program, you will be placed for a full semester (16 weeks) of clinical practice as per Nebraska Department of Education regulations. The WSC Field Experience office will work with you to select a school that will be convenient to your home location.
Test Requirements:
Effective September 1, 2015, the Nebraska Department of Education began requiring a passing score on a designated content test before a new endorsement can be added to a certificate. This includes any new endorsements earned, so definitely applies to all MSE-SPED candidates seeking initial certification, but also applies to any currently certified teachers seeking to add a new SPED endorsement. Passing the test is not a requirement for program or degree completion. It is required for certification. The designated tests are:

Endorsement: Required Praxis II Test
Special Education Supervisor #5411 Educational Leadership Administration and Supervision (ELAS)
Special Education Generalist #5354 Special Education: Core Knowledge and Applications

For more information about the tests, including free study guides, test dates, and location of test centers, please go to the Educational Testing Services website at www.ets.org.

Special Education Additional Certification
If you are currently certified as a teacher but wish to add the Special Education Generalist endorsement to your certificate, you will select this pathway. You may be required to complete at least seven weeks of clinical practice as per Nebraska Department of Education regulations. It will depend on your current certification level and the level you are choosing to add.

Special Education Advanced Study
If you are currently certified as a special education teacher but wish to go deeper and broaden your understanding of the special education field, you will select the “Advanced Study” pathway.

Special Education Supervisor
If you currently hold an endorsement in special education but wish to become a special education supervisor, you will select the “Special Education Supervisor” pathway. This pathway requires the applicant to have completed at least two years of successful teaching in an accredited school system. An internship in special education supervision will be required.

Chalk and Wire/myEportfolio
All students admitted into the graduate special education program are required to purchase a myEportfolio “4 plus 1” year subscription from the Wayne State College Bookstore. You can purchase the subscription here: https://www.bkstr.com/waynestatestore/product/myeportfolio-4%2B1-year-subscription--wayne-state-college--965564-1

Select education programs at Wayne State College use an electronic portfolio software known as myEportfolio (marketed by Chalk and Wire) for collecting data for accreditation purposes. Students can collect, organize, and reflect on academic work through its portfolio building feature, and they will have the tools to create multiple portfolios for other purposes that can be shared with faculty, family, friends, and potential employers. myEportfolio provides students with unlimited “cloud storage” that can be used to upload and store files, images, and multimedia to document academic progress, enrich learning, sharpen technological skills, and prepare candidates for teacher certification.
## Rotation of Courses: MSE SPD Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603</td>
<td>Educational Research and Design</td>
<td>(3)</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDU 626</td>
<td>Advanced Educational Psychology</td>
<td>(3)</td>
<td>Fall and July</td>
</tr>
<tr>
<td>EDU 627</td>
<td>Current Issues and Trends in Education</td>
<td>(3)</td>
<td>Fall and June</td>
</tr>
<tr>
<td>EDU 658</td>
<td>Fundamentals of Curriculum Development PK-16</td>
<td>(3)</td>
<td>Spring and June</td>
</tr>
<tr>
<td>EDU 645</td>
<td>Principal as an Instructional Leader</td>
<td>(3)</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>EDU 655</td>
<td>School Law: Constitutional Aspects and Cases</td>
<td>(3)</td>
<td>Fall and July</td>
</tr>
<tr>
<td>EDU 657</td>
<td>School Organization and Administration</td>
<td>(3)</td>
<td>Fall, Spring and June</td>
</tr>
<tr>
<td>EDU 659</td>
<td>Finance/Facilities</td>
<td>(3)</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>EDU 666</td>
<td>Supervision of Instruction</td>
<td>(3)</td>
<td>Fall and June</td>
</tr>
<tr>
<td>SPD 500</td>
<td>Culturally Responsive Teaching</td>
<td>(3)</td>
<td>June</td>
</tr>
<tr>
<td>SPD 545</td>
<td>Assessment Guiding IEP Development</td>
<td>(3)</td>
<td>Fall</td>
</tr>
<tr>
<td>SPD 560</td>
<td>Differentiation, Modifications and Transition</td>
<td>(3)</td>
<td>Fall</td>
</tr>
<tr>
<td>SPD 561</td>
<td>Clinical Experience – Special Education</td>
<td>(3)</td>
<td>Spring</td>
</tr>
<tr>
<td>SPD 565</td>
<td>Differentiated Methodology</td>
<td>(3)</td>
<td>Spring</td>
</tr>
<tr>
<td>SPD 611</td>
<td>Organization and Administration of Special Education</td>
<td>(3)</td>
<td>July</td>
</tr>
<tr>
<td>SPD 630</td>
<td>History and Characteristics of Exceptionalities</td>
<td>(3)</td>
<td>July</td>
</tr>
<tr>
<td>SPD 636</td>
<td>Social/Emotional Behavior</td>
<td>(3)</td>
<td>Spring</td>
</tr>
<tr>
<td>SPD 652</td>
<td>Collaboration and Co-Teaching in the Field</td>
<td>(3)</td>
<td>June</td>
</tr>
<tr>
<td>SPD 658</td>
<td>Clinical Practice for Special Education K-6</td>
<td>(6)</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>SPD 660</td>
<td>Clinical Practice for Special Education 7-12</td>
<td>(6)</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>SPD 690</td>
<td>Internship in Special Education Supervision PK-12</td>
<td>(3)</td>
<td>Fall</td>
</tr>
</tbody>
</table>

### Total Credits

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 template in the Appendix). At least half of the total graduate credits shall be in 600 level courses.

### Program of Study

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

Students wishing to make changes to their Program of Study after it is filed will need their advisor’s approval. 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 229 in the Wayne State College General and Graduate Catalog). No CD-ROM or Video-based workshops or Webinars will be accepted. Learners Edge courses are not acceptable because they are not accredited.
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 Dean of Education and Counseling, may be transferred from another accredited graduate institution, and applied toward the MSE in Special Education. Only transfer credit of “B” grade or better will be accepted.

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 their advisor, then contact School of Education and Counseling 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 School of Education and Counseling office and subsequently to the Graduate Council.

In addition to the above requirements, candidates seeking initial certification will also be required to successfully complete the requirements set forth in the Benchmarks for MSE in Special Education. This document is found on our website, or in Chalk and Wire, or in the Appendix of this Handbook.
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 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. The Plan for Thesis is located in the Appendix.

Thesis Committee
The advisor will assign a thesis committee (an even number of faculty members of the appropriate department and one faculty member outside the department) with student input after the student completes 15 credit hours and will notify the school by completing the required 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.

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 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 with the School of Education and Counseling. Graduate students choosing a Non-Thesis Option must work with their advisor to complete and submit, with the required signatures, the Non-Thesis Application for Final Research Requirement Form (found in the Appendix) to the School of Education and Counseling. This process should begin when the student nears completion of 24 credit hours. Any graduate student choosing a Non-Thesis Option must work closely with their advisor to complete the Final Research Requirement.

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

The journey of formulating and writing your research paper 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.
Descriptions

Final Research Paper
Minimum requirements regarding the final research paper for graduate students are as follows:

- 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.

** If human subjects are used in the research, an IRB application must be submitted and approved by the Wayne State Institutional Review Board prior to application for final research (found in the Appendix).

Upon approval of the advisor, the final research paper 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 the Final Research Requirement Approval Signature form, and be signed by the two faculty members as assigned.

Final Comprehensive Exam
Candidates for graduate degrees may to complete a final comprehensive examination to fulfill the Research Requirement. The comprehensive exam is determined by the graduate faculty in the appropriate school. The form of the content area emphasis comprehensive exam (written, oral, portfolio, performance, or a combination thereof) is determined by the content area faculty.

Candidates for an MSE degree must contact their advisor at the beginning of their final semester of study to arrange and verify the time of the final exam and complete the Application for Comprehensive Examination no less than 2 weeks prior to the proposed examination date.

Upon approval of the advisor, 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 the Final Research Requirement Approval Signature form, and be signed by the two faculty members as assigned.

The following format is required for the Final Research Paper (Work Order for the Final Research Paper is in the Appendix of this Handbook):

1. Title Page
2. Introduction (may be titled Chapter 1)
   a. Opening Paragraph
   b. Significance of the Study
   c. Statement of the Problem
   d. Limitations of the Study
   e. Definitions
3. Review of Literature (may be titled Chapter 2)
4. Methodology (may be titled Chapter 3)
   a. Design of the Study (include IRB application processes here)
   b. Description of the Population and Sample
   c. Description of Data Collection Process, Instrument(s) and other Materials
   d. Description Procedures to be Followed
   e. Type of Data Evaluation (ex.: Quantitative-Statistics or Qualitative-Coding)
5. Analysis/Findings (may be titled Chapter 4)
6. Conclusions and Professional Applications (may be titled Chapter 5)
7. References Cited in the Research (should include a broad awareness and understanding of research appropriate for graduate study)
8. Appendices (ex: Cover Letters, Permission Forms, Surveys and/or Interview Questions)

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

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

Upon approval of the advisor, the Final Research Paper must be placed on file with the School of Education and Counseling Office 28 calendar days prior to the anticipated date of graduation. The Final Research Paper filed must be an original copy, contain a The Final Research Requirement Approval Signature form, and be signed by the two faculty members.

---

**Comprehensive Examinations**

Comprehensive Exams are one of the two Final Research Options. Comprehensive Exams are administered though the School of Education and Counseling for Special Education MSE candidates.

A typical comprehensive examination provides the candidate for the MSE with the opportunity to demonstrate: 1) a thorough understanding of the goals of the Conceptual Framework for the School of Education and Counseling as experienced through the graduate education core courses, and 2) demonstrate a thorough knowledge of their content emphasis. The comprehensive examination is determined by the graduate faculty in the special education department. In their comprehensive examinations, advanced candidates will explain and provide examples in support of meeting the following goals (classroom application, coursework, and/or internships, and/or research): 1) high-impact instructional support for students; 2) inclusive and responsive pedagogies; 3) content mastery; 4) professionalism; 5) data and assessment literacy; 6) student-centered learning environments.

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

Candidates for the MSE in Special Education must contact their advisor at the beginning of their final semester of study to arrange and verify the protocols of the final comprehensive examination.

Upon approval of the advisor, the results of the final comprehensive examination must be placed on file with the School of Education and Counseling 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 the Final Research Requirement Approval Signature form, and be signed by two faculty members.

**Scoring for the Non-Thesis Research Requirement**

Your final research artifact is read and evaluated by at least two faculty members in the School of Education and Counseling and/or your area(s) of Content Emphasis. Final Research earns one of the following scores: Satisfactory or Rewrite. Candidates are provided one Rewrite opportunity. Rewrites require a new document be used when rewriting your response to a question.

**Graduation**

Graduate students must complete 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 Special Education 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).

### Special Education 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. 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.

Leigh Scruggs, Assistant Professor, Special Education. [lescrug1@wsc.edu](mailto:lescrug1@wsc.edu)
B.S. and M.S., University of North Carolina, Charlotte; M.A. Western Carolina University; Ph.D. Florida Atlantic University.

Midge Simmons, Assistant Professor, Special Education. [misimmo1@wsc.edu](mailto:misimmo1@wsc.edu)
B.S., Texas A&M; M.Ed., University of Houston-Victoria; Ed.D., Stephen F. Austin University.
MSE Goals and Outcomes

Purpose and Rationale

The MSE in Special Education offers a carefully designed, ordered program of study that balances pedagogy and content knowledge to attain the highest professional competence in meeting the needs of students with exceptionalities and their families. The MSE has four pathways to meet the needs of K-12 educators as well as those students who are seeking initial certification as a special educator.

Goals

The MSE in Special Education 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

MSE 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.

Council for Exceptional Children (CEC) Advanced Preparation Standards

Advanced Preparation Standard 1: Assessment

   1. Special education specialists use valid and reliable assessment practices to minimize bias.
   
      Key Elements
         1.1 Special education specialists minimize bias in assessment.
         1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Advanced Preparation Standard 2: Curricular Content Knowledge

   2. Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
   
      Key Elements
         2.1 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.
         2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
         2.3 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
Advanced Preparation Standard 3: Programs, Services, and Outcomes
3. Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements
3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4: Research and Inquiry
4. Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements
4.1 Special education specialists evaluate research and inquiry to identify effective practices.
4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
4.3 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.
4.4 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 5: Research and Inquiry
5. Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

Key Elements
5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
5.2 Special education specialists support and use linguistically and culturally responsive practices.
5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Preparation Standard 6: Research and Inquiry
6. Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements
6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

Advanced Preparation Standard 7: Collaboration

7. Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.
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. Nicholas J. Shudak, Dean
  Brandenburg 136
  Email: nishuda1@wsc.edu

- Ms. Brook A. Jech, Office Assistant III
  Brandenburg 139
  Email: brjech1@wsc.edu
  402-375-7164

Field Experience Office
Phyllis Spethman, Director of Professional Education Services
Email: phspeth1@wsc.edu
402-375-7373

Office of Continuing Education
Ms. Becky Keen, Extended Campus Program Coordinator
Email: bekeen1@wsc.edu
402-241-6546

Office of Admissions
Ms. Amy Albrecht
Hahn 111
402-375-7539

Student Financial Services
Hahn 104
402-375-7230

Records and Registration
Hahn 116
402-375-7239
Appendix
**PROGRAM OF STUDY - MSE**  
**WAYNE STATE COLLEGE**  
**SPECIAL EDUCATION GENERALIST—ADVANCED STUDY (36 HOURS)**  
*(CURRENTLY HOLD SPECIAL EDUCATION CERTIFICATION)*

**THESIS:** ☐  
**NON-THESIS:** ☐  
**ADMITTED TO PROGRAM:** ☐  
**FOR TEACHER CERTIFICATION:** ☐  
**NOT FOR TEACHER CERTIFICATION:** ☐

**NOTE:** Completion of the MSE-Special Education degree does not automatically provide endorsement.

### PROFESSIONAL EDUCATION AND CORE COURSES  
*(36 semester hours)*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro. to Educational Research Design</td>
<td>3</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and May/June</td>
<td></td>
</tr>
<tr>
<td>EDU 626 Advanced Educational Psychology</td>
<td>3</td>
<td>Fall and July</td>
<td></td>
</tr>
<tr>
<td>EDU 627 Current Issues and Trends in Education</td>
<td>3</td>
<td>Fall and June</td>
<td></td>
</tr>
<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td>Spring and July</td>
<td></td>
</tr>
<tr>
<td>SPD 500 Culturally Responsive Teaching</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>SPD 545 Assessment Guiding IEP Development</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SPD 560 Differentiation, Modifications and Transition</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SPD 565 Differentiated Methodology</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 611 Org. and Adm. of Special Education</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 630 History and Characteristics of Exceptionalities</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 636 Social/Emotional Behavior</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 652 Collaboration and Co-Teaching in the Field</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
</tbody>
</table>

---

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

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

**City/State/Zip Code**

**Campus ID No.**

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

**E-mail Address**
Program of Study - MSE
Wayne State College

Special Education—Additional Certification (36 Hours)
(CURRENTLY HAVE A TEACHING CERTIFICATE, BUT NOT IN SPECIAL EDUCATION)

Thesis: ☐  Non-Thesis: ☐  Admitted to Program: ☐
For Teacher Certification: ☐  Not for Teacher Certification: ☐

Note: Completion of the MSE-Special Education degree does not automatically provide endorsement.

Professional Education and Core Courses (36 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro to Educational Research Design</td>
<td>3</td>
<td>Fall, Spring or May/June</td>
<td></td>
</tr>
<tr>
<td>EDU 626 Advanced Educational Psychology</td>
<td>3</td>
<td>Fall and July</td>
<td></td>
</tr>
<tr>
<td>EDU 627 Current Issues and Trends in Education</td>
<td>3</td>
<td>Fall and June</td>
<td></td>
</tr>
<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td>Spring and July</td>
<td></td>
</tr>
<tr>
<td>SPD 500 Culturally Responsive Teaching</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>SPD 545 Assessment Guiding IEP Development</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SPD 560 Differentiation, Modifications and Transition</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SPD 565 Differentiated Methodology</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 611 Org. and Adm. of Special Education</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 630 History and Characteristics of Exceptionalities</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 636 Social/Emotional Behavior</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 652 Collaboration and Co-Teaching in the Field</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
</tbody>
</table>

Choose One Level of Certification

<table>
<thead>
<tr>
<th>Level</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>6</td>
<td>Fall or Spring</td>
<td></td>
</tr>
<tr>
<td>7-12</td>
<td>6</td>
<td>Fall or Spring</td>
<td></td>
</tr>
</tbody>
</table>

Student Name: ___________________________  Signature of Student: ___________________________  Date: __________

Address: ____________________________________________  Signature of Advisor: ___________________________  Date: __________

City/State/Zip Code: ___________________________

Campus ID No.: ___________________________

Home Telephone / Work Telephone / Cell Phone: ___________________________

Email Address: ___________________________

This MSE program is for those students who do not currently hold special education certification but want to add special education to their teaching certificate. After taking the 36 Professional Education and Special Education Core courses, students will complete SPD 658, 660, or both depending on their desired grade level of certification. Students must also pass the Praxis II 5354 SPED Core exam prior to receiving certification.
PROGRAM OF STUDY - MSE
WAYNE STATE COLLEGE

SPECIAL EDUCATION (51 TOTAL HOURS)
INITIAL CERTIFICATION

THESIS: ☐  NON-THESIS: ☐  ADMITTED TO PROGRAM:

FOR TEACHER CERTIFICATION: ☐  NOT FOR TEACHER CERTIFICATION: ☐

NOTE: Completion of the MSE-Special Education degree does not automatically provide endorsement.

PROFESSIONAL EDUCATION AND SPECIAL EDUCATION CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro. to Educational Research Design</td>
<td>3</td>
<td>Fall, Spring or May/June</td>
<td></td>
</tr>
<tr>
<td>EDU 626 Advanced Educational Psychology</td>
<td>3</td>
<td>Fall and July</td>
<td></td>
</tr>
<tr>
<td>EDU 627 Current Issues and Trends in Education</td>
<td>3</td>
<td>Fall and June</td>
<td></td>
</tr>
<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td>Spring and July</td>
<td></td>
</tr>
<tr>
<td>SPD 500 Culturally Responsive Teaching</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>SPD 545 Assessment Guiding IEP Development</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SPD 560 Differentiation, Modifications and Transition</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SPD 561 Clinical Experience</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 565 Differentiated Methodology</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 611 Org. and Adm. of Special Education</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 630 History and Characteristics of Exceptionalities</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 636 Social/Emotional Behavior</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 652 Collaboration and Co-Teaching in the Field</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
</tbody>
</table>

K-12 CERTIFICATION
(12 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPD 658 Clinical Practice for Spec. Ed. K-6</td>
<td>6</td>
<td>Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 660 Clinical Practice for Spec. Ed. 7-12</td>
<td>6</td>
<td>Fall and Spring</td>
<td></td>
</tr>
</tbody>
</table>

Student Name

Signature of Student

Date

Address

Signature of Advisor

Date

City/State/Zip Code

Campus ID No.

Home Telephone / Work Telephone / Cell Phone

E-mail Address

This MSE program is for those students who do not currently hold a teaching certificate. After taking the GRADUATE courses, students will complete SPD 658 and 660. Students must also pass the Praxis II 5354 SPED Core exam prior to receiving K-12 Special Education certification.
Program of Study - MSE
Wayne State College

Special Education Supervisor (36 Hours)

Thesis: □  Non-Thesis: □  Admitted to Program: □

NOTE: Completion of the MSE-Special Education degree does not automatically provide endorsement.

Professional Education Core
(9 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603 Intro. to Educational Research Design</td>
<td>3</td>
<td>Fall, Spring and May/June</td>
<td></td>
</tr>
<tr>
<td>EDU 626 Advanced Educational Psychology</td>
<td>3</td>
<td>Fall and July</td>
<td></td>
</tr>
<tr>
<td>EDU 658 Fundamentals of Curriculum Dev. PK-16</td>
<td>3</td>
<td>Spring and July</td>
<td></td>
</tr>
</tbody>
</table>

Administrative Core
(15 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 645 The Principal as an Instructional Leader</td>
<td>3</td>
<td>Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>EDU 655 School Law: Constitutional Aspects and Cases</td>
<td>3</td>
<td>Spring and July</td>
<td></td>
</tr>
<tr>
<td>EDU 657 School Organization and Administration</td>
<td>3</td>
<td>Fall, Spring and June</td>
<td></td>
</tr>
<tr>
<td>EDU 659 Finance/Facilities</td>
<td>3</td>
<td>Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>EDU 666 Supervision of Instruction</td>
<td>3</td>
<td>Fall and June</td>
<td></td>
</tr>
</tbody>
</table>

Special Education Core
(12 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPD 611 Org. and Adm. of Special Education</td>
<td>3</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>SPD 636 Social/Emotional Behavior</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>SPD 652 Collaboration and Co-Teaching in the Field</td>
<td>3</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>SPD 690 Internship in Spec Ed Supervision PK-12</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
</tbody>
</table>

Student Name ____________________________________________
Signature of Student ___________________________ Date ________

Address __________________________________________________
Signature of Advisor ___________________________ Date ________

City/State/Zip Code _______________________________________
Campus ID No. ____________________________________________

Home Telephone / Work Telephone / Cell Phone ________

E-mail Address _________________________________________

This is an administrative certificate, so students seeking this MSE must currently hold a special education certification and must have completed two years of teaching in an approved or accredited school system by the time they complete the MSE. Students seeking this MSE will have already completed the Praxis II 5354 SPED Core exam.
Welcome to the School of Education and Counseling at Wayne State College! Although you are responsible for meeting the benchmarks listed below, our faculty and staff look forward to working with you on your journey towards teacher certification. Please don’t hesitate to seek assistance when you have questions. Students wishing to advance in educator preparation must maintain a professional attitude, demonstrate instructional and curriculum development skills, and possess the same high moral and personal standards as required of certified teachers by the laws of the State of Nebraska. Students must also be free from physical, emotional, and mental impairments such as those that would cause revocation of a teaching certificate by the State Board of Education. Violation of college and/or Board of Trustees policies or regulations can be sufficient cause for denial of advancement in the educator preparation program. Questions about the Benchmarks? Contact the WSC Field Experience Office (Brandenburg Education building, 2nd floor) or by phone at 402-375-7391.

**Prerequisites for Initial Certification – must be completed during the first term of enrollment in the MSE program**

- **myEportfolio:** All education majors must purchase a subscription to Chalk and Wire which is a web-based, multi-purpose electronic portfolio software system. Your subscription is known as myEportfolio. Subscriptions must be purchased through the campus bookstore located in the Student Center.
- **Introductory Video:** You are required to view the introductory video describing the educator preparation process (for both the undergrad and the grad level), required benchmarks, and the expectations for professional conduct when interacting with PK-12 students. After viewing, you must digitally sign a Signature Sheet (located in the Benchmarks Portfolio in your myEportfolio) indicating you understand the requirements.
- **Application to Educator Preparation:** is also located in the Benchmarks Portfolio in myEportfolio. The Application is completed electronically, and a digital copy is automatically transmitted to the Field Experience and Certification Office, so that staff can begin tracking progress towards completion of all benchmarks.
- **Background Check:** All education majors must complete an initial background screening prior to being placed for any field experiences. Information (including the name of the company to use for completing the screening and the fee paid by the student) is provided in the Benchmarks Portfolio in myEportfolio.

**Level One: Preparing for Teacher Candidacy – must be completed within the first 15 credit hours of the MSE program**

**Required Basic Knowledge Test (Core Academic Skills for Educators known as the “Core” test):**
- Must pass all three sections of the Core test. Required minimum scores are: Reading 156, Math 150, and Writing 162. Visit [www.ets.org](http://www.ets.org) for information about the test. Study guides and sample tests are on reserve in the Conn Library.

**Required Professional Education courses (NOTE: must earn a “C” or higher in all EDU or SPD prefix classes):**
- EDU 603 Introduction to Graduate Studies
- EDU 626 Advanced Educational Psychology
- EDU 627 Current Issues and Trends in Education
- EDU 658 Fundamentals of Curriculum Development PK-12

**Training in Human Relations:**
- SPD 500 Culturally Responsive Teaching

**Performance Benchmarks:**
- Must have a 2.75 (or higher) cumulative undergraduate GPA
- Must have a 3.0 (or higher) GPA in all graduate coursework
- Evidence of professionalism and potential for teaching verified by successful progress on the Educator Growth Portfolio (EGP)

**Recommendation and Approval:**
- Each student’s EGP will be reviewed by a faculty committee for evidence of satisfactory progress in knowledge, skills, and dispositions, and a recommendation will be forwarded to the Professional Progress Committee (PPC)

Please refer to the attached Recommendation Process handout for an explanation of the approval options. NOTE: Some students may fall short on the performance standards and may not be approved for advancement to Level Two candidate status.

*Students who successfully complete all Level One benchmarks and receive PPC approval will be advanced to Candidacy.*
## Level Two: Preparing for Clinical Practice

Candidates must complete all content courses required (see General and Graduate Catalog for complete listing)

(NOTE: All candidates must maintain a GPA of 3.0. No grade below a "C" will be accepted toward the completion of an advanced degree)

<table>
<thead>
<tr>
<th>Special Education Generalist (K-6, 7-12, or K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ SPD 545 Assessment Guiding IEP Development</td>
</tr>
<tr>
<td>□ SPD 560 Differentiation, Modifications, and Transition</td>
</tr>
<tr>
<td>□ SPD 561 Practicum (100 Hours)</td>
</tr>
<tr>
<td>□ SPD 565 Differentiated Methodology</td>
</tr>
<tr>
<td>□ SPD 611 Organization/Administration of Special Education</td>
</tr>
<tr>
<td>□ SPD 630 History and Characteristics of Exceptionalities</td>
</tr>
<tr>
<td>□ SPD 636 Social/Emotional Behavior</td>
</tr>
<tr>
<td>□ SPD 652 Collaboration and Co-Teaching in the Field</td>
</tr>
</tbody>
</table>

Plus........

**Background Check:**
- All candidates must complete a second background check within 90 days prior to clinical practice. Information (vendor and fee paid by candidate) is posted in myEportfolio.

**Performance Benchmarks:**
- All required coursework for the MSE must be completed with a 3.0 (or higher) GPA prior to clinical practice
- Successful completion of all practicum requirements and a positive assessment of performance from the cooperating teacher(s)
- Evidence of professionalism and potential for teaching verified by successful progress on the Educator Growth Portfolio (EGP)

**Recommendation Benchmarks:**
- Each candidate's EGP will be reviewed by a faculty committee for evidence of satisfactory progress in knowledge, skills, and dispositions, and a recommendation will be forwarded to the Professional Progress Committee (PPC)

Please refer to the attached Recommendation Process handout for an explanation of the approval options. NOTE: Some candidates may fall short on the performance standards and may not be approved for advancement to clinical practice.

**Required Paperwork:** The Application for Clinical Practice is submitted to the Field Experience office one semester prior to clinical practice in order to allow time for placement. The application form and instructions for completion are available in the Benchmarks Portfolio in myEportfolio.

*Candidates who successfully complete all Level Two benchmarks and receive PPC approval will be placed for Clinical Practice.*

## Level Three: Clinical Practice

- Evidence of positive impact on K-12 student learning demonstrated by successful completion of the Reflection of Instructional Choices (RIC)
- Satisfactory completion of the EGP as determined by clinical practice faculty
- Satisfactory evaluation of performance determined by the cooperating teacher(s) and the college supervisor

Successful completion of all Level Three benchmarks will result in recommendation for teacher licensure (certification.)
Recommendation Process for Advancement in Educator Preparation

To be approved for advancement from one level to the next in educator preparation, students must successfully complete all benchmarks, be recommended for advancement by faculty, and be approved by the Professional Progress Committee. Here is the process for advancement:

**From Level One to Level Two:**

For each student, faculty (in coordination with the Field Experience Office) will review evidence and artifacts related to the required benchmarks for Level One. Based on that evidence, one of the following numerical ratings will be forwarded to the Professional Progress Committee (PPC) for consideration:

1. This student exhibits satisfactory progress on all Level One benchmarks and is ready to advance to Level Two.

   OR

2. This student should advance conditionally* to Level Two for one semester, based on the following concerns: (concerns will be listed)

   OR

3. This student does not exhibit qualities necessary to remain in educator preparation based on the following evidence: (evidence will be provided). The committee is recommending removal from educator preparation.

*During the semester of conditional approval, the student is required to meet with a designated faculty member a minimum of three times to develop and implement a Plan for Improvement. At the conclusion of the semester, progress on the Plan for Improvement will be reviewed, and a report and recommendation will be made to the PPC regarding readiness to remain in educator preparation. Based on the review, some students will be required to complete a second conditional semester at Level Two; others will continue at Level Two without conditions due to satisfactory progress; and still others will be recommended for removal from educator preparation. Students will not be allowed more than two conditional semesters. Students who are not admitted to educator preparation will be referred to the Counseling Center for advisement on other career options.

**From Level Two to Level Three:**

Faculty (in coordination with the Field Experience Office) will review evidence and artifacts related to the required benchmarks for Level Two, and based on that evidence will send one of the following recommendations to the PPC for consideration:

1. This candidate exhibits appropriate knowledge, skills, and dispositions to be placed for clinical practice.

2. This candidate has NOT exhibited adequate progress on the knowledge, skills, and dispositions required of a professional educator and should NOT be advanced to clinical practice at this time based on the following evidence: (evidence provided) The committee recommends the following remediation steps: (steps provided)

3. This candidate has NOT exhibited adequate progress on the knowledge, skills, and dispositions required of a professional educator, based on the following evidence: (evidence provided). The committee recommends removal from educator preparation.

**From Level Three to Teacher Licensure:**

Wayne State’s certification officer will review evidence and artifacts related to each of the required benchmarks for Level Three and make a recommendation to the Nebraska Department of Education (or any other state) for teacher licensure/certification. Most states (including Nebraska) require a passing score on a content exam prior to being issued a teaching license. For information about the content exams required in Nebraska or other states, please visit www.ets.org/praxis.
## Final Research Work Order for Paper

**Master of Science in Education - Special Education**

<table>
<thead>
<tr>
<th>Progress Dates</th>
<th>What Will Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic Decided and Resources List completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Research</th>
<th>Descriptive Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outline of the Paper Completed</td>
<td>• Outline of the Paper Completed</td>
</tr>
<tr>
<td>• Title Page</td>
<td>• Title Page</td>
</tr>
<tr>
<td>• Abstract</td>
<td>• Abstract</td>
</tr>
<tr>
<td>• Body of the Paper Action Research</td>
<td>• Body of the Paper Descriptive Research</td>
</tr>
<tr>
<td>• Introduction-Purpose of the Research</td>
<td>• Introduction-Purpose of the Research</td>
</tr>
<tr>
<td>• Literature Review</td>
<td>• Literature Review</td>
</tr>
<tr>
<td>• Procedures</td>
<td>• Findings</td>
</tr>
<tr>
<td>• Methodology for Action Research</td>
<td>• Conclusions</td>
</tr>
<tr>
<td>include the following: Participants, Data Collection Data Analysis, Limitations for the Research</td>
<td>• Implications for Teaching</td>
</tr>
<tr>
<td>• Findings (sub-headings as necessary)</td>
<td>• References</td>
</tr>
<tr>
<td>• Conclusions</td>
<td>• Appendices (as needed)</td>
</tr>
<tr>
<td>• Implications for Teaching</td>
<td></td>
</tr>
<tr>
<td>• References</td>
<td></td>
</tr>
<tr>
<td>• Appendices (as needed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Resources Read and Kept or Discarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index Cards or other Information Collection Strategy for Research Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draft of the Introduction Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Draft of Literature Review (sub-headings as required) and References Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Draft of Procedures and Methodology (Participants, Data Collection, Data Analysis, Limitations for the Research) Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Draft of Findings, Conclusions and Implications for Teaching Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Body of the Paper Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Draft of Abstract and Title Page Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Body of the Paper Polished</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Peer Editing (or other process) Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Final Draft Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Research Paper Due</th>
</tr>
</thead>
</table>

---
MSE in Special Education
Non-Thesis Application for Final Research Requirement
(To be completed when the student nears completion of 24 hours)

STUDENT NAME: ________________________________________________________________

STUDENT ID NO.: ______________________________________________________________

ADDRESS
Street Address/P.O. Box: _________________________________________________________
City, State, Zip Code: ____________________________________________________________

WSC EMAIL ADDRESS: __________________________________________________________

PROGRAM OF STUDY:

____ Generalist (Advanced Study)
____ Initial Certification
____ Supervisor
____ Additional Certification

ADVISOR'S NAME: ______________________________________________________________

ANTICIPATED DATE OF GRADUATION: ____________________________________________

____ Final Graduate Comprehensive Examination

Comprehensive Examination Date: _______ Year

____ October
____ March
____ June

____ Final Research Paper

Title of Research Paper: _________________________________________________________

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

Date approved by the HSIRB Council: _____________________________________________


__________________________________________  Date

Student Signature                           Advisor Signature

__________________________________________  Date

Student Signature                           Date
Thesis 699 – Plan for Thesis

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

STUDENT NAME: ____________________________________________________________

STUDENT ID NO.: ____________________________________________________________

ADDRESS Street Address/P.O. Box ________________________________________________
City, State, ZIP Code _________________________________________________________

DEPARTMENT: __________________________________________ TERM: __________________

CREDIT HOURS: ______ NUMBER OF PLANNED CONFERENCES: _________________

BEGINNING DATE: ________________ DATE TO BE COMPLETED: _________________

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

______________________________________________________________________________

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

______________________________________________________________________________

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

______________________________________________________________________________

Student’s Signature Date

Instructor Date

Advisor Date

Department Chair Date

Dean, School of Education and Counseling Date
<table>
<thead>
<tr>
<th>Category</th>
<th>Does Not Meet 1</th>
<th>Progressing 2</th>
<th>Proficient 3</th>
<th>Advanced 4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Research</td>
<td>● Does not identify a research topic and/or thesis is not clearly defined.</td>
<td>● Identifies research topic that may be too broad.</td>
<td>● Identifies a relevant research topic.</td>
<td>● Identifies a relevant research topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Does not use appropriate methodology.</td>
<td>● Thesis is somewhat unclear and needs to be developed further.</td>
<td>● Thesis clearly states the position, premise, or hypothesis.</td>
<td>● Thesis clearly and concisely states the position, premise, or hypothesis.</td>
<td></td>
</tr>
<tr>
<td>Score:_____</td>
<td></td>
<td>● Uses appropriate methodology.</td>
<td>● Uses appropriate methodology.</td>
<td>● Uses appropriate methodology.</td>
<td></td>
</tr>
<tr>
<td>Skills of Inquiry</td>
<td>● Does not provide research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable.</td>
<td>● Provides limited evidence to support the central position with only a few research sources.</td>
<td>● Provides essential, accurate evidence to support the central position.</td>
<td>● Provides compelling and accurate evidence to support the central position.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Sources are not relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.</td>
<td>● Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.</td>
<td>● Research sources that are relevant, accurate, and reliable.</td>
<td>● Research sources are highly relevant, accurate, and reliable and add to the strength of the paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Sources lack general background sources, specialized sources, and seminal authors/works.</td>
<td>● Sources include few general background sources, specialized sources, and seminal authors/works.</td>
<td>● Sources are referenced and cited appropriately throughout the paper.</td>
<td>● Sources are effectively referenced and cited throughout the paper.</td>
<td></td>
</tr>
<tr>
<td>Score:_____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authors/Works</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of Thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Does not demonstrate an understanding of the research topic and thesis (argument).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Does not compare and contrast perspectives, lacks consideration of counter arguments or opposing positions, and draws no conclusions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Demonstrates a limited understanding with some critical analysis of the research topic and thesis (argument).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Compares and contrasts minimal perspectives, limited consideration of counter arguments or opposing positions, and draws few conclusions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Demonstrates an understanding and critical analysis of the research topic and thesis (argument).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Compares and contrasts perspectives, considers counter arguments or opposing positions, and draws conclusions with future implications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Compares and contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of Thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Ideas are not logically organized and impede readers' comprehension of the central idea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Author's writing demonstrates a limited understanding of the relationship among material obtained from all sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Author's writing demonstrates an understanding of the relationship among material obtained from all sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Author's writing demonstrates an exceptional understanding of the relationship among material obtained from all sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence within the Discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Does not make connections through application of concepts learned throughout their program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Does not address the learner and learning, content knowledge, and instructional practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Lacks analysis and synthesis of ideas as it applies to their topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Makes limited connections through application of concepts learned throughout their program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Somewhat addresses the learner and learning, content knowledge, and instructional practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Limited analysis and synthesis of ideas as it applies to their topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Makes connections through application of concepts learned throughout their program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Addresses the learner and learning, content knowledge, and instructional practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Shows analysis and synthesis of ideas as it applies to their topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Makes strong direct connections through application of concepts learned throughout their program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Thoroughly addresses the learner and learning, content knowledge, and instructional practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Shows strong analysis and synthesis of ideas as it applies to their topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Reflect on Practice</td>
<td>Score:______</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Lacks reflection of candidate’s practice and position tie the research to new potential directions in the field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Negligible contribution of knowledge to the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Limited reflection of candidate’s practice and position tie the research to new potential directions in the field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Somewhat contributes knowledge to the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Reflection of candidate’s practice and position tie the research to new potential directions in the field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Contributes knowledge to the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● In-depth reflection of candidate’s practice and position tie the research to new potential directions in the field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Effectively contributes knowledge to the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Proficiency at the Graduate Level</th>
<th>Score:______</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Paper shows below average/poor writing style lacking in elements of appropriate Standard English and following proper APA/MLA guidelines.</td>
<td></td>
</tr>
<tr>
<td>● Frequent errors in grammar, punctuation, spelling, usage, and/or formatting.</td>
<td></td>
</tr>
<tr>
<td>● Paper shows an average and/or casual writing style using Standard English and following APA/MLA guidelines.</td>
<td></td>
</tr>
<tr>
<td>● Some errors in grammar, punctuation, spelling, usage, and/or formatting.</td>
<td></td>
</tr>
<tr>
<td>● Paper shows above average writing style and clarity in writing using Standard English and following APA/MLA guidelines.</td>
<td></td>
</tr>
<tr>
<td>● Basically free from grammar, punctuation, spelling, usage and/or formatting errors.</td>
<td></td>
</tr>
<tr>
<td>● Paper is well written and clear using APA/MLA guidelines and Standard English characterized by elements of a strong writing style.</td>
<td></td>
</tr>
<tr>
<td>● Free from grammar, punctuation, spelling, usage, and formatting errors.</td>
<td></td>
</tr>
</tbody>
</table>

___________ 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:______________________
## Graduate Key Assessment Map

<table>
<thead>
<tr>
<th>Advanced Key Assessment</th>
<th>Description</th>
<th>When Completed</th>
<th>Assessment Criteria</th>
<th>Advanced Goals Assessed</th>
</tr>
</thead>
<tbody>
<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 and 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 and 5 + Comments</td>
</tr>
</tbody>
</table>
Application to the Institutional Review Board for Protection of Human Subjects

Title of Project:

Name of Principal Investigator (PI):

PI is WSC:  ☐ Faculty  ☐ Staff  ☐ Undergraduate Student  ☐ Graduate Student

If PI is student, name of research advisor:

If class project, name of professor:

PI’s mailing address:

PI’s telephone number:

PI’s email address:

List all other individuals who will interact with research participants and/or identifiable data. Include each person’s name, title, and telephone number. Add lines as needed.

1.
2.
3.

Is this considered a Human Subjects Research Project?  ☐ Yes  ☐ No

Review the Do I Need IRB Approval document posted at http://libguides.wsc.edu/connlibrary/irb. 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 unanticipated events affecting the participants to irb@wsc.edu 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 (a.k.a. participants) 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. No proposal will be scheduled for review until the official signature page is on file with the IRB.

Section A. Research Proposal

1. Research Timeline
   Research Project Start Date:
   (We recommend “upon IRB approval” rather than a specific calendar date. As a reminder it is against IRB regulations to contact/recruit participants, collect data, or analyze data outside of your approved project dates.)

   Research Project End Date:
   (If the end date is more than one calendar year after the start date, you may be requested to submit periodic progress reports and/or file for an extension.

2. Research Problem
   Please provide a brief statement of the issue you plan to address. Clearly explain the scientific importance of this project and why this research project needs to occur. Make sure to include references as appropriate to support your justification. (Provide full citations here or in-text citations here with full citations in an attached reference page.)

3. Participants
   a. Who are they? Include all inclusion/exclusion criteria here.

   b. How many? You may not include more participants in your study than this.

   c. Age(s)?

   d. How will individuals be identified as potential participants for purposes of recruitment? (attend a class, phone book, membership lists, team rosters, etc.)

   e. Once you identify potential participants, how will you recruit/invite them to participate?
   (Provide documentation of agreement from individuals or organizations that are cooperating with you to recruit participants. If your research has outside organizations involved, a draft of a Letter of Cooperation agreeing to the participation must be attached.)

   f. How will you screen potential participants to ensure they meet the participation requirements for your research project?

   g. If participants are under 19 years of age, will parental permission be obtained?
      ☐ Yes ☐ No ☐ N/A (participants will be 19 or older)

      If no, please explain.

      Note: Persons under 19 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.
h. Are participants to be told that participation is voluntary and that they are free to withdraw at any time?

☐ Yes       ☐ No

If no, why?

4. Procedures

Provide a step-by-step description, from the point of view of the participants, of what they will experience (add additional steps as needed):

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

5. Debriefing Statement/Process

Debriefing should be a part of the procedure. Debriefing generally includes a statement of appreciation to participants, an explanation of the overall purpose of the research, a way to learn about the results, and sometimes information resources to access assistance if subjects would benefit from a service related to the research problem. Debriefing must occur within the research timeline where a participant can still withdraw his/her data from the study if s/he so wishes. **If the research involves deception, a written debriefing statement is required (please attach a separate document).**

Section B. Risk Evaluation

A research participant 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 participants at risk of harm include administration of drugs, requiring unusual physical exertion, deception, and public embarrassment and humiliation.

Coercion is a potential risk when participants 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 participants could potentially experience discomfort, anxiety, invasion of privacy or loss of dignity. Risks also arise from the use of stored information or biospecimens that were initially obtained for other purposes.
It is important to consider additional risks when recruiting from a vulnerable population where the possibility of coercion or undue influence could affect the ability to make informed decisions about participating in research.

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| a. | **A Vulnerable Population will be used as subjects.** *(refer to Vulnerable Populations document for guidance on risks)*  
Check the Vulnerable Population(s) you plan to recruit from:  
☐ Students (PK-12 or College)  
☐ Minors (less than 19 years of age)  
☐ Incarcerated Individuals  
☐ Individuals with Impaired Decision-making Ability  
☐ Minorities  
☐ Other (specify):  
   - Rationale for using the specified population(s) as participants:  
   - Describe and assess potential risk:  
   - Describe measures to minimize and address risk: |
|   | □ Yes  
|   | □ No |
| b. | **Food, beverages, or drugs will be used.**  
Include a copy of the package insert for all drugs/supplements.  
   - Rationale for using identified food, beverages, or drugs:  
   - Describe and assess potential risk:  
   - Describe measures to minimize and address risk: |
|   | □ Yes  
|   | □ No |
| c. | **Potential for medical problems exists.**  
Must include referral in consent form.  
   - Describe and assess potential risk:  
   - Describe measures to minimize and address risk: |
|   | □ Yes  
|   | □ No |
| d. | **Participants may experience physical discomfort.**  
Must include referral in consent form.  
   - Describe and assess potential risk:  
   - Describe measures to minimize and address risk: |
|   | □ Yes  
|   | □ No |
| e. | **Participants may experience mental discomfort.**  
Must include referral in consent form.  
   - Describe and assess potential risk:  
   - Describe measures to minimize and address risk: |
|   | □ Yes  
|   | □ No |
| f. | **Electrical equipment will be used.** |

37
<table>
<thead>
<tr>
<th></th>
<th>Rationale for using electrical equipment:</th>
<th>Describe and assess potential risk:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe measures to minimize and address risk:</td>
<td>Yes</td>
</tr>
<tr>
<td>g.</td>
<td>Mechanical equipment will be used.</td>
<td>Rationale for using mechanical equipment:</td>
</tr>
<tr>
<td></td>
<td>Describe and assess potential risk:</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Describe measures to minimize and address risk:</td>
<td>Yes</td>
</tr>
<tr>
<td>h.</td>
<td>Deception will be used.</td>
<td>Debriefing statement is required.</td>
</tr>
<tr>
<td></td>
<td>Rationale for using deception:</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Describe and assess potential risk:</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Describe measures to minimize and address risk:</td>
<td>Yes</td>
</tr>
<tr>
<td>i.</td>
<td>Participants will be photographed or recorded (audio or video).</td>
<td>Rationale for using photographs or recordings (audio or video):</td>
</tr>
<tr>
<td></td>
<td>Describe and assess potential risk:</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Describe measures to minimize and address risk:</td>
<td>Yes</td>
</tr>
<tr>
<td>j.</td>
<td>Internet survey will be used (see Internet Research Policy).</td>
<td>Rationale for using internet survey:</td>
</tr>
<tr>
<td></td>
<td>Describe and assess potential risk:</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Describe measures to minimize and address risk:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2. **Benefit Assessment**
   a) Describe the direct benefits to the participants.
   b) Describe the significance of the study and contributions to the general knowledge in the field of inquiry.

**Section C: Managing and Storing Raw Data and Personally Identifying Information**

*(Refer to Raw Data Storage and Disposal Guidelines document for more information)*

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

1. List all categories of raw data associated with your study.

Raw data containing Personally Identifiable Information (PII) about participants may only be accessible to parties listed on page one of this document unless otherwise required by law. Paper files and USB drives should be kept in locked locations, in an advisor’s office, such as file cabinet drawers. Computer files containing PII should only be kept in a WSC password-protected location.
2. Describe your procedures for recording and storing information or biospecimens during collection and analysis. Be sure to address how each participant’s right to confidentiality will be protected.

3. Where will raw data be stored once collection and analysis are complete?

The American Psychological Association and WSC IRB protocols call for raw data to be kept for a minimum of five years after completion of the study.

4. How long will it be stored before it is disposed of?

5. How will you dispose of your raw data?

**Section D. Consent Form**

Whenever possible, obtain informed consent (a signed form) from all participants. Please refer to the Consent Form Requirements document for specific guidelines and sample consent forms.

**Section E. Additional Materials**

Include as separate documents, copies of all materials to which participants and potential participants will be exposed including questionnaires, surveys, instructions (written or verbal), cover letters, consent/assent forms, debriefing statements, recruitment materials (i.e. fliers, speech scripts, social media postings), videos, audio files, web pages, and anything else that may be seen or heard by a potential participant), etc. Submit all documents in MS Word or PDF format.

If applicable, attach Human Performance Lab protocols. This is not the same thing as your research procedures.

List all documents (use exact title from top of each document) that are included with this IRB Proposal (add lines as needed).

1.
2.
3.
4.

**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 participants their representatives, or cooperating organizations.
Review the Classifications for Exempt and Expedited Research found at http://libguides.wsc.edu/connlibrary/irb to identify the research category of your study. Then select the appropriate level of review you are requesting. If your research does not fall within an Exempt or Expedited category, it will require a Full review.

☐ Exempt*   ☐ Expedited*   ☐ Full

*Category Number (and letter if applicable): ____________________________