



# Graduate Studies in Special Education Handbook

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# Special Education Handbook

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

This handbook is designed to assist faculty and students in understanding the various components of graduate studies in special education.

Graduate studies 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.

## Master of Science (MSE) in Special Education:

- **Special Education Advanced Study:** For students who currently hold a teaching certification in Special Education and are seeking advanced study in Special Education at the same endorsement level as their current certification.
- **Special Education Generalist:** For students who hold a current teaching certification in an area other than Special Education and want to add a Special Education subject endorsement at either the K-6 and/or 7-12 level; or for students who hold a current teaching certification in Special Education (K-6 or 7-12) and want to add the other subject endorsement level. Total credit hours vary based on current level of certification and level of Special Education subject endorsement desired.
- **Special Education for Initial Certification:** Students who do not currently hold a teaching certificate but wish to pursue initial certification as a Special Education Generalist will be required to meet all MSE program requirements plus all required benchmarks for becoming a teacher candidate before being allowed to advance beyond 15 hours on the MSE program. Initial certification requires completion of 100 hours of practicum experience plus one full semester (12 credit hours) of clinical practice which includes participation in all on-campus seminars. Field Endorsement level is K-12.

## Endorsement in Special Education:

- **Special Education Subject Endorsement (non-degree seeking):** For students who hold a current teaching certification in an area other than Special Education and want to add a Special Education subject endorsement at either the K-6 and/or 7-12 level; or for students who hold a current teaching certification in Special Education (K-6 or 7-12) and want to add the other subject endorsement level. Total credit hours vary based on current level of certification and level of Special Education subject endorsement desired.

# Graduate Studies in Special Education Goals and Outcomes

## Purpose and Rationale

Graduate Studies in Special Education offers a carefully designed, ordered programs 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. Graduate Studies in Special Education has four pathways to meet the needs of current K-12 educators as well as those students who are seeking initial certification as a special educator.

## Goals

Graduate studies 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
5. professional responsibility and professional skills required for their position.

## Outcomes

Graduate studies in Special Education 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. 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.

## Checklist for Admission to Graduate Studies

- ✓ Successful completion of a baccalaureate degree from an accredited institution.
- ✓ Have a 2.75 or above undergraduate cumulative GPA and/or graduate transfer credits with a GPA of 3.0 or higher.
- ✓ Complete and submit the online [Graduate Application for Admission](http://www.wsc.edu/admissions-application) at **www.wsc.edu/admissions-application**.
- ✓ Complete and submit all application materials in the application portal:
  - Application
  - Certification History Form
  - Official Transcripts
  - Statement of Purpose *\*not applicable to the SPD Endorsement Program*
  - References (these must be sent using the form in the application portal – paper forms are no longer accepted) *\*not applicable to the SPD Endorsement Program*

Once all your application materials have been received in the application portal, it will be processed for full admission.

## Checklist for Continuance in Graduate Studies in Special Education

- ✓ Graduate students 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 should be directed to the Dean of the School of Education and Behavioral Sciences for guidelines and forms initiating the appeal.
- ✓ With your advisor and before completing 9 credit hours, complete the appropriate Program of Study form. Various Programs of Study samples are 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.
- ✓ All students admitted into the graduate studies in special education are required to purchase an [Anthology Portfolio "4 plus 1" year subscription](https://www.bkstr.com/waynestatestore/product/myeportfolio-4%2B1-year-subscription--wayne-state-college--965564-1) from the Wayne State College Bookstore at <https://www.bkstr.com/waynestatestore/product/myeportfolio-4%2B1-year-subscription--wayne-state-college--965564-1>. Select education programs at Wayne State College use this electronic portfolio software for collecting data for accreditation purposes. Graduate students are required to submit Key Assessments from each SPD course (identified in the syllabus). 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. *Anthology Portfolio* 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.  
Note: Students may be able to use financial aid to purchase Anthology Portfolio through the WSC Bookstore. Contact the Financial Aid Office for more information.
- ✓ Complete Orientation Module in your advisor Canvas Site.
- ✓ Complete an Entry Survey in Anthology Portfolio during your first semester. You will self-assess using 10 InTASC standards, 3 CEC standards, and 4 professional dispositions.
- ✓ Submit Key Assessments in conjunction with each special education course in Anthology Portfolio.
- ✓ Participate in the Progress Interview at approximately 15 credit hours.
- ✓ Complete mid-program and program completion surveys.
- ✓ If you are an MSE degree seeking student, meet with your advisor to complete the MSE Non-Thesis Application for Final Research Requirement form or a Plan for Thesis near the completion of 24 credit hours of course work. The forms are included in the [Appendix](#) of this Handbook.

- ✓ Apply for Practicum (SPD 561) and complete the necessary paperwork once you have registered for the course. *\*if applicable in your Program of Study*  
 Note: Students may request financial assistance to cover the cost associated with the required background check. Contact the Financial Aid Office for more information.
- ✓ Apply for Clinical Practice (SPD 658 and/or SPD 660) through registering and completing the course EDU 525 (zero credit course) the semester before doing Clinical Practice (MSE Initial Certification and others who are adding an additional level of certification). Clinical Practice will be your last semester and taken concurrently with Final Research.  
 Note: Students may request financial assistance to cover the cost associated with the required background check. Contact the Financial Aid Office for more information.
- ✓ Complete Educator Growth Portfolio Requirements during Clinical Practice (MSE Initial Certification and others who are adding an additional level of certification).
- ✓ Register for *Praxis* Subject Assessment – Special Education: Core Knowledge and Applications Test number #5354 (test will update to #5355 beginning Sept. 2023). *\*not applicable for students seeking Advanced Study*
  - ✓ Note: Students may request financial assistance to cover the cost of this assessment. Contact the Financial Aid Office for more information.

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](http://www.ets.org) at [www.ets.org](http://www.ets.org). You will upload proof of the registration into Anthology Portfolio. Be sure to send score to Wayne State College.

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

## Checklist for Graduation with an MSE in Special Education

- ✓ Submit an application for Graduation no later than one full semester before the student intends to graduate. The application for graduation is found in Wildcats Online. [Instructions for accessing the application for graduation](https://www.wsc.edu/info/20039/records_and_registration/133/graduation_requirements) information can be found on our website at [https://www.wsc.edu/info/20039/records\\_and\\_registration/133/graduation\\_requirements](https://www.wsc.edu/info/20039/records_and_registration/133/graduation_requirements).
- ✓ Complete all required coursework per Program of Study.
- ✓ Have completed uploads of all Key Assessments in all SPD coursework taken at WSC.
- ✓ Maintain a minimum 3.0 cumulative GPA.
- ✓ Complete an approved final research requirement, either thesis or non-thesis option (comprehensive exam or paper). Upload the final research documents into Anthology after receiving approval.

## Rotation of Courses

EDU 603 Educational Research and Design (3)	Fall, Spring, June
EDU 626 Advanced Educational Psychology (3)	Fall, July
EDU 627 Current Issues and Trends in Education (3)	Fall, June
EDU 658 Fundamentals of Curriculum Development PK-16 (3)	Spring, July
EDU 525 Preparing for Level 2 (online seminar) (0)	Fall, Spring
SPD 520 Best Practices in Special Education Methods (3)	Fall
SPD 522 Teaching Exceptional Learners in Inclusive Classrooms (3)	Fall
SPD 540 Program Design in Special Education (3)	June
SPD 545 Assessment Guiding IEP Development (3)	Fall
SPD 561 Practicum in Special Education (3)	Fall, Spring
SPD 565 Differentiated Methodology (3)	Spring
SPD 611 Organization and Administration of Special Education (3)	Fall, Spring, June, July
SPD 630 History and Characteristics of Exceptionalities (3)	July
SPD 636 Social/Emotional Behavior (3)	Spring
SPD 652 Collaboration and Co-Teaching (3)	June
SPD 545 Preparing for Level 3 (online seminar) (0)	Fall, Spring
SPD 658 Clinical Practice for Special Education K-6 (6)	Fall, Spring
SPD 660 Clinical Practice for Special Education 7-12 (6)	Fall, Spring
SPD 690 Internship in Special Education Supervision PK-12 (3)	Fall, Spring

## Total Credits

For degree-seeking students, a minimum of 36 credit hours must be completed. The graduate student must complete at least 50% of the course work at WSC to meet the residency requirement. At least half of the total graduate credits shall be in 600 level courses.

## 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 advisor approval, may be transferred from another accredited graduate institution, and applied toward graduate studies 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. A graduate student who wishes to register for more than the maximum number should consult with their advisor and complete a Special Add Request through Wildcats Online.

## 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 graduate studies in special education program. A minimum cumulative GPA of 3.00 must be maintained. A course receiving an S/NC grade cannot be used in graduate studies for special education (aside from SPD 658 Clinical Practice K-6 & SPD 660 Clinical Practice 7-12).



## 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. There are additional time limits for completing the Final Research Requirement and Clinical Practice once all coursework is completed.

## Final Research Requirement Options for MSE Degree-Seeking Candidates

### 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 Behavioral Sciences. 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 Behavioral Sciences. 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.*

Minimum requirements regarding the non-thesis options for graduate students are as follows:

- 15-20 pages of content
- correct use of APA documentation
- reference page that reflects a broad awareness and understanding of research appropriate for graduate study

### Non-Thesis Options Descriptions:

#### Comprehensive Examinations

A typical comprehensive examination provides the MSE candidate with the opportunity to demonstrate: 1) a thorough understanding of the goals of the Conceptual Framework for the School of Education and Behavioral Sciences 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 SPD graduate faculty. 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. A student chooses four exam questions from the provided selection accessed in Canvas on a specified Friday with completed responses due back electronically by the second following Monday at 11:00 p.m. The student has approximately eleven days to complete the exam.

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.

### **Final Research Paper**

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)

*\*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](#)).*

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 (with advisor approval) desires to use an alternate format, they must seek written permission of the Dean of the School of Education and Behavioral Sciences to do so.

## Scoring for the Non-Thesis Option

Your final research artifact is read and evaluated by at least two faculty members in the School of Education and Behavioral Sciences and/or your area(s) of content emphasis. Final Research earns one of the following scores: Satisfactory or Rewrite. Candidates are provided one Rewrite opportunity. Rewrites require a new or revised document be used when rewriting your response to a question and must be completed within the allotted time frame.

The results of the final research requirement must be an original copy, contain the Final Research Requirement Approval Signature form, and be signed by two faculty members to be placed on file with the School of Education and Behavioral Sciences office 28 calendar days prior to the anticipated date of graduation.

## 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 Behavioral Sciences.

## Academic Integrity

The faculty of the Department of Educational Foundations and Leadership considers any violation of academic integrity a serious offense and may result in dismissal from the Graduate Studies in Special Education. Please refer to the Academic Integrity Policy found in the *General and Graduate Catalog* and each course syllabus.

Violations of Academic Integrity come in many forms and include, but are not limited to, the following:

- Plagiarism
- Cheating
- Fabrication and falsification
- Facilitating violations of academic integrity

**\*\*Note on Self-Plagiarism / Double Assignments:** The use of one assignment (e.g. lesson plan, research paper) to fulfill the requirements of more than one course will be considered a violation of the WSC Academic Integrity Policy, unless the student has received prior permission from the appropriate instructor(s).

# Special Education 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 their 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.

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B.S. and M.S., University of North Carolina, Charlotte; M.A., Western Carolina University; Ph.D., Florida Atlantic University.

## Professional and Ethical Practices

Nebraska Educators are guided by [Title 92, Chapter 27: Professional Practices](#). This applies to all persons holding administrative, teaching, or special services certificates. Violations of the standards are just cause for the suspension or revocation of a certificate or may result in an admonishment or reprimand by the Commissioner of Education. Please see the full rule here:  
<https://www.education.ne.gov/nderule/professional-practices-criteria/>

Special Education teachers are also guided by the Council for Exceptional Children (CEC) professional ethical principle, practice standards, and professional policies in ways that respect diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing [the principles](#) found here:  
<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>

## 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.

# Certification

Students who are seeking initial certification or adding the endorsement should [apply for certification](#) at <https://teach.education.ne.gov>. Official transcripts should be requested to be sent to the Nebraska Department of Education. Those are requested in Wildcats Online. The certification application process can take several weeks so students should apply at least 6 weeks in advance. You can request transcripts early but be sure to mark “hold for degree completion” (even if you are just adding the endorsement). Contact the Director of Education Services if you have questions.

## Contact Information

Wayne State College - 1111 Main Street - Wayne, NE 68787  
1-800-228-9972 or 402-375-7000

**School of Education and Behavioral Sciences - Benthack Hall, Suite 111**

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

Christian Legler, Ph.D.  
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Email: [ankrue1@wsc.edu](mailto:ankrue1@wsc.edu)  
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Student Financial Services  
Hahn Administration 104  
[sfs@wsc.edu](mailto:sfs@wsc.edu)  
402-375-7230

Office of Admissions  
Hahn Administration 111  
[admissions@wsc.edu](mailto:admissions@wsc.edu)  
402-375-7539

Records and Registration  
Hahn Administration 116  
[registration@wsc.edu](mailto:registration@wsc.edu)  
402-375-7239

# Appendices





# Benchmarks for Successful Advancement in Educator Preparation

For MSE Candidates Seeking Initial Certification as a Special Education Generalist  
Effective 7-1-2023

Welcome to the School of Education and Behavioral Sciences 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 certification as a teacher. Please don't hesitate to seek assistance when you have questions. To be approved for advancement from one level to the next in educator preparation, students must successfully complete all benchmarks and be approved by the Professional Progress Committee (PPC). Failure to meet any of the below benchmarks or any violation of college and/or Board of Trustees policies or regulations can be sufficient cause for denial of advancement in the educator preparation program. Contact the Education and Behavioral Sciences Services (EBSS) Office (Benthack Hall, 1<sup>st</sup> floor) or by phone at 402-375-7391 if you have questions. More information can be found on our [Educator Preparation](#) webpage.

In order to advance through **all levels**, students must:

- maintain a professional attitude (professional dispositions), demonstrate instructional and curriculum development skills, and possess the same high moral and personal standards as required of certified teachers in the laws of the State of Nebraska.
- be free from emotional and mental impairments such as those that would cause revocation of a teaching certificate by the State Board of Education.

## Level One : Preparing for Teacher Candidacy (must be completed within the first 15 credit hours of the MSE program)

### Initial Prerequisites--must be completed during the first term of enrollment in the MSE program

- Anthology Portfolio:** All education majors must purchase a subscription to Anthology Portfolio which is a web-based, multi-purpose electronic portfolio software system. Subscriptions must be purchased through the campus [bookstore](#).
- State Authorization Reciprocity Act (SARA):** Students are required to review the SARA information at the end of this document and/or on the website. After viewing, students **must** digitally sign a Signature Sheet (*located in Anthology Portfolio*) indicating they understand both the benchmark requirements presented to them in EDU 525 and SARA information.
- Application to Educator Preparation** located in the Benchmarks Portfolio in *Anthology*. The Application is completed electronically, and a digital copy is automatically transmitted to the EBSS Office, so that staff can begin tracking progress towards completion of all benchmarks.
- Background Check:** All education majors must complete an initial background screening. 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 *Anthology*.

### Attend Required Seminar

- EDU 525 Preparing for Level 2: Teacher Candidacy (NOTE: must earn a "S")

### Required Professional Education courses (NOTE: must earn a "C" or higher in all coursework):

- EDU 603 Introduction to Educational Research and Design
- EDU 626 Advanced Educational Psychology
- EDU 627 Current Issues and Trends in Education
- EDU 658 Fundamentals of Curriculum Development PK-16

### Performance Benchmarks:

- Complete Entry Survey within first semester (found in Anthology Portfolio)
- Must have a 3.0 (or higher) GPA in all graduate coursework

**Recommendation and Approval:**

- Each student 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)
  - NOTE: Some students may fall short on the performance standards and may not be approved for advancement to Level Two candidate status.

**Recommendation Process From Level One to Level Two:**

The CRC, in coordination with the EBSS Office, will review evidence and artifacts related to the required benchmarks for Level One for each student. Based on that evidence, one of the following numerical ratings will be assigned to the potential candidate and will be forwarded to the Professional Progress Committee (PPC) for consideration:

**Rating is #1:** Students who are rated as #1 by the CRC and have met all Level 1 Benchmarks as verified by the EBSS Office will automatically advance to Level 2.

**Rating is #2:** Students who are rated as #2 by the CRC are reviewed by the PPC. The decision regarding advancement to Level 2 is based on the concerns from the CRC and/or faculty. Some students may be allowed to advance conditionally for one semester. The PPC will list the concerns for conditional approval.\* When the student has successfully addressed the concerns for conditional approval, they will be advanced to Level 2.

**Rating is #3:** Students who are rated as #3 by the CRC do not exhibit qualities necessary to remain in educator preparation based on existing evidence which will be provided to the PPC. The PPC reviews the #3 ratings from the CRC to determine if a recommendation for removal from the program should be made to the Dean.

\*During this semester of conditional approval, the student may be on an Improvement Plan as recommended by the PPC. In this case, the student will be required to meet with a PPC Improvement Plan Team a minimum of two times to review improvement. At the conclusion of the semester, progress on the Improvement Plan 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 2; others will continue at Level 2 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 explore other career options.

**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.**

- SPD 520 Best Practices in Special Education Methods
- SPD 522 Teaching Exceptional Learners in Inclusive Classrooms
- SPD 545 Assessment Guiding IEP Development
- SPD 561 Practicum in Special Education (100 Hours)
- SPD 565 Differentiated Methodology
- SPD 611 Organization/Administration of Special Education
- SPD 630 History and Characteristics of Exceptionalities
- SPD 636 Social/Emotional Behavior
- SPD 652 Collaboration and Co-Teaching in the Field

**Attend Required Seminar & Submit Required Paperwork:**

- EDU 545 Preparing for Level 3: Clinical Practice (NOTE: must earn a "S")
- The Application for Clinical Practice is submitted to the EBSS office one semester prior to clinical practice to allow time for placement. The application form and instructions for completion are available in the Benchmarks Portfolio in *Anthology* and is reviewed in EDU 545.
- NE Teach Account:** Go to <https://teach.education.ne.gov/#/> and register for a free NE Teach Account. This is the Educator Application and Certification hub where you will apply for certification through the Nebraska

Department of Education (NDE). It is important to do this prior to having any praxis scores sent to allow for a smooth application process.

**Plus.....**

**Performance Benchmarks:**

- Successful completion of a progress interview upon completion of 15 program credits.
- All required coursework for the MSE must be completed with a 3.0 (or higher) GPA *prior* to clinical practice.
- Evidence of readiness for clinical practice verified by successful completion of Key Assessments (submitted in each SPD course).

**Recommendation Benchmarks:**

- 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 Key Assessments in the Educator Growth Portfolio (EGP).
- Approval of the Professional Progress Committee (PPC) for placement for clinical practice.
  - NOTE: Some candidates may fall short on the performance standards and may not be approved for advancement to clinical practice.

**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 *Anthology Portfolio*. This is not to be completed until you are notified via email by the EBSS office.

**Recommendation Process From Level Two to Level Three:**

The PPC, in coordination with the EBSS Office, will review student records to verify completion of all required coursework and benchmarks for Level 2, and based on that evidence either advance or not advance students to Level 3.

**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, cooperating teacher(s) and college supervisor(s), and a grade of "S" from Academic Coordinator.
- Successful completion of all general requirements for Wayne State College graduation (please refer to General and Graduate Catalog).
- All program participants shall register for the Educational Testing Service (ETS) Praxis II Exam and provide proof of registration prior to completion of the program. A passing score is not required for graduation, however students must achieve a passing score as established by the Nebraska Department of Education before being issued a Nebraska Initial Teaching Certificate. Students should visit the ETS website at [www.ets.org](http://www.ets.org) to obtain information on the exam, exam dates, and exam locations. Visit <https://www.ets.org/praxis/ne/requirements/> for information on the Praxis Subject Assessment (Content Test) requirements for Nebraska. Be sure to request scores be sent to the Nebraska Department of Education and Wayne State College when registering for the exam.

**Recommendation Process From Level Three to Teacher Licensure:**

Wayne State College education faculty and certification officer will review student 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. Nebraska requires the Praxis II 5354 SPED Core exam for K-12 Special Education certification. For information about the content exams required in other states, please visit [www.ets.org/praxis](http://www.ets.org/praxis).

**Successful completion of all Level Three benchmarks will result in recommendation for teacher licensure (certification).**

# Program of Study Samples

## Special Education Advanced Study (MSE) 36 hours

Note: For students who currently hold a teaching certification in Special Education and are seeking advanced study in Special Education at the same level as their initial certification.

Professional Education Core Courses: 12 hours

EDU 603 Introduction to Educational Research and Design .....	3
626 Advanced Educational Psychology .....	3
627 Current Issues and Trends in Education .....	3
658 Fundamentals of Curriculum Development PK-16 .....	3

Special Education Courses: 24 hours

SPD 520 Best Practices in Special Education Methods .....	3
522 Teaching Exceptional Learners in Inclusive Classrooms .....	3
545 Assessment Guiding IEP Development .....	3
565 Differentiated Methodology .....	3
611 Organization/Administration of Special Education .....	3
630 History and Characteristics of Exceptionalities .....	3
636 Social/Emotional Behavior .....	3
652 Collaboration and Co-Teaching .....	3

## Special Education Generalist Initial Certification (MSE) 51 hours

Note: For students who do not currently hold a teaching certificate but wish to pursue initial certification as a Special Education Generalist.

Professional Education Core Courses: 12 hours

EDU 525 Preparing for Level 2: Teacher Candidacy .....	0
603 Introduction to Educational Research and Design .....	3
626 Advanced Educational Psychology .....	3
627 Current Issues and Trends in Education .....	3
658 Fundamentals of Curriculum Development PK-16 .....	3

Special Education Courses: 27 hours

SPD 520 Best Practices in Special Education Methods .....	3
522 Teaching Exceptional Learners in Inclusive Classrooms .....	3
545 Assessment Guiding IEP Development .....	3
561 Practicum in Special Education .....	3
565 Differentiated Methodology .....	3
611 Organization/Administration of Special Education .....	3
630 History and Characteristics of Exceptionalities .....	3
636 Social/Emotional Behavior .....	3
652 Collaboration and Co-Teaching .....	3

Plus the following Clinical Practice:

K-12 Field Endorsement Courses: 12 hours	
EDU 545 Preparing for Level 3: Clinical Practice .....	0
SPD 658 Clinical Practice for Special Education K-6 .....	6
660 Clinical Practice for Special Education 7-12 .....	6

## Special Education Generalist Certification (MSE) 42-48 hours

Note: For students who hold a current teaching certification in an area other than Special Education and want to add a Special Education subject endorsement at either the K-6 and/or 7-12 level; or for students who hold a current teaching certification in Special Education (K-6 or 7-12) and want to add the other subject endorsement level. Total credit hours vary based on current level of certification and level of Special Education subject endorsement desired.

### Professional Education Core Courses: 12 hours

EDU 603 Introduction to Educational Research and Design.....	3
626 Advanced Educational Psychology.....	3
627 Current Issues and Trends in Education.....	3
658 Fundamentals of Curriculum Development PK-16.....	3

### Special Education Courses: 24 hours

SPD 520 Best Practices in Special Education Methods .....	3
522 Teaching Exceptional Learners in Inclusive Classrooms .....	3
545 Assessment Guiding IEP Development.....	3
565 Differentiated Methodology.....	3
611 Organization/Administration of Special Education .....	3
630 History and Characteristics of Exceptionalities .....	3
636 Social/Emotional Behavior.....	3
652 Collaboration and Co-Teaching.....	3

### Special Education Electives: 6-12 hours

Choose 1 of the following field experience areas:

#### 1. Practicum Experience: 6 hours

Note: Practicum Experience allows students to seek endorsement at the same level as their current teaching certification.

SPD 540 Program Design in Special Education.....	3
SPD 561 Practicum in Special Education .....	3

#### 2. Clinical Practice Experience: 6-12 hours

Note: Clinical Practice Experience allows students to seek endorsement at a different level than their current teaching certification. If currently certified PK-3 then you must complete SPD 658 for K-6 subject endorsement and/or SPD 660 for 7-12 subject endorsement.

EDU 545 Preparing for Level 3: Clinical Practice.....	0
SPD 658 Clinical Practice for Special Education K-6.....	6
660 Clinical Practice for Special Education 7-12 .....	6

## Special Education Subject Endorsement: 42-48 hours

Note: For students who hold a current teaching certification in an area other than Special Education and want to add a Special Education subject endorsement at either the K-6 and/or 7-12 level; or for students who hold a current teaching certification in Special Education (K-6 or 7-12) and want to add the other subject endorsement level. Total credit hours vary based on current level of certification and level of Special Education subject endorsement desired. This endorsement option does not lead to an MSE and can include undergraduate coursework as approved by an advisor.

### Professional Education Core Courses: 12 Hours

Endorsement requires 12 hours of professional education coursework in Human Development and Cognition, Instructional Design, Content Area Methods, and Classroom Management.

### Special Education Courses: 24 hours

SPD 520 Best Practices in Special Education Methods .....	3
522 Teaching Exceptional Learners in Inclusive Classrooms .....	3
545 Assessment Guiding IEP Development .....	3
565 Differentiated Methodology.....	3
611 Organization/Administration of Special Education .....	3
630 History and Characteristics of Exceptionalities .....	3
636 Social/Emotional Behavior.....	3
652 Collaboration and Co-Teaching.....	3

### Special Education Electives: 6-12 hours

Choose 1 of the following field experience areas:

1. Practicum Experience: 6 hours

Note: Practicum Experience allows students to seek endorsement at the same level as their current teaching certification.

Choose one of the following ..... 3

- SPD 540 Program Design in Special Education (3)
- Additional Special Education Content Course (3)
- SPD 561 Practicum in Special Education (3)

2. Clinical Practice Experience: 6-12 hours

Note: Clinical Practice Experience allows students to seek endorsement at a different level than their current teaching certification. If currently certified PK-3 then you must complete SPD 658 for K-6 subject endorsement and/or SPD 660 for 7-12 subject endorsement.

EDU 545 Preparing for Level 3: Clinical Practice.....	0
SPD 658 Clinical Practice for Special Education K-6.....	6
660 Clinical Practice for Special Education 7-12.....	6



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:     \_\_\_\_\_ Advanced Study  
                                  \_\_\_\_\_ Initial Certification  
                                  \_\_\_\_\_ Generalist

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: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

# Work Order for Final Research Paper

Name:

Title:

Due Date:

Master of Science in Education - Special Education

Progress Dates	What Will Be Completed		
	Topic Decided and Resources List completed		
	<table border="1"> <tr> <td> <b>Action Research</b> <ul style="list-style-type: none"> <li>• Outline of the Paper Completed</li> <li>• Title Page</li> <li>• Abstract</li> <li>• Body of the Paper Action Research</li> <li>• Introduction-Purpose of the Research</li> <li>• Literature Review</li> <li>• Procedures</li> <li>• Methodology for Action Research include the following: Participants, Data Collection Data Analysis, Limitations for the Research</li> <li>• Findings (sub-headings as necessary)</li> <li>• Conclusions</li> <li>• Implications for Teaching</li> <li>• References</li> <li>• Appendices (as needed)</li> </ul> </td> <td> <b>Descriptive Research</b> <ul style="list-style-type: none"> <li>• Outline of the Paper Completed</li> <li>• Title Page</li> <li>• Abstract</li> <li>• Body of the Paper Descriptive Research                             <ul style="list-style-type: none"> <li>○ Introduction-Purpose of the Research</li> <li>○ Literature Review</li> <li>○ Findings</li> <li>○ Conclusions</li> <li>○ Implications for Teaching</li> </ul> </li> <li>• References</li> <li>• Appendices (as needed)</li> </ul> </td> </tr> </table>	<b>Action Research</b> <ul style="list-style-type: none"> <li>• Outline of the Paper Completed</li> <li>• Title Page</li> <li>• Abstract</li> <li>• Body of the Paper Action Research</li> <li>• Introduction-Purpose of the Research</li> <li>• Literature Review</li> <li>• Procedures</li> <li>• Methodology for Action Research include the following: Participants, Data Collection Data Analysis, Limitations for the Research</li> <li>• Findings (sub-headings as necessary)</li> <li>• Conclusions</li> <li>• Implications for Teaching</li> <li>• References</li> <li>• Appendices (as needed)</li> </ul>	<b>Descriptive Research</b> <ul style="list-style-type: none"> <li>• Outline of the Paper Completed</li> <li>• Title Page</li> <li>• Abstract</li> <li>• Body of the Paper Descriptive Research                             <ul style="list-style-type: none"> <li>○ Introduction-Purpose of the Research</li> <li>○ Literature Review</li> <li>○ Findings</li> <li>○ Conclusions</li> <li>○ Implications for Teaching</li> </ul> </li> <li>• References</li> <li>• Appendices (as needed)</li> </ul>
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	All Resources Read and Kept or Discarded Index Cards or other Information Collection Strategy for Research Completed		
	Draft of the Introduction Completed		
	Draft of Literature Review (sub-headings as required) and References Completed		
	Draft of Procedures and Methodology (Participants, Data Collection, Data Analysis, Limitations for the Research) Completed		
	Draft of Findings, Conclusions and Implications for Teaching Completed		
	Body of the Paper Completed Draft of Abstract and Title Page Completed		
	Body of the Paper Polished		
	Peer Editing (or other process) Completed		
	Final Draft Completed		
	Research Paper Due		





## Thesis Option – Plan for Thesis

To be completed by the instructor and the student. The Department Chair, Advisor, 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: \_\_\_\_\_

Address: \_\_\_\_\_  
Street address/P.O. Box

\_\_\_\_\_  
City, State, Zip

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, procedures or main topics, and basic working bibliography (please attach to this form).

\_\_\_\_\_  
Student signature Date

\_\_\_\_\_  
Instructor Date

\_\_\_\_\_  
Department Chair Date

\_\_\_\_\_  
Advisor Date

\_\_\_\_\_  
Dean, School of Education and Behavioral Sciences Date



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

<i>For Office Use Only</i>	
Date Received	_____
Proposal #	_____
Review Type:	_____
Reviewer #1	_____
Reviewer #2	_____
Date Approved:	_____

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](http://libguides.wsc.edu/connlibrary/irb)" 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](mailto: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 participants?

(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.
- 7.
- 8.
9. 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.

a.	<p>A Vulnerable Population will be used as subjects.  <i>(refer to Vulnerable Populations document for guidance on risks)</i></p> <ul style="list-style-type: none"> <li>• Check the Vulnerable Population(s) you plan to recruit from: <ul style="list-style-type: none"> <li><input type="checkbox"/> Students (PK-12 or College) <ul style="list-style-type: none"> <li><input type="checkbox"/> Minors (less than 19 years of age)</li> <li><input type="checkbox"/> Incarcerated Individuals</li> <li><input type="checkbox"/> Individuals with Impaired Decision-making Ability</li> <li><input type="checkbox"/> Minorities</li> <li><input type="checkbox"/> Other (specify):</li> </ul> </li> <li>• Rationale for using the specified population(s) as participants:</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
b.	<p>Food, beverages, or drugs will be used.</p> <ul style="list-style-type: none"> <li>• Identify exactly what will be ingested, inhaled, or applied:  <i>Include a copy of the package insert for all drugs/supplements.</i></li> <li>• Rationale for using identified food, beverages, or drugs:</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
c.	<p>Potential for medical problems exists.  <i>Must include referral in consent form.</i></p> <ul style="list-style-type: none"> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
d.	<p>Participants may experience physical discomfort.  <i>Must include referral in consent form.</i></p> <ul style="list-style-type: none"> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
e.	<p>Participants may experience mental discomfort.  <i>Must include referral in consent form.</i></p> <ul style="list-style-type: none"> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
f.	<p>Electrical equipment will be used.</p>	

	<ul style="list-style-type: none"> <li>• Rationale for using electrical equipment:</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
g.	<p>Mechanical equipment will be used.</p> <ul style="list-style-type: none"> <li>• Rationale for using mechanical equipment:</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
h.	<p>Deception will be used.  <i>Debriefing statement is required.</i></p> <ul style="list-style-type: none"> <li>• Rationale for using deception:</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
i.	<p>Participants will be photographed or recorded (audio or video).</p> <ul style="list-style-type: none"> <li>• Rationale for using photographs or recordings (audio or video):</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No
j.	<p>Internet survey will be used (see Internet Research Policy).</p> <ul style="list-style-type: none"> <li>• Rationale for using internet survey:</li> <li>• Describe and assess potential risk:</li> <li>• Describe measures to minimize and address risk:</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No

## 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](http://libguides.wsc.edu/connlibrary/irb) 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): \_\_\_\_\_

Revised December 2017  
Revised August 2019  
Revised October 2019





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

## Final Research Requirement Approval Form

Student Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

**Program:**     Special Education     Curriculum and Instruction

**Select:**     Paper     Comprehensive Exam

Area of Emphasis: \_\_\_\_\_

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

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

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

\_\_\_\_\_ 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: \_\_\_\_\_