



Branch Campus and Additional Location(s)

Substantive Change Application

Institution: Wayne State College City, State: Wayne, Nebraska

Name of person completing this application: Suzanne Sydow

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Date Submitted:

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 10–12 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit the [Institutional Change section of HLC's website](https://www.hlcommission.org/change) (https://www.hlcommission.org/change) to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file using HLC's [Document Submission form](http://www.hlcommission.org/document_upload/) (http://www.hlcommission.org/document_upload/).

Part 1: General Questions

- 1. Requested Change(s).** Concisely describe the change for which the institution is seeking approval.

Wayne State College is requesting approval of an "Additional Location" for a Master of Science in Education Degree Program in Curriculum and Instruction provided through the Community of Learning delivery format. This "Additional Location" will be in Aruba following the Aruba Ministry of Education, Science and Sustainable Development, Memorandum of Understanding (MOU). The Nebraska State College System's Board of Trustees approved the MOU on June 18, 2019. (See Appendix)

2. **Is this application being submitted in conjunction with another application?**

- No
 Yes

If yes, please explain:

3. **Classification of Change Request.**

Note: not every institutional change requires prior review and approval. Visit the [Institutional Change section of HLC's website](https://www.hlcommission.org/change) (<https://www.hlcommission.org/change>) to make certain that current HLC policy requires the institution to seek approval.

Location(s):

- New additional location(s) New campus(es)

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based; direct assessment; hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

Yes, a probation status from the Council for the Accreditation of Educator Preparation (CAEP), which was reported to HLC in April 2018. The response from HLC states: "Review of the information found that the College is not currently in full compliance with CAEP Standard 5, regarding Quality Assurance and Continuous Improvement. At this time, however, no additional

follow-up will be taken by the Commission's Legal and Governmental Affairs Office regarding this matter. Please note that this does not preclude a future peer review team or Institutional Actions Council committee from reviewing this action and any relevant information." An on-site Focus visit by CAEP was conducted May 19-20, 2019. The exit report indicated full accreditation would be recommended. A preliminary "Site Visit Report" for factual corrections was received from CAEP on July 24, 2019. The report indicates all stipulations have been removed. The final site visit report with updated status is expected from CAEP by August 2019. Nebraska State Department of Education state approval was granted, August 17, 2017. (Documentation is in the Appendix)

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?

No

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change.

• **If approval is required:** Attach documentation of the approval.

• **If approval is not required:** Attach evidence that approval is not needed.

| | | | |
|-------------------------------------|---|--|---|
| Internal (faculty, board) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| System approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |
| State approval | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| Foreign country(ies) approvals | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not Applicable |

For Distance or Correspondence Education only:

Process in place to ascertain and secure state approval(s) as required Yes No

6. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- Request to add a proposed change to an already scheduled visit. **Note:** Such requests must be submitted at least six months before the visit date.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the visit.

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

https://www.wsc.edu/download/downloads/id/1681/2018_employee_handbook.pdf

Catalog URL: <https://www.wsc.edu/catalog>

Part 2: Topic-Specific Questions

Attach the “Substantive Change Application, Part 1: General Questions” as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

As many as three new additional locations, or one branch campus, may be requested in a single proposal. If more than one location is being requested in this application, please be sure to sufficiently address each location when answering the following questions.

Type of request: Additional location(s) Branch campus

Note: The change must be reported the same to HLC and the U.S. Department of Education as either an additional location(s) or branch campus.

Campus or Branch Campus Definition (*Same as the federal definition*): A location of an institution that is geographically apart and independent of the main campus of the institution. HLC considers a location of an institution to be independent of the main campus if the location has all four of the following attributes:

- It is permanent in nature.
- It offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
- It has its own faculty and administrative or supervisory organization.
- It has its own budgetary and hiring authority.

Additional Location Definition: A place, geographically separate from any main or branch campus, where instruction takes place and students can do one or more of the following:

- Complete 50 percent or more of the courses leading to a degree program.
- Complete 50 percent or more of the courses leading to a Title IV eligible certificate.
- Complete a degree program that they began at another institution even if the degree completion program provides less than 50 percent of the courses leading to a degree program.

There is no base or threshold number of students or distance from the campus necessary for a facility to qualify as an additional location under this definition.

An additional location typically does not have a full range of administrative and student services staffed by the facilities personnel. Such services may be provided from the main campus or another campus.

A facility may provide access to instruction requiring students to be present at a physical location that receives interactive TV, video, or online teaching. It is considered an additional location when 50 percent or more of a distance delivery program is available through one or more of these modalities

at that facility.

Section A. Characteristics of the Change Requested

1. Provide the **name** and **street address** of each location requested. (No PO Box addresses.)

Instituto Pedagógico Arubano (IPA)
Isaac Wagemakerstraat 11
San Nicolas, Aruba

2. Provide for each location the following information:

- a) The date at which the location is projected to begin operation. (MM/DD/YYYY)

08/01/2020 (Fall 2020-2021 Academic Year)

- b) Whether the location will offer Title IV eligible programs.

Yes

- c) The [Classification of Instructional Programs terminology](#) [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics.

13.0301 – Curriculum and Instruction, Master

- d) Whether the location will be permanent or temporary (for a set number of cohorts).

Permanent

- e) The level of degree completion at the new additional location. (Total Degree, Adult Degree completion or 50-99% completion.)

Total Degree

3. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

This is a new international experience, developed through a Memorandum of Understanding with the Aruba Ministry of Education, Science and Sustainable Development for Wayne State College. The MOU was created to enhance the development of partnerships for transfer articulations, study, research, and internships in STEM, teacher education, health, business, hospitality and other programs in the Schools of Arts and Humanities; Business and Technology; Education and Counseling; Natural and Social Sciences; and in Career Development. Wayne State College is proposing to offer the Master of Science in Education Degree Program in Curriculum and Instruction through the Community of Learning delivery format in Aruba.

Section B. Institution's History with Branch Campus and Additional Location(s)

4. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

Yes, Wayne State College has seven (7) active additional locations and all but one offer the Master of Science in Education Degree Program in Curriculum and Instruction delivered through the Learning Communities format. The three locations with the largest enrollments during the past year, along with those enrollments is listed below.

- 1) College Center at South Sioux City, 1001 College Way, South Sioux City, NE, 68776

Enrollment 2018-2019 Academic Year: 22 Graduate, 127 Undergraduate; 149 Total

- 2) Fremont, Fremont Middle School, 540 Johnson Road, Fremont, NE, 68025

Enrollment 2018-2019 Academic Year: 50 Graduate; 50 Total

- 3) Norfolk, Northeast Community College, 801 E. Benjamin Avenue, Norfolk, NE, 68701-6831

Enrollment 2018-2019 Academic Year: 10 Graduate, 30 Undergraduate; 40 Total

5. If approved to open the additional location(s) or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for additional location(s) or branch campus and how does the institution plan to manage this growth?

Future growth will depend upon the needs of undergraduate and graduate students, as well as economic conditions. Currently, no additional locations are proposed, as the current locations will allow for the expansion needed for future student growth.

The College Center at the South Sioux City location is a unique learning facility with a partnership between a community college and our four-year college. It is projected that undergraduate course offerings will be expanded with future growth through enhanced marketing of programs and as knowledge of the College Center's potential continues to be realized by the region it serves. The location offers undergraduate programs and a Master of Science in Education Degree Program in Curriculum and Instruction and a Master of Science in Counseling Degree Program. These two graduate programs are also offered at the Fremont location.

The West Point, Norfolk, and two of the Grand Island locations offer the Master of Science in Education Degree Program in Curriculum and Instruction delivered through the Community of Learning delivery format. Wayne State College plans to continue to offer and promote graduate programs at all of its additional locations using the Community of Learning delivery model for its Master of Science in Education Degree Program in Curriculum and Instruction. If a need is identified, undergraduate programs and courses are also offered at these locations. Only undergraduate programs are offered at the Omaha location.

Section C. Institutional Planning for Branch Campus and Additional Location(s)

6. What impact might the proposed branch campus or additional location(s) have on the challenge(s) identified as part of or subsequent to the institution's last HLC review and how has the institution addressed the challenge(s)?

Wayne State College was not cited for any accreditation issues during its reaffirmation in 2015. Therefore, no challenges were identified or will need to be addressed.

Wayne State College received reaffirmation of accreditation with no stipulations as reflected in the letter dated May 13, 2015. The IAC continued the accreditation of Wayne State College with the next Reaffirmation of Accreditation in 2022-23. (See Appendix)

Wayne State College is currently under review for its Year 4 Open Pathway Assurance Argument Review. The formal report is not expected until mid-August, 2019.

7. Briefly describe the planning process for the new branch campus or location(s), including the involvement of the various constituencies in that process, the management of the branch campus or location(s), and how the management of the branch campus or location(s) fits into the organizational structure of the main campus.

The Office of Multicultural and International Programs and the Office of Admissions initiated the partnership between Aruba and Wayne State College. An initial visit was made to Wayne State College by the Aruban representative in the United States, Joselin S. Croes, Minister Plenipotentiary for Aruba in April 2019. During her visit, she interacted with various academic units and identified areas of potential collaboration. She indicated that their current priority was Teacher Education in STEM and professional development of practicing teachers. Dr. Shudak and the education faculty discussed potential areas of collaboration (see Appendix for news release). This was followed by the development of an MOU and a visit to Aruba by Wayne State President, Dr. Rames, and the Dean of the School of Education and Counseling, Dr. Shudak, to interact with institutions that are involved in teacher education and other areas of potential collaboration identified in the MOU. These include IPA, EPI, Department of Education, and the University of Aruba.

The Aruba Ministry of Education, Science, and Sustainable Development signed a Memorandum of Understanding (MOU) with Wayne State College (WSC) on June 24, 2019, that provides opportunities for the development of collaborative programs and exchanges with the University of Aruba, Instituto Pedagógico Arubano (IPA) and Enseñansa Profesional Intermedio (EPI). Additionally, Aruban undergraduate students meeting admission requirements will be admitted for study at Wayne State College at the in-state rate. Therefore, the purpose of the agreement is to provide the students of Aruba with a high quality, four-year college education leading to a bachelor's degree that is affordable and accessible. Eligible Aruban students will be charged the Nebraska resident tuition rate, a scholarship that will save students more than \$5,000 per year.

Aruba applicants meeting admission requirements as transfer students from the University of Aruba, EPI and those studying in the region will be immediately eligible for the Nebraska resident tuition scholarship. Once students are eligible for the scholarship, they will maintain eligibility simply by remaining eligible for enrollment each semester.

In addition, Aruba indicated a need to address the graduate level needs of its teachers. Adding an additional location in Aruba will allow Wayne State College to offer a Master of Science in Education Degree Program in Curriculum and Instruction using the Community of Learning delivery format to Aruban students. This will provide a graduate study opportunity for students to further their studies in Aruba in partnership with Wayne State College and MOU stipulations.

8. For each proposed branch campus or location(s), provide a description of physical facilities and equipment to support the programs that will be offered at the branch campus or location(s).

Our program will be offered at a fully operational institution of higher education in Aruba that specializes in teacher education at the undergraduate level. The location provides collaborative educational facilities with an array of well-equipped classrooms, computer labs, conference rooms, offices, and open space. Classrooms are standard and similar to resources available for instruction at Wayne State College; from our observation at IPA, EPI, and the University of Aruba. In addition, the computer technology and the internet are readily available for online learning. The location has technical support available onsite.

9. What is the evidence that the facilities at the branch campus or location(s) will meet the needs of the students and the curriculum?

The site where our program will be offered is an education institution of higher education. Minimally, a large classroom and internet availability are all that is required for the program. Wayne State College already offers courses and programs in seven (7) other additional locations in Nebraska. Wayne State College has offered its Master of Science in Education Degree Program in Curriculum and Instruction at our additional location sites since 2003 and has a well-developed curriculum to meet the needs of the students. Offering a program through the Aruba Ministry of Education, Science and Sustainable Development, Memorandum of Understanding (MOU) will expand the educational diversity opportunities for students in the proposed Aruba location.

10. What controls are in place to ensure that the information presented to all the constituencies in advertising, brochures and other communications will be accurate?

All advertising, brochures, and other communications are handled through the centralized College Relations Office of Wayne State College for consistency in message and branding and will be reviewed by the Dean of the School of Education and Counseling and the Vice President of Academic Affairs for accuracy.

Wayne State's brand determines who we are, how we are known, and how we are remembered in the crowded landscape of higher education in Nebraska and surrounding states. The Director of College Relations has developed a *Branding Standards Manual* for college personnel to assist with all personnel staying on message and effectively and consistently employing the College's logos and other brand components when communicating about the college. A copy of the *Branding Standards Manual* is provided in the Appendix.

11. **For additional location(s) only:** How does the institution ensure that financial planning and budgeting for the additional location(s) is(are) realistic? What are the projected revenues and expenses? What are the projected enrollment and staffing needs?

The Dean of the School of Education and Counseling and the Vice President for Academic Affairs from Wayne State College will ensure that services and instruction revenues and expenses are within the state appropriated amounts and approved fiscal budget. An annual Nebraska State Legislature funding appropriation to Wayne State College along with additional revenue generated through tuition, fees and rentals will be used to sustain the program.

Projected expenses will include the cost of two adjuncts, the Wayne State College Community of Learning Faculty Mentor, faculty benefits, travel, rent and custodial fees, speakers and consultants,

national presentations, supplies and materials, and mailings and marketing. The projected expenses of approximately \$30,000 are based upon the 2018-2020 projected budget(s) from the current active locations. The projected revenue of approximately \$50,000, is based on an enrollment of 15 students. (See Appendix for Community of Learning location budgets)

Our projected staffing needs are projected to utilize two (2) full-time, adjunct faculty for the Curriculum and Instruction, Master of Science in Education Degree Program in Curriculum and Instruction through the Community of Learning delivery format, which is the number of faculty used at the current active locations, along with the Wayne State College Community of Learning Faculty Mentor. We project enrollment in the Master of Science in Education Degree Program in Curriculum and Instruction offered in the new location to start with approximately 15 students.

12. For branch campus only: Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:

a) Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.

N/A--Not a branch campus.

b) Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

N/A—Not a branch campus.

Section D. Curriculum and Instructional Design

13. How will the institution effectively oversee instruction at the location(s) or branch campus?

Oversight will be provided by Wayne State College's Vice President for Academic Affairs and the Dean of the School of Education and Counseling, along with the Community of Learning Faculty Mentor. Wayne State College's faculty will use their expertise for curriculum and align it with the programs and classes offered. Projected student enrollment will be analyzed to determine location needs. Computers labs and other technological systems will be available to faculty and students. The Wayne State College Conn Library provides many online services for all students and faculty. Specific information is available on the WSC Conn Library site on the [WSC library website](#) page. [Turnitin](#) is used by Wayne State College to provide originality checking services. OriginalityCheck compares submitted papers for matches or similar text to information available in repositories used by [Turnitin](#).

The [Wayne State College Conn Library](#) provides [online resources for research](#) using electronic access to EPSCO host and ERIC and other resources are where students will find all discipline-specific, refereed journals and primary source materials for research.

Wayne State uses [Canvas](#) as its online course management system for online and hybrid course delivery. Faculty and student help is available through resources published on the Wayne State College website.

The Master of Science in Education Degree Program in Curriculum and Instruction is provided oversight from the on-campus Community of Learning Faculty Mentor that serves as a liaison between the campus and the additional location program. The additional location sites employ and assign adjuncts using one primary instructor with one additional adjunct who assists with instruction. All faculty meet required faculty qualification requirements. (See Institutional Adjunct Hiring Criteria for "Tested Experience" policy and NSCS Policy 5015: Adjunct Faculty in the Appendix).

14. What impact, if any, will the new branch campus or location(s) have on instructional capacity at existing approved branch campuses or location(s)?

The new international location in Aruba will not have any impact on instructional capacity at existing approved locations. However, the location will facilitate international relationships and collaboration between the main campus and the existing Nebraska locations, providing opportunities for additional research and educational opportunities for students in Aruba and our other additional location sites.

15. Do the proposed branch campus or location(s) involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

The proposed locations will not involve dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months).

Section E. Institutional Staffing, Faculty, and Student Support

16. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?

Adjunct faculty will be hired through the main campus Human Resources Department following established hiring policies and procedures and the Nebraska State College Education Association (SCEA) bargaining agreement, which ensure faculty qualifications align with HLC faculty qualification requirements. This will not differ from our process for hiring at the main campus. (See Hiring Procedures in the Appendix)

17. What is the institution's process for selecting, training and orienting faculty for the additional location(s) or branch campus? What special professional development, support or released time does the institution provide for these faculty?

Faculty are hired by the School Deans and approved by the Vice President for Academic Affairs and College President, using the same hiring process used for all WSC faculty, adjuncts and staff. Faculty hired to teach in any program must meet all the requirements of the Nebraska Department of Education and the Higher Learning Commission's Faculty Qualification requirements, along with the Nebraska State College Education Association (SCEA) bargaining agreement. Wayne State College also has a policy for "Tested Experience" that is followed when an adjunct instructor is determined to be minimally qualified to teach a course through alternative professional credentials or demonstrated competencies. (See Institutional Adjunct Hiring Criteria for "Tested Experience" policy and NSCS Policy 5015: Adjunct Faculty in the Appendix).

The education programs are approved by the Nebraska Department of Education and also went through rigorous program review by the Council for the Accreditation of Educator Preparation (CAEP), the Educational Foundations and Leadership Department's Specialized Program Accreditor. The Educational Foundations and Leadership Department went through its renewal process during the 2016-2017 academic year with the Nebraska Department of Education and CAEP, which conducted an onsite extensive review of faculty credentials and programs. The Educational Foundations and Leadership Department received an official notification letter acknowledging continued state approval for the operation of the educator preparation program at Wayne State College (WSC) for the next seven-year cycle. The approval was granted by the Nebraska State Board of Education at their August 4, 2017 meeting. The notification letter for continued state approval dated August 17, 2017, is provided in the Appendix. CAEP specialized accreditation is described in Part 1: General Questions, Question 4.a. Special conditions, with documentation provided in the Appendix.

The faculty are screened prior to hiring, transcripts and vitas are submitted and checked, and background checks are completed by the Human Resources Department. Regular visits with the staff and faculty at the locations are completed by the Vice President for Academic Affairs and the Communities of Learning Faculty Mentor. The Director of Continuing Education and Outreach along with the respective School Dean at Wayne State College is responsible for scheduling classes.

Many of the faculty currently teaching in the Master of Science in Education Degree Program in Curriculum and Instruction through the Community of Learning delivery format are past students and graduates of the program. This provides these faculty members in the Community of Learning with valuable insight into the delivery methods of the program.

Faculty evaluation for full-time faculty is done in accordance with the Nebraska State College Education Association (SCEA) bargaining agreement ([https://www.nscs.edu/downloads/file/405/2019 - 2021 state college education association_scea](https://www.nscs.edu/downloads/file/405/2019_-_2021_state_college_education_association_scea)), Article VII. Performance Evaluation, pages 8-11, which are provided in the Appendix).

The faculty evaluation process is for the purpose of improving instruction, encouraging and supporting professional development, and providing information necessary, in part, for personnel decisions, including reappointment, promotion, and tenure decisions. All formal faculty evaluations are conducted by full-time academic administrators. The Deans evaluate all faculty (full-time and adjunct) during each academic year according to the bargaining agreement policy. In addition, students complete a course evaluation at the completion of each course using Wayne State College's electronic survey software system, *CourseEval*.

The Aruba Ministry of Education will provide training and orientation of the facility for new faculty at the Aruba location. The Wayne State College Department of Educational Foundations and Leadership will provide curriculum orientation and training under the direction of the Dean of the School of Education and Counseling and the Community of Learning Faculty Mentor. This is standard practice for all locations offering the Master of Science in Education Degree Program in Curriculum and Instruction provided through the Community of Learning delivery format and follows the program guidelines provided in the "Master of Science in Education (MSE): Curriculum and Instruction-Instructional Leadership Community of Learning Delivery Format Handbook," which is provided in the Appendix.

18. What is the evidence that the institution will effectively deliver, support and manage necessary academic and student services at the proposed branch campus or location(s)?

Wayne State College and the Ministry of Aruba will coordinate a number of front-line services for students. These services include tutoring, advising, registration, disability services, testing, student accounts, and library and bookstore operations.

Academic oversight of curriculum delivery and assessment is under the direction of the Vice President for Academic Affairs and Academic Deans on the main campus in Wayne. Administrative oversight for financial aid, student records, and all budgeting and hiring authority is maintained on the main Wayne State College Campus. The [Wayne State College website](#) has been revised and improved with links to assist all students. The processes and procedures for admissions, advising, and career services are the same as the main campus at Wayne State College.

The Higher Learning Commission has approved Wayne State College for distance education courses and programs. All courses offered at Wayne State College, regardless of the modality of delivery have electronic access to all library resources on the WSC library website. The library offers an [Embedded Librarian Program](#) that provides students access to answers to questions and is available for each course. Additional assistance is available through the [Network & Technology Services \(NATS\) website](#). The [WSC Technology Help Desk](#) is available to provide support for technology issues. The [Office of Teaching and Learning](#) also provides support for the [Canvas](#) course management software with specific directions for accessing and logging on to WSC online courses.

The graduate program offered at six (6) locations uses the Community of Learning delivery format, which started in 2003 for the Master of Science in Education Degree Program in Curriculum and Instruction. The initial pilot had 127 completers. The program has grown to a total of 1,177 completers as of May 2019, combining completers from all location and course locations used since 2003.

Section F. Evaluation

19. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the offerings.

The Director of Continuing Education and Outreach for the College Center, the Community of Learning Faculty Mentor, the Wayne State College Vice President for Academic Affairs, and the Deans regularly conduct reviews and provide oversight for all programs. Programs offered at all locations are assessed and evaluated for quality on an annual basis following Wayne State College's policies and procedures.

Program review is conducted every seven (7) years according to the Nebraska State College System (NSCS) Board Policy 4200. This NSCS Board policy is provided in the Appendix.

As an Open Pathway institution, continuous improvement is built into our academic culture. Strategic Planning and Strategic Enrollment Planning is used to further identify needs. The Director of Continuing Education and Outreach for the College Center works cooperatively with each location to maintain the quality assurance of excellence required of the accreditation agencies and align curriculum and activity to the mission of the main campus.

In addition, feedback from students and faculty about needs and improvements are encouraged. All students at the end of each course complete course evaluations electronically using *CourseEval*

software. A coordinator is also available at each site to advocate for any logistic needs. A Faculty Mentor from the Department whose program is being taught at the additional location, the Director of Continuing Education and Outreach, the School Dean, the Assistant Vice President for Academic Affairs, and the Vice President for Academic Affairs all provide additional oversight of each location. This ensures accommodations, safety, site budget, and general oversight of the program functions at each location.

Wayne State College ensures that programs are meeting the needs of students, as well as standards. Near the end of the Master of Science in Education Degree Program in Curriculum and Instruction, students select to complete either a thesis, a comprehensive final, a project, or a portfolio to demonstrate proficiency in educational pedagogy.

Wayne State College program assessment reports are due each fall and spring to the Office of Assessment and are used internally to assess departmental programs. In addition, the Nebraska State College System (NSCS) in conjunction with the Nebraska State Coordinating Commission for Postsecondary Education (CCPE) reviews existing programs and ensures that a review for each program occurs every seven (7) years. This follows [Board Policy No. 4220: Assessment; Policy and Procedures](#); and [Board Policy No. 4200: Existing Program Review](#), which are provided in the Appendix.

20. Describe the process for assessing and improving student learning, including student persistence and completion, in the offerings.

Academic performance is measured, documented and analyzed using identical systems and procedures currently established. Each department is responsible for establishing assessment goals and student learning objectives at the program level. Primary assessment is the responsibility of the delivering department. Each academic program department is responsible for the following assessment procedures. Internal assessment reports are submitted to the Office of Assessment each semester for review.

- Develop programs and course goals
- Develop specific objectives/outcomes
- Select measurement tools—at least one direct and one indirect
- Collect and report assessment data
- Analyze data collected and report results
- Implement change through action plans and report change on annual assessment reports
- Continue to analyze results from change for continuous quality improvement

WSC also makes use of multiple means of evaluating the success of its graduates, including program specific SLO assessment, completion rates, and employment and graduate school participation. The 2018 Student Outcomes Report (Appendix) provides a summary of student outcomes on Retention and Completion, Student Engagement, and Post-Graduate Outcomes and Satisfaction. This report is published in addition to data available in the annually published Institutional Data Book (Appendix). The College also participates in the [National Survey of Student Engagement \(NSSE\)](#) conducted by the Office of Assessment, Skyfactor surveys (ACUHO-I/Benchworks Resident Assessment) conducted by Student Services, and the Graduating Student Survey conducted by the Office of Records and Registration to identify service area quality and areas in need of improvement.

The [WSC Graduate Survey](#) is conducted annually by the Career Services Office. The five-year average response rate for the survey is 87% with 99.6% employed or attending graduate school. Data on the employment success of WSC graduates from 2012-13 through 2016-17 is available on the WSC website. The data is used by College Relations, units with specialized accreditation, and others to market and provide evidence of student success.

Departments also seek outside recommendations to improve their programs. For example, the Computer Technology and Information Systems Department utilizes an advisory board to obtain information on the technological needs that would best serve the Computer Information Systems and Computer Science graduates. The School of Education and Counseling utilizes the Advisory Council to Educator Preparation (ACEP) to maintain strong relationships between WSC and the P-12 field regarding how best to serve children, families, and schools. An advisory council was established for the Center for Applied Technology (CAT) in spring 2018. Most units at WSC have a relationship with their regional organizations to maintain program relevancy.

21. How are the measures and techniques the institution uses for the location(s) or branch campus equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

To assure that students who graduate from Wayne State College have completed a major that prepares them for a meaningful career and life-long learning, each program of study has established student-learning outcomes, which include direct and indirect assessments. All assessment is conducted the same for on-campus and off-campus programs. Departments annually evaluate their students' performance in achieving those outcomes as part of the College's overall commitment to student success and continuous improvement. Each term, departments submit assessment reports to the Office of Assessment for oversight from the Institutional Assessment Oversight Committee and the Director of Assessment.

Program assessment for the Master of Science in Education Degree Program in Curriculum and Instruction provided through the Community of Learning delivery format is described in the Handbook provided in the Appendix. Learners are assessed at the program level at the end of year one (fifteen credit hours), at the end of year two (thirty-six credit hours), and one year past graduation. A Survey Monkey questionnaire, monitored by the School of Education Assistant to the Dean, is made available to each learner or graduate in late April of each year. Data from each Community is shared with the mentors and the specific facilitators for that community. Data for all Communities is reviewed by the mentors and facilitators during summer facilitator development and throughout the academic year as needed.

No method of delivery or location is noted on student's official transcripts from Wayne State College and no differences are made for location.

Wayne State College

APPENDIX

Wayne State College

Memorandum of Understanding (MOU)

Aruba and Wayne State College

Nebraska State College System (NSCS)

Board Materials

2. Academic and Personnel

- 2.1 Chancellor and Presidents' Contract Extensions and Salaries
- 2.2 First and Final Round Approval of Revisions to Board Policy 4430; Transfer of Credits and Degrees
- 2.3 First and Final Round Approval of Revisions to Board Policy 5040; Criminal Background Checks; Employees
- 2.4 Approve Interlocal Agreement Between City of Chadron Police Department and Chadron State College for College Resource Officer
- 2.5 Approve Revised Chadron State Foundation Agreement
- 2.6 Approve Addition of Interdisciplinary Studies Undergraduate Major for Peru State College
- 2.7 Approve Memorandum of Understanding with Highland Community College for Peru State College
- 2.8 Approve Memorandum of Understanding with Iowa Western Community College for Peru State College
- 2.9 Approve Interlocal Agreement With City of Wayne for Law Enforcement for Wayne State College
- 2.10 Approve S.T.E.P. Partnership Agreement with South Sioux City Community School District for Wayne State College
- 2.11 Approve S.T.E.P. Partnership Agreement with Pathways 2 Tomorrow Rural School Consortium for Wayne State College
- 2.12 S.T.E.P. Partnership Agreement with Grand Island Public Schools for Wayne State College
- 2.13 Approve Memorandum of Understanding with Aruba Ministry of Education, Science and Sustainable Development for Wayne State College
- 2.14 Approve Memorandum of Understanding for the College of Agricultural Sciences & Natural Resources (CASNR), University of Nebraska-Lincoln (UNL) Transfer Initiative with Wayne State College
- 2.15 Approve Addition of Public Relations Focus Area in Master of Science in Organizational Management Graduate Program for Wayne State College
- 2.16 Approve Addition of Public Accounting Focus Area in Master of Business Administration Graduate Program for Wayne State College
- 2.17 Approve Addition of Journalism and Media Education Supplemental Endorsement for Wayne State College
- 2.18 Approve Nebraska Statewide Workforce and Educational Reporting System (NSWERS) Agreement

3. Student Affairs, Marketing, and Enrollment

- 3.1 First and Final Round Approval of Revisions to Board Policy 3050; Residency
- 3.2 First and Final Round Approval of Revisions to Board Policy 3401; Nebraska Access Program

ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

June 18, 2019

ACTION: **Approve Memorandum of Understanding with Aruba Ministry of Education, Science and Sustainable Development for Wayne State College**

Wayne State requests approval of the Memorandum of Understanding with the Aruba Ministry of Education, Science and Sustainable Development. This MOU will enhance the development of partnerships for transfer articulations, study, research, and internships in STEM, teacher education, health, business, hospitality and other programs in the schools of Arts and Humanities; Business and Technology; Education and Counseling; Natural and Social Sciences; and in Career Development.

This MOU requires Board approval per Board Policy 7015.

The System Office and Wayne State College recommend approval of the Memorandum of Understanding with Aruba Ministry of Education for Wayne State College.

ATTACHMENTS:

- WSC Aruba MOU (PDF)

Aruba Ministry of
Education Logo

Wayne State
College

MEMORANDUM OF UNDERSTANDING
between the
BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
doing business as
WAYNE STATE COLLEGE
and
ARUBA MINISTRY OF EDUCATION, SCIENCE AND SUSTAINABLE DEVELOPMENT

The parties to this Memorandum of Understanding (MOU) are the Board of Trustees of the Nebraska State Colleges, d/b/a, Wayne State College (WSC) and the Ministry of Education, Science and Sustainable Development of Aruba (Ministry).

This MOU sets forth the entire agreement of WSC and Ministry (Parties) and supersedes all previous agreements, prior negotiations, discussions and proposals.

I. BACKGROUND AND PURPOSE

The Parties believe that it is in their best interests to encourage direct contact and cooperation between their leadership, faculty members, departments, institutes and other centers in order to foster the development of possible collaborative programs in educational areas to be agreed upon. This will be subject to availability of funding and the development of specific binding written agreements. The Parties have entered into this MOU for the purpose of setting forth their mutual understanding and agreement, with respect to the development of potentially sustainable collaborative programs.

WSC is a leading comprehensive, accredited, public state college in Northeast Nebraska distinguished for providing educational excellence in a small, personalized setting and with a 19:1 student-to-faculty ratio. Established in 1910 as a college primarily for teacher education, it currently offers 130 undergraduate programs and four graduate programs. WSC has continued its legacy of providing Education students with high quality teacher preparation with valuable opportunities for hands-on teaching experiences. Service learning is also an integral component in various majors. Students lead community projects designed to integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen sustainable communities.

Aruba's unique social-economic resources, a diverse multilingual population and its commitment to invest in developing her human capital provides valuable learning and opportunities for collaborative programming with WSC. The current population of Aruba is about 110,000, together representing more than 90 nationalities. The economy of Aruba is mainly based on tourism, and almost all products are imported. Aruba is undergoing a transition period balancing the economic growth with a human centered approach. With its people first approach, Aruba is committed to the implementation of the sustainable development goals and has included nine accelerators in its National Strategic Plan. Current interesting developments on the island are: opening of a STEM facility at the University of Aruba, opening of a bio-marine park for the protection of the ocean and water management, opening of a new state of the art waste management facility, introduction of an e-government program, large investments in renewable energy and agriculture. Aruba can provide research and exchange programs as well as collaboration opportunities in a safe and beautiful environment.

II. DISCUSSION AND DEVELOPMENT OF POSSIBLE COLLABORATION

The Parties agree to discuss and explore the development of any of the following general forms of cooperation:

1. Encourage and develop cooperation and exchanges for study, research and internships in STEM, teacher education, curriculum/program development, health, business, and hospitality. Other potential areas of focus may include arts and humanities, business and technology, education and counseling, natural and social sciences, and career development.
2. Collaborate on the development of program articulations for seamless transfer of credits and exchange of students by providing the information necessary to successfully develop, promote, and maintain programs.
3. Encourage and facilitate closer relationships between WSC; the Country of Aruba; University of Aruba (UA); Instituto Pedagógico Arubano (IPA); Ministry; secondary and other post-secondary institutions; appropriate educational organizations; economic organizations; and, the private sector establishments involved in education.
4. Exchange of information in fields of interest.

The Parties anticipate that specific collaborative projects or activities that the Parties wish to implement will, as appropriate, be undertaken pursuant to future agreements entered into according to applicable laws and rules of each Party.

III. TUITION REDUCTION AND ENROLLMENT COSTS

WSC will honor the following tuition rate program for incoming international freshmen, transfer, and graduate students from Aruba who are enrolled in non-online programs:

1. Tuition Discount. Aruba students shall be eligible for a reduced tuition rate equal to the Nebraska resident tuition rate, per the requirements established for the Nebraska Access Program (NSCS Board Policy 3401). The Nebraska resident tuition rate is currently a fifty percent (50%) reduction of the non-resident tuition rate. WSC shall charge Aruba students the same rate as charged to other WSC students for fees, on-campus housing, and food services. To be eligible for the Nebraska resident tuition rate, Aruba applicants must meet all WSC admissions requirements, and maintain eligibility for enrollment.
2. Students from Aruba shall be eligible for WSC scholarships for which they meet eligibility criteria and complete scholarship application procedures as published on the College website including art, music and athletic scholarships. (www.wsc.edu/scholarships).

IV. ELIGIBILITY CRITERIA FOR THE REDUCED TUITION

To be eligible for the Nebraska resident tuition rate, all applicants from Aruba must:

1. Meet all requirements for international student admission to WSC as published on the WSC website at www.wsc.edu/international.
2. Meet the current WSC Satisfactory Academic Progress standard for Cumulative Grade Point Average as published on the WSC website at wsc.edu/info/20044/financial_aid/386/staying_eligible/2
3. Provide proof of Health Insurance with a USA insurance carrier prior to the first day of class attendance.
4. Complete and comply with procedures for the release and reporting of their student records from WSC to the Ministry or its designee as established by WSC and the Ministry or designee.

5. Complete and comply with procedures and deadlines for fee payment to WSC as established by the Ministry or designee and WSC.
6. Freshmen eligible for the Nebraska resident tuition rate as part of the Nebraska Access Program
 - a. Must score a 22 ACT or 1100 SAT or above, or
 - b. Must be in the upper half of their high school graduating class, or
 - c. Must have a minimum high school cumulative GPA of 3.25 on a 4.0 scale.
 - d. To continue in the program, students are required to maintain eligibility for enrollment.
7. Freshmen students who do not meet eligibility requirements under item #6 will be eligible for the Nebraska Access Program once they have earned a cumulative 2.5 GPA for all coursework attempted at Wayne State College, or if they reside in on-campus housing and purchase an on-campus (non-commuter) meal plan.
8. Transfer students
 - a. All transfer students will be eligible for the Nebraska resident tuition rate as part of the Nebraska Access Program.
 - b. To continue in the program, transfer students are required to maintain eligibility for enrollment.
9. Graduate students eligible for the Nebraska resident tuition rate as part of the Nebraska Access Program
 - a. Must have a cumulative GPA of 3.5 for previous work attempted at all colleges attended.
 - b. To continue in the program, graduate students are required to maintain a 3.5 cumulative GPA.
10. To continue in the program, Aruba students on F-1 visa are required to maintain eligibility for enrollment.

V. GENERAL PROVISIONS

Term and Termination. The MOU shall be effective on June 18, 2019 and shall remain in effect until either Party wishes to terminate the MOU by written notification signed by the appropriate official of the Party initiating the termination. Such notification must be received by the other Party at least six months prior to the effective termination date. Aruba students enrolled at WSC at the moment of termination and meeting all renewal academic requirements, shall be able to complete their respective academic programs under the same conditions as stipulated under Section III & IV.

Amendment. This MOU may be amended at any time by the written agreement of the Parties. Amendments to this MOU shall be in writing and approved in the same manner as was used to approve this MOU.

Indemnification. To the maximum extent permitted by law, each Party agrees to indemnify and defend the other Party against, and to hold it harmless from, all claims, suits, liability, expense or damage (including reasonable attorneys' fees and court costs) for damage to property, injury to persons (including death) and any other claims, suits, or liability resulting from the negligence of such Party or any of its employees or agents; provided however, the indemnification within this section shall not apply if such claims, suits, liability, expense or damage is the direct result of the willful misconduct or gross negligence of either Party. In no event shall either Party be liable for any punitive, consequential, or special damages or lost profits incurred or alleged to have been incurred.

The designated representatives of the Parties for the purposes of monitoring and oversight of this MOU are:

Joselin Croes
 Minister Plenipotentiary for Aruba in the United States
 (202) 274-2640
WAS-GMA@minbuza.nl

and

Steven Elliott
Vice President for Academic Affairs, Wayne State College
(402) 375-7208
stellio1@wsc.edu

The Parties affirm that they will comply with the Family Educational Rights and Privacy Act (FERPA) for sharing student information.

IN WITNESS WHEREOF, the Parties have signed below.

For the Board of Trustees of the Nebraska State Colleges doing business as Wayne State College:

Dr. Marysz P. Rames, President, Wayne State College

Date

Dr. Paul Turman, Chancellor of the Nebraska State Colleges

Date

For the Aruba Ministry of Education, Science & Sustainable Development

Joselin Croes, Minister Plenipotentiary for Aruba in the United States

Date

Attachment: WSC Aruba MOU (2510 : Memorandum of Understanding with Aruba Ministry of Education for Wayne State College)

Wayne State College

Part 1: General Questions

5. **Approvals.** Mark whether each type of approval is required prior to implementing the proposed change.

*Documentation is the following signed MOU.

- **Internal (faculty, board) approvals**

MOU Signed by the College President

- **System approval**

MOU received Board Approval

- **State Approval**

State Department of Education approval is not needed; Nebraska's Coordinating Commission for Postsecondary Education approval is not needed

- **Foreign country(ies) approvals**

MOU Signed by the Aruba Ministry of Education, Science & Sustainable Development



MEMORANDUM OF UNDERSTANDING
between the
BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
doing business as
WAYNE STATE COLLEGE
and
ARUBA MINISTRY OF EDUCATION, SCIENCE AND SUSTAINABLE DEVELOPMENT

The parties to this Memorandum of Understanding (MOU) are the Board of Trustees of the Nebraska State Colleges, d/b/a, Wayne State College (WSC) and the Ministry of Education, Science and Sustainable Development of Aruba (Ministry).

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wsc.edu/info/20044/financial_aid/386/staying_eligible/2

3. Provide proof of Health Insurance with a USA insurance carrier prior to the first day of class attendance.
4. Complete and comply with procedures for the release and reporting of their student records from WSC to the Ministry or its designee as established by WSC and the Ministry or designee.
5. Complete and comply with procedures and deadlines for fee payment to WSC as established by the Ministry or designee and WSC.
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The designated representatives of the Parties for the purposes of monitoring and oversight of this MOU are:

Joselin Croes
Minister Plenipotentiary for Aruba in the United States
(202) 274-2640
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and

Steven Elliott
Vice President for Academic Affairs, Wayne State College
(402) 375-7208
stellio1@wsc.edu

The Parties affirm that they will comply with the Family Educational Rights and Privacy Act (FERPA) for sharing student information.

IN WITNESS WHEREOF, the Parties have signed in duplicate below.

For the Board of Trustees of the Nebraska State Colleges doing business as Wayne State College:

Dr. Marysz P. Barnes
President, Wayne State College

Date

Dr. Paul Turman
Chancellor of the Nebraska State Colleges

Date

For the Aruba Ministry of Education, Science & Sustainable Development:

Dr. Armando R. Lampe
Minister of Education, Science & Sustainable Development

Date

Wayne State College

Council for the Accreditation of Educator Preparation (CAEP)

- The accreditation letter for the Council for Accreditation of Educator Preparation (CAEP) is provided as evidence.
- In seeking initial accreditation from CAEP, the School of Education & Counseling at Wayne State College was granted probationary accreditation with the areas for improvement (AFIs) and stipulations outlined on the enclosed Accreditation Action Report.
- The action was reported to the Higher Learning Commission (HLC) and the HLC response letter is provided as evidence.
- A focus visit to determine whether areas of improvement are being met by CAEP was scheduled for April 7 - 8, 2019. This focus visit was postponed by CAEP until May 2019.
- An on-site focus visit was held May 19-20, 2019. The exit report indicated full accreditation would be recommended. A preliminary "Site Visit Report" for factual corrections was received from CAEP on July 24, 2017. The report indicates all stipulations have been removed and is provided as evidence.
- The final site visit report with updated status is expected from CAEP by August 2019.



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

May 3, 2018

VIA ELECTRONIC MAIL

Dr. Marysz Rames, President
Wayne State College
1111 Main Street
Wayne, NE 68787

Dear President Rames:

This letter is to inform you that the Higher Learning Commission (HLC or “the Commission”) has reviewed the report sent by Wayne State College (“College” or “the institution”) regarding recent action taken by the Council for the Accreditation of Educator Preparation (CAEP or “the agency”). Thank you for submitting this information for review.

Review of the information found that the College is not currently in full compliance with CAEP Standard 5, regarding Quality Assurance and Continuous Improvement. At this time, however, no additional follow-up will be taken by the Commission’s Legal and Governmental Affairs office regarding this matter. Please note that this does not preclude a future peer review team or Institutional Actions Council committee from reviewing this action and any relevant information.

Pursuant to Commission policy COMM.C.10.020, Relationships with External Agencies, it is HLC’s expectation that institutions will remain in good standing with the recognized accreditation organizations with which they are affiliated. While the Commission is not presently conducting a further review of the College’s status with CAEP, HLC expects that the institution will continue to work with the agency to resolve these issues and return to good standing. Furthermore, the institution must ensure that information regarding this action, as well as any response, follow-up report, or action plan from the institution are included in the next Assurance Filing.

Thank you for your cooperation. If you have additional questions, please contact your HLC Staff Liaison, Dr. Gigi Fansler.

Sincerely,

Robert Rucker
Research and Advocacy Coordinator for Legal and Governmental Affairs

Cc: Suzanne Sydow, Director of Assessment, Wayne State College
Gigi Fansler, Vice President for Accreditation Relations, Higher Learning Commission

November 09, 2017

Dr. Marysz Rames
President
Wayne State College
1111 Main Street
Wayne, NE 68787

Dear Dr. Rames:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 23, 2017, and granted the following accreditation status:

The School of Education & Counseling at Wayne State College is **granted probationary accreditation** with the areas for improvement (AFIs) and stipulations outlined on the enclosed Accreditation Action Report

Additional details of the accreditation status are also provided in the enclosed report. The enclosed Information on CAEP Probationary Accreditation provides further information on the CAEP process and provider responsibilities during the accreditation term.

The recent meeting of CAEP's Accreditation Council culminates several years of preparation and deliberation on the part of both the EPP seeking accreditation and CAEP. Beginning with the self-study process and ending with the deliberation of the Council, a significant amount of thought and effort goes into the accreditation process. CAEP has confidence in its site visitors and the Council, and we want you to know that your EPP was examined with great care throughout each stage of the accreditation process.

We encourage you to contact Dr. Vince O'Neill (vince.oneill@caepnet.org), Accreditation Director, Councilors and Accreditation Decisions, for further explanation of the Council's findings or to assist you in determining any future courses of action.

CAEP has many resources available to support the continued improvements you will be making in your education programs. We appreciate your cooperation and commitment to CAEP accreditation.

Sincerely yours,

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report and Information on CAEP Probationary Accreditation

cc: Dr. Nicholas J. Shudak, School of Education & Counseling;
Dr. Mark A. Baron, School of Education & Counseling;
Dr. Casey Hurner, School of Education & Counseling;
Ms. Phyllis Spethman, School of Education & Counseling;
Ms. Sharon K. Katt;
Site Team

ACCREDITATION ACTION REPORT

Wayne State College
Wayne, Nebraska

October 2017

This is the official record of the Educator Preparation Provider's accreditation status. The Educator Preparation Provider should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Probationary Accreditation is granted. Standard 5 was found not met by the Accreditation Council. This accreditation status is effective between fall 2017 and fall 2019. The provider must demonstrate that Standard 5 is met and all stipulations cited have been corrected within two years to continue accreditation. A probationary accreditation site visit will take place no later than spring 2019.

SUMMARY OF STANDARDS

| CAEP STANDARDS | INITIAL-LICENSURE | ADVANCED-LEVEL |
|--|-------------------|----------------|
| STANDARD 1/A.1: Content and Pedagogical Knowledge | Met | Not Applicable |
| STANDARD 2/A.2: Clinical Partnerships and Practice | Met | Not Applicable |
| STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity | Met | Not Applicable |
| STANDARD 4/A.4: Program Impact | Met | Not Applicable |
| STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement | Not Met | Not Applicable |
| Rationale for Standard 5 at the initial teacher preparation level being found Not Met: Lack of consistent quality assessment system for continuous improvement, and monitoring candidates progress. | | |

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

| | Areas for Improvement | Rationale |
|---|--|--|
| 1 | There is a lack of evidence that candidates have demonstrated the proficiencies related to components 1.1 and 1.3. | Data submitted with the SSR and Addendum and evidence collected on site do not provide conclusive evidence of the development of a deep understanding of the critical concepts and principles of the discipline and that candidates, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. |

STANDARD 2: Clinical Partnerships and Practice

| | Areas for Improvement | Rationale |
|---|---|--|
| 1 | The EPP does not provide for reciprocal evaluations of EPP-based and school-based clinical educators. | According to the SSR, which was corroborated by interviews, the EPP does not have a mechanism by which EPP-based and school-based clinical educators evaluate each other. This is an explicit requirement of Component 2.2 (Accreditation Manual, 2016, pp. 31-32). |
| 2 | The EPP does not provide consistent professional development for clinical educators on evaluating candidates in all programs. | The SSR, Addendum, and evidence for each do not demonstrate that clinical educators receive professional development consistently on the use of evaluation instruments, evaluating professional disposition of candidates, setting specific goals/objectives of the clinical experience, and providing feedback as required in Component 2.2 (Accreditation Manual, 2016, p. 32). Interviews presented conflicting opportunities and requirements for such professional development, which revealed an absence of consistent or compulsory training of clinical educators. |

STANDARD 5: Provider Quality Assurance and Continuous Improvement

| | Stipulations | Rationale |
|---|--|---|
| 1 | There is limited evidence of a quality assurance system. | Per the CAEP Handbook, "EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric" (p.60). EPP-created assessments discussed within Standard 1 (Teacher Work Sample, Reflection of Instructional Choice, and Educator Growth Portfolio) and the EPP-created survey in Standard 2 (Clinical Practice Exit Survey) were found to be below CAEP sufficiency level. |

| | | |
|---|--|--|
| 2 | There is no compelling evidence that data are systematically and regularly used as a basis for continuous improvement. | The EPP utilizes a committee system to manage program assessment with the TPAC serving as the leading committee. While the structure itself organizes members, and ensures all stakeholders are involved, there lacked a discernible structure for the way by which data was reviewed and acted upon on a systematic basis (p.60). |
|---|--|--|

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

| Area for Improvement or Weakness | Rationale |
|----------------------------------|-----------|
| None | None |

Continued:

| Area for Improvement or Weakness | Rationale |
|----------------------------------|-----------|
| None | None |

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of document



Council for the
Accreditation of
Educator Preparation

Site Visit Report

CAEP Site Visit Team:

Dr. Anthony A. Fears
Dr. Beverly L. Young

State Team:

Dr. Jodi L. Kupper
Mr. Jay Sears

State Consultant:

Mrs. Pat Madsen

NEA or AFT Representative:

N/A

Selected Improvement Pathway

WAYNE STATE COLLEGE

School of Education & Counseling

1111 Main Street

136 Brandenburg

Wayne, NE 68787

May 19, 2019 12:00 a.m.

CONFIDENTIAL

Council for the Accreditation of Educator Preparation
1140 19th Street, NW, Suite 400
Washington, DC 20036
Website: caepnet.org
Phone: 202.223-0077

CAEP Site Visit Report Selected Improvement Pathway

Section I Introduction

Overview of the EPP and program offerings: (focus on differences between what was stated in the Formative Feedback Report and what was verified onsite.)

The onsite visit verified that Wayne State College (WSC) is located in northeast Nebraska. WSC is a rural, open-enrollment, comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. In interviews with administration, faculty, staff and candidates, it was verified that WSC offers affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegiate campus community.

The site team verified that Educator Preparation Programs at Wayne State College prepare candidates for 14 possible field endorsements, 18 subject endorsements, and nine (9) supplemental endorsements. Educator Preparation Programs at WSC lead to State of Nebraska Teacher Certification only. In those states having reciprocity with Nebraska, students can apply for certification to that respective state.

Summary of state partnership that guided the visit (i.e., joint visit, concurrent visit, or a CAEP-only visit)

The State partnership with the Nebraska Department of Education, WSC, and CAEP was an very cooperative, participatory, professional, and positive joint visit experience. The State partners participated in the writing of standards, interviews, and discussions that produce the final onsite report.

Special circumstances of the onsite review, if any. (Example: No unusual circumstances affected the visit.)

NONE

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Provider Quality, Continuous Improvement and Capacity/Missing assessment instruments and instructions.

A. Evidence in need of verification or corroboration

- (1) Power Point presentation of EPP QAS
- (2) Provide an example and explanation of drive folder
- (3) Provide an example and explanation of wildcats online
- (4) Provide an example and explanation of C&W
- (5) Actual assessment instruments and instructions not provided

1 **B. Excerpt from SSR to be clarified or confirmed**

- (1) Lists of assessments on assessment calendar

C. Questions for EPP concerning additional evidence, data, and/or interviews

- (1) What type of QAS does the EPP have (ie. TK-20, etc.)?
- (2) What is the EPP's data management system?
- (3) Where is the location of the QAS?
- (4) How robust is the EPP's QAS?
- (5) Do candidates pay for access to the QAS?
- (6) Where are assessment instruments and instructions located?

Follow up surveys

A. Evidence in need of verification or corroboration

- (1) Principal potentially filling out two surveys for completers

2 **B. Excerpt from SSR to be clarified or confirmed**

- (1) Two surveys for principal to complete (potentially) - First Year Teacher Survey and Supervisor Survey for follow-up (completers).

C. Questions for EPP concerning additional evidence, data, and/or interviews

- (1) Who fills out each survey?

System of quality assurance.

A. Evidence in need of verification or corroboration

- (1) Record keeping of candidate checkpoint results.

3 **B. Excerpt from SSR to be clarified or confirmed**

(1) System not explained other information on assessment calendar

C. Questions for EPP concerning additional evidence, data, and/or interviews

(1) Where are records kept and how are candidates' completion of checkpoints communicated to them?

Data analysis and storage

A. Evidence in need of verification or corroboration

(1) Description of how data is analyzed and where it is stored.

4
.
B. Excerpt from SSR to be clarified or confirmed

(1) Evidence for process of analyses and where stored not provided.

C. Questions for EPP concerning additional evidence, data, and/or interviews

(1) What assessment system is utilized and how are data analyzed?

Validity and reliability of EPP created assessments.

A. Evidence in need of verification or corroboration

(1) Validity and reliability ratings of EPP assessments is not provided.

5
.
B. Excerpt from SSR to be clarified or confirmed

(1) Common Metrics for surveys was provided as support for determination of reliability and validity of survey instruments. No explanation of how validity and reliability were determined for other EPP created assessments.

C. Questions for EPP concerning additional evidence, data, and/or interviews

(1) What are the validity and reliability measures for all EPP created assessments and how was this determined for EPP created assessments?

Assessment calendar

A. Evidence in need of verification or corroboration

(1) Assessment calendar contains summary, not clear without explanation.

6
.
B. Excerpt from SSR to be clarified or confirmed

(1) Assessment calendar contains limited information, contains terms that are not clear, and includes a name versus position of individual responsible for assessing/analyzing, etc.

C. Questions for EPP concerning additional evidence, data, and/or interviews

(1) Where is the detailed explanation of the process of assessment?

Standard 5, Component 2, Standard 5, Component 4

A. Evidence in need of verification or corroboration

| | |
|---|--|
| 7 | <p>(1) The actual data from results of Quality Assurance System, with all relevant interpretations and results, need to be reviewed. The same is true for the results of the assessment of completer impact.</p> |
| | <p>B. Excerpt from SSR to be clarified or confirmed</p> <p>(1) Table 7 (page 10) should be clarified as to which assessments are actually meant to apply to Standard 5, and to insure that all utilized assessments are included.</p> |
| | <p>C. Questions for EPP concerning additional evidence, data, and/or interviews</p> |

Action:

- 1 Component 5.1 - In a review of EPP addendum exhibits (5.1.02, 5.1.04, 5.1.07, and interviews with assessment administrators, missing assessment instruments and follow-up surveys were verified. Component 5.1 - In a presentation/demonstration of the Chalk and Wire software system - a robust data collection software system, the assessment coordinators provided clarity and explanation of the QAS, how data is analyzed and where it is stored. Component 5.1 - In an interview with the EPP assessments coordinator and administration, and the EPP addendum, it was verified that validity and reliability of the NE clinical practice rubric (NCPR), have been established by the NE department of education (5.1.10). Additionally, the EPP validated in (5.1.11) that the Burros Center fo testing indicates that the NCPR is both valid and reliable for measurements purposes (5.1.06). Lastly, the EPP verified in the addendum that content and validity of the revised EGP has been established by the use of the Lawshe method (5.1.13).
- 2 Component 5.1 - In interviews with the EPP assessment coordinator and administration, it was verified with clarity, that the Assessment Calendar is used to track check points (3 check points), and timelines for administering assessments and monitoring progress of candidates. Component 5.2 - In interviews with the EPP assessment coordinator, administration and demonstration of the QAS, it was validated that data and resulting interpretations from the recently "revised", re-implemented QAS, are being used in order to determine continuous improvements.
- 3 Component 5.3 - In review of the EPP addendum, and interviews with the assessment coordinator and administration, evidence was verified to support the first-year teacher survey and results (5.1.18), and the principal survey and results (5.1.19). Component 5.3 - A review of the EPP addendum (5.3.05) provides evidence that a summary report and an EPP specific are provided by the NEDOE. Component 5.3 - A review of the EPP addendum, and interviews with the assessment coordinator and administration, evidence was verified of graduate completers survey/results (5.1.16). Component 5.3 - A review of the EPP addendum and and interview with the assessment coordinator and administration, verify evidence of common metrics satisfaction exit survey (5.1.16), for Fall 2018 and Spring 2019. A summary of of results were verified in addendum (5.3.06).
- 4 Component 5.3 - A review of the EPP addendum (5.1.20; 5.1.22), and interview with the assessment coordinator, verified evidence of supervisor perceptions of graduate survey/results. Component 5.3. - A review of the EPP addendum (5.1.16), and interview with the assessment coordinator, verified evidence of the NeXT survey/results. Component 5.4 - In interviews with the EPP assessment coordinator, administration and demonstration of the QAS, it was validated that data and resulting interpretations from the recently "revised", re-implemented QAS, are being used in order to determine continuous improvements. Component 5.5 - Interviews with the the EPP's professional progress committee (PPC) (, the candidate review committee (CRC), the advisory council to educator preparation (ACEP) committee, college supervisors, cooperating teachers, faculty and adjuncts, validated the EPP involves them in program evaluation and improvement.

2. Summary regarding completeness and accuracy of evidence related to Standard 5:

a. Summary of findings

Component 5.1: - STIPULATION: "There is limited evidence of a quality assurance system." -

The EPP provided a power point presentation to explain the Assessment Calendar document and how the EPP used it to organize and monitor candidate check points, bench marks, and administration of the multiple assessment instruments in the QAS. Interviews with the members of the Teacher Preparation and Assessment Committee (TEPAC), confirmed that the QAS is hosted by a software program called Chalk and Wire. A demonstration of how Chalk and Wire and the QAS functions confirmed the EPP can collect data on candidates through various assessment instruments and surveys. The Chalk and Wire software allow disaggregation of data and creation of multiple reports. The EPP provided documentation of the assessments and survey instruments used in the QAS in the addendum.

In the presentation/demonstration of the EPP's Quality Assurance System by the assessment administration, it was verified that the EPP does have a QAS, and is comprised of multiple measures that can monitor candidate progress, and completer achievements. The EPP QAS's operational effectiveness, is in the process of being determined by the EPP enhancing the validity and reliability of EPP-created assessments, as well as incorporating more proprietary assessments, as the QAS has been recently "revised" and re-implemented. Results of operational effectiveness will be determined as a result of review of assessment processes and recommendations

from their external partner -Advisory Council (ACEP) at the end of Fall 2019.

The QAS is stored on the "Chalk and Wire" version software housed in the EPP, and accessible by education faculty, candidates, college supervisors, cooperating teachers, and program advisors. Each candidate has an individual "ePortfolio" on Chalk and Wire, where data about their candidacy is housed. Candidates purchase a subscription to "ePortfolio" software and Chalk and Wire no later than their second year at Wayne State College. The QAS includes proprietary assessments, EPP created assessments, and validated survey tools. The EPP has created an Assessment Calendar to organize and track the multiple assessments. The EPP faculty provided a presentation to explain the use of the Assessment Calendar in the QAS at the site visit. The Assessment Calendar is used to track check points (3 check points), and timelines for administering assessments and monitoring progress of candidates.

The site team recommends that the STIPULATION FOR COMPONENT 5.1 BE REMOVED.

Component 5.2 - In interviews with the EPP assessment coordinator, administration and partnership advisory committee, it was verified that the EPP has implemented and maintains a quality assurance system that relies on relevant, verifiable, representative measures that are designed to meet high standards and evaluate not only the effectiveness of program completers, but support a cycle of continuous data-based program improvement.

All general rules for component 5.2 are met at the minimal level of compliance according to the preponderance of evidence presented by the EPP.

Component 5.3 - STIPULATION: "There is no compelling evidence that data are systematically and regularly used as a basis for continuous improvement."

The EPP provided evidence of a QAS in the presentation of their "Chalk and Wire"/ePortfolio software program, and Wildcats Online, they use to regularly and systematically assess candidate performance against its goals and relevant standards. The EPP provided evidence of the progress made to continuously make improvements in the QAS since they "revised", and re-implemented it since their last visit in 2017. The EPP provided an historical review of how the QAS was developed, who participated in the development, and how it has evolved from its initial implementation many years ago under a previous administration. The EPP provided a review of the WSC QAS Flowchart, reflecting the "points" at which candidate assessments are entered, data collected/shared/reviewed/results & actions. In addition, an overview of the Assessment Calendar, outlining the assessment, purpose of the assessment, when administered, administered/completed by whom, and where located in the QAS.

The EPP has made several "revisions" to, and re-implemented the QAS following the 2017 site visit, and a change in administration. Tracking results overtime, testing innovations and the effects of selection criteria on subsequent progress and completion, and using results to improve program elements and processes, is still ongoing and continuing efforts should make the connections between data and resulting outcomes more explicit, and program improvement.

The site visit team recommends that the STIPULATION for COMPONENT 5.3 BE REMOVED.

Component 5.4 - There is a lack of evidence that the EPP is utilizing all available measures of completer impact on P-12 student growth as a means of program decision-making, resource allocation, and future direction for program improvement.

Component 5.5 - In interviews with the EPP's external advisory council to educator preparation committee (ACEP)-(5.5.01); the educator preparation assessment committee (TEPAC) - (5.5.07); professional progress committee (PPC), the candidate review committee (CRC), college supervisors, cooperating teachers, faculty and adjuncts, validated the EPP involves them in program evaluation and improvement.

b. Evidence that is consistent with meeting the standard

Component 5.1 - The EPP provided validity and reliability determinations for the assessment and survey instruments. In interviews, candidates, education faculty, college supervisors, content faculty, college advisors, cooperating teachers, and principals confirmed their knowledge and familiarity with the assessment and survey instruments. Two graduated candidates confirmed receiving the Nebraska First-Year Teacher Survey after completing their first year of teaching. Principals or supervisors receive two distinct survey instruments to complete on first- year teachers from WSC in their district. One of these surveys is the Nebraska First-Year Teacher survey sent by the Nebraska Department of Education and the second survey is the Common Metrics Supervisor Survey, developed by the NEXt consortium and sent by WSC EPP. The principal may do two surveys on first-year teachers, but they are two different surveys. This clarified the possibility that a principal responded twice to a single survey for completers.

Component 5.2 - While specific evidence of content validity, inter-rater reliability, and three cycles of data are not completely presented for all elements of the assessment system, there is evidence that the system has been designed to ensure these attributes are in place when enough time is allowed for full collection, analysis, and implementation of data results are allowed.

Component 5.3 - The EPP provided a presentation and flow chart of the QAS, evidencing that the provider regularly and systematically assesses performance against goals and relevant standards.

Component 5.5 - In interviews with the EPP's professional progress committee (PPC), the candidate review committee (CRC), college supervisors, cooperating teachers, faculty and adjuncts, it was validated that the EPP involves them in program evaluation, improvement, and identification areas for improvement, and program effectiveness.

c. Evidence that is inconsistent with meeting the standard

Component 5.3 - The EPP has recently made several "revisions" to, and re-implemented the QAS following the 2017 site visit, and a change in administration.

Tracking results overtime, testing innovations and the effects of selection criteria on subsequent progress and completion, and using results to improve program elements and processes, does not provide sufficient evidence, at this time. However, continuing efforts should be made to make the connections between data and resulting outcomes for program improvement.

Component 5.4 - There is a lack of evidence that the EPP is utilizing all available measures of completer impact on P-12 student growth as a means of program decision-making, resource allocation, and future direction for program improvement. Since Nebraska, as a state, does not provide standardized outcome data on P-12 achievement and does not mandate standardized testing, the collection of such outcome data is more of a challenge. Even so, while the EPP has participated in some analysis of data using surveys, hiring, retention, and anecdotal reports, evidence was not provided that an analysis of trends in data, comparison of benchmarks, changes in candidate preparation, resource allocation, or future direction were linked or related to formal and/or specific analysis of P-12 student growth data.

Evidence was provided that both external advisory groups and internal student monitoring bodies considered data trends as discussion topics, there was not evidence that such sharing and review resulted in recommendations or action taken as a result. As in previous components, this is still an ongoing and relatively new assessment system for the EPP, and continuing efforts should make the connections between data and resulting outcomes more explicit.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement

| Area for Improvement | Rationale |
|--|---|
| Tracking results overtime, testing innovations and the effects of selection criteria on subsequent progress and completion, and using results to improve program elements and processes, is not sufficient at this time, but is still ongoing. (component 5.3) | The EPP has not tracked results overtime, tested innovations, and effects of criteria, evaluated and implemented recommendations from the ACEP, and implement continuing efforts to make the connections between data and resulting outcomes. |
| The EPP does not utilize all available measures of completer impact on P-12 student growth as a means of program decision-making, resource allocation, and future direction for program improvement. (component 5.4) | The EPP's newly revised and implemented QAS does not enable it, at this time, to effectively measure completer impact on P-12 student growth. |

Stipulation

| Stipulation | Rationale |
|-------------|-----------|
| | |

Section 3: Cross-cutting Themes of Diversity and Technology

1. DIVERSITY

a. Summary regarding adequacy and accuracy of evidence related to diversity

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of diversity

c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

2. TECHNOLOGY

a. Summary regarding adequacy and accuracy of evidence related to technology

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology.

c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology.

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

Section 4: Area(s) for Improvement cited from previous accreditation review, if any

Area(s) for Improvement cited from previous accreditation review, if any

| Area for Improvement: | Rationale: |
|-----------------------|------------|
| | |

Section 5: Response to the Selected Improvement Plan (SIP)

(Use the Rubric for Evaluating the Capacity and Potential in the SIP)

1. Summary of findings and overall evaluation of Selected Improvement Plan

a. The EPP's capacity for initiating, implementing and complete the SIP.

b. The potential of the SIP to have a positive impact on the EPP and its candidates.

c. The proposed use of data and evidence.

d. The potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards

Evaluation of the Selected Improvement Plan (SIP)

This rubric is intended to be used as a tool by the site visit team to provide feedback to an EPP on the Selected Improvement plan and its progress, including (a) its capacity for initiating, implementing, and completing a Selected Improvement Plan (SIP); (b) the potential of the SIP to have a positive impact on the EPP and its candidates; (c) the proposed use of data and evidence; (d) the potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards. An overall evaluation of the SIP is also provided.

Click [here](#) to open the rubric in a new window.

Sources of Evidence

List of interviews and participants

SEE BELOW

List of exhibits reviewed /List additional sources consulted (website, etc.)

SEE BELOW.

Please upload sources of evidence and the list of persons interviewed.

| |
|---------------------------------|
| WSC ONSITE INTERVIEW SCHEDULE |
| WSC ONSITE VISIT INTERVIEWEES |
| WSC QAS - STD 5 |
| WSC QAS ASSESSMENT CALENDAR |
| WSC ACEP COMMITTEE - STD 5.5.01 |
| WSC -EVIDENCE STD 5.5.02 |
| WSC ACEP - STD 5.5.06 |

See **Attachment** panel below.

Wayne State College

Nebraska Department of Education

Accreditation Letter

The accreditation letter from the Nebraska Department of Education serves as the official notification of continuing state approval for the operation of the educator preparation program at Wayne State College (WSC).



NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

August 17, 2017

Phyllis Spethman, Director of Professional Education Services
Wayne State College, School of Education and Counseling
1111 Main Street
Wayne, NE 68787

Dear Phyllis:

This letter serves as official notification of continuing state approval for operation of the educator preparation program at Wayne State College (WSC) for the next seven-year cycle, provided all required reports are submitted each year. The Nebraska Council on Teacher Education (NCTE) recommendation for approval was forwarded to the Commissioner and subsequently, full approval was granted by the Nebraska State Board of Education at their August 4, 2017 meeting.

All segments of the Nebraska program standards (Rule 20 and Rule 24) have been met. Teams of reviewers examined the WSC Rule 20 Institutional Report and Rule 24 folios during the off-site review held June 27, 2016. This was followed by the March 12-14, 2017 on-site state approval visit where interviews were conducted with stakeholder groups and individuals to validate the information provided and to gain additional information about the characteristics and quality of WSC educator preparation programs. Finally, WSC personnel presented their rejoinder to the NCTE Executive Committee on April 21, 2017. It was evident through the approval process that WSC is committed to producing quality educators as evidenced by changes implemented since the last state approval visit and ongoing program evaluation addressing program improvement needs, as well as the changing needs of educator preparation at WSC.

This accomplishment represents significant work by the School of Education and Counseling faculty and many other faculty and staff members. The dedication exhibited by the entire unit faculty to their students is to be commended. The whole campus should celebrate the accomplishments that were witnessed through the review of all materials and the conversations with candidates, graduates, advisory committee members, school administrators, and others.

On behalf of the Nebraska Department of Education, congratulations and thank you for your continuing efforts to prepare well-qualified and effective educators for Nebraska's students!

With best regards,

Pat Madsen, Adult Programs Education Specialist

Sharon Katt, Adult Programs Administrator

Wayne State College

Higher Learning Commission (HLC)

Institutional Status and Requirements Report (ISR)

Reaffirmation of Accreditation Letter, May 13, 2015



Wayne State College

Institutional Status and Requirements Report

Institution and Contact Information

| | |
|---------------------------------------|---------------------------------------|
| Institution ID: | 1495 |
| Institution Name: | Wayne State College |
| Institution Address: | 1111 Main Street, Wayne, NE 68787 |
| Phone: | (402) 375-7000 |
| Web Page: | www.wsc.edu |
| Accreditation Liaison Officer (ALO) : | Suzanne Sydow (susydow1@wsc.edu) |
| Assurance System Coordinator : | Suzanne Sydow (susydow1@wsc.edu) |
| Chief Academic Officer (CAO) : | Steve Elliott (stellio1@wsc.edu) |
| Chief Executive Officer (CEO) : | Marysz Rames (marames1@wsc.edu) |
| Chief Financial Officer (CFO) : | Angela Fredrickson (anfredr1@wsc.edu) |
| Data Update Coordinator : | Jeannette Barry (jebarry1@wsc.edu) |

Accreditation Status

| | |
|--|--------------------------------|
| Accreditation Status: | Accredited |
| Accredited | 01/01/1917 - |
| Nature of Institution | |
| Control: | Public |
| Degrees Awarded: | Bachelors, Masters, Specialist |
| Reaffirmation of Accreditation | |
| Year of Last Reaffirmation of Accreditation: | 2014 - 2015 |
| Year of Next Reaffirmation of Accreditation: | 2024 - 2025 |

Accreditation Liaison Gigi Fansler

Accreditation Stipulations

General:

Accreditation at the Specialist's level is limited to the Specialist's degree in School Administration

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the 19-state North Central region.

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Accreditation Events

Accreditation Pathway: Open Pathway, Year 4

Upcoming Events:

Comprehensive Evaluation: 2024 - 2025

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

Quality Initiative Report: 08/31/2024

Quality Initiative Proposal: 08/31/2022

Assurance Review: 06/17/2019

The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement.

In-process Events:

Monitoring

Upcoming Events:

In-process Events:

Institutional Data**Educational Programs Offered****Undergraduate**

Associate Degrees 0

Baccalaureate Degrees 32

Graduate

Master's Degrees 6

Specialist Degrees 1

Doctoral Degrees 0

Certificates 0**Extended Operations****Branch Campuses****Additional Locations**

College Center at South Sioux City , 1001 College Way , South Sioux City, NE, 68776 - Active

Fremont, Fremont Middle School, 540 Johnson Road, Fremont, NE, 68025 - Active

Grand Island, Northwest High School, Grand Island, NE, 68803 - Active

Grand Island 2, Kneale Administration Building, Grand Island, NE, 68803 - Active

Norfolk, Northeast Comm. College, 801 E. Benjamin Ave, Norfolk, NE, 68701-6831 - Active

Omaha, Fort Omaha Campus, Metropolitan Community College, Omaha, NE, 68111 - Active

West Point, Nielsen Community Center, West Point, NE, 68788 - Active

Distance Delivery

The stipulation regarding Distance and Correspondence Courses and Programs under the heading Accreditation Stipulations identifies the approval level regarding the institution's offerings. HLC does not display information regarding each distance education offering at an institution.

Correspondence Education

Contractual Arrangements

Consortial Arrangements

Non-Financial Indicators

Financial Indicators

Other Accreditors

| Agency | End Date (If Applicable) |
|---|--------------------------|
| National Association of Schools of Art and Design (NASAD) - Good Standing | |
| Council for Accreditation of Counseling and Related Educational Programs (CACREP) - Good Standing School of Education and Counseling | |
| Council for the Accreditation of Educator Preparation (CAEP) - Sanction Probation | |
| Council for Standards in Human Service Education (CSHSE) - Good Standing B.S. in Human Service Counseling | |
| International Accreditation Council for Business Education (IACBE) - Good Standing | |
| National Association of Schools of Music (NASM) - Good Standing | |

History

- 12/12/2017 - Multi Location Visit, Report Accepted. Norfolk, West Point
- 9/20/2017 - Institutional Change: Program, No Review. Request for approval to offer the Master of Science in Education: Special Education.
- 5/4/2015 - Quality Checkup, Continue Accreditation. IAC removed the evaluation recommendation for an interim report. The institution submitted additional information to IAC which clarified the matter of General Studies coursework, the basis for the Interim Report recommended by the team. The General Studies coursework has been removed from application to degree requirements.
- 11/12/2013 - Strategy Forum.
- 9/24/2013 - Institutional Change: Notification, Request Approved. Request for access to the Notification Program for additional locations.
- 8/19/2013 - Multi Location Visit, Report Accepted. College Center at South Sioux City , Fremont
- 11/15/2010 - , Additional location. Desk Review: additional location in South Sioux City, NE.
- 2/25/2009 - AQIP, Systems Appraisal Feedback Report.

5/29/2008 - Staff Action, New degree site wording amended. The Commission's Streamlined Approval Process is only available for offering existing degree programs at new sites within the state. Out of state offerings are limited to the Bachelor of Science in Business, Master of Science in Education (M.S.E.) in Counselor Education and other courses in the Sioux City and Fort Dodge, Iowa areas.

5/8/2008 - AQIP, Reaffirmation of Accreditation.

1/16/2008 - Assessment, Academy Participation. Participating in the Academy for Assessment of Student Learning.

5/23/2007 - AQIP, Quality Checkup Report.

12/15/2006 - AQIP, Distance delivery. Distance delivery of MBA and Education Specialist.

12/15/2006 - AQIP, Distance education wording. Prior Commission approval required for distance education programs other than the Master of Business Administration and Education Specialist degree.

11/22/2002 - Staff Recommendation, Degree site wording amended. Approval to offer BS in Business in Sioux City, Iowa.

11/20/2000 - AQIP, Participation in AQIP. Agreement signed for Participation in AQIP.

11/20/2000 - AQIP, Schedule Reaffirm. of Accred.. Current accreditation status extended to 2007-08.

8/7/1998 - Focused Visit, Degree site wording amended. No prior Commission approval required for offering existing degree programs at new sites within the state. Out-of-state offerings are limited to the Master of Science in Education (M.S.E.) in Counselor Education and other courses in the Sioux City and Fort Dodge, Iowa, areas.

8/7/1998 - Focused Visit, New Program Added. Approval to offer the M.S. in Education in Counselor Education

8/7/1998 - Focused Visit, New Site Added. Add sites in Sioux City and Fort Dodge, Iowa.

11/14/1997 - Focused Visit, Focused Visit Completed. Evaluation focused on the College's MBA program

11/9/1994 - Staff Action, Progress report accepted. Report on specific issues related to its plan to document student academic achievement.

8/7/1992 - Continued Accreditation, Accreditation continued. Accreditation continued at Specialist's level

8/7/1992 - Continued Accreditation, Focused Visit Scheduled. Evaluation focused on the College's MBA program

8/7/1992 - Continued Accreditation, Progress report required. 3/1/93: report focused on progress made in meeting the NCA's mandated directives on assessment.

6/21/1985 - Focused Visit, Focused Visit Completed. Evaluation focused on the adequacy of faculty and library resources to support the Specialist degree program.

10/26/1982 - Continued Accreditation, Accreditation continued.

10/26/1982 - Continued Accreditation, Focused Visit Scheduled. Evaluation focused on the adequacy of faculty and library resources to support the Specialist degree program.

10/26/1982 - Continued Accreditation, Highest Degree Change. Accreditation at Specialist's level

10/26/1982 - Continued Accreditation, Stipulation Changed. Accreditation at the Specialist's degree-granting level is limited to the Specialist degree in School Administration.

11/28/1977 - Change Visit, Consultant Assigned.

7/25/1977 - Continued Accreditation, Accreditation continued. Accreditation continued at Master's level

7/25/1977 - Continued Accreditation, Stipulation Changed. No new Master's degree programs are to be initiated until the next evaluation is completed.

3/26/1969 - Continued Accreditation, Accreditation continued.

3/26/1969 - Continued Accreditation, Stipulation Added. Any expansion of programs at the graduate level may take place only after a full re-examination.

8/4/1967 - Staff Action, Progress report accepted.

8/4/1966 - Staff Action, Progress report accepted.

3/29/1966 - Historical Change Process, Deg. Chge. Request in Progress. Preliminary accreditation granted for Master's degree in Guidance and Counseling

8/5/1965 - Staff Action, Progress report accepted.

6/19/1964 - Staff Action, Progress report accepted.

1/1/1963 - Staff Action, Progress report accepted.

3/28/1962 - Historical Change Process, Deg. Chge. Request in Progress. Full accreditation granted for the Master of Science in Education programs in elementary and secondary education

1/1/1962 - Historical Accreditation Process, n/a. Leadership Training Project (LTP) visit

9/26/1961 - Historical Change Process, Deg. Chge. Request in Progress. Full accreditation granted for the Master of Science in Education programs in elementary and secondary education, subject to final approval at the 1962 Annual Meeting.

9/26/1961 - Historical Change Process, Progress report required. Annual progress reports for next three years

5/1/1961 - Historical Change Process, Deg. Chge. Request in Progress. Submitted supplement to self-study in application for preliminary accreditation of Master's program.

4/1/1959 - Historical Change Process, Deg. Chge. Request in Progress. Denied accreditation of Master's program; permission to continue program and reapply for accreditation in three years.

6/1/1950 - Historical Change Process, Deg. Chge. Request in Progress. College permitted to establish Master's degree program.

1/1/1940 - Historical Accreditation Process, Progress report required. Report on graduate work

1/1/1938 - Historical Accreditation Process, Accreditation continued.

1/1/1937 - Historical Accreditation Process, Accreditation continued.

1/1/1937 - Historical Accreditation Process, Progress report accepted. Report on faculty recruiting

1/1/1936 - Historical Accreditation Process, Progress report accepted. Report on faculty recruiting

1/1/1936 - Historical Accreditation Process, Progress report required. Report on faculty recruiting

1/1/1935 - Historical Accreditation Process, Accreditation continued.

1/1/1935 - Historical Accreditation Process, Progress report required. Report on faculty recruiting

1/1/1933 - Historical Accreditation Process, Accreditation continued. Accredited as a college

1/1/1932 - Historical Accreditation Process, Accreditation continued. Declined accrediting as a college; continued on teacher-training list

1/1/1931 - Historical Accreditation Process, . Declined accrediting as a college

1/1/1917 - Historical Accreditation Process, Accreditation granted. Accredited as teachers college



230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

May 13, 2015

Mr. Curt Frye
President
Wayne State College
1111 Main Street
Wayne, NE 68787

Dear President Frye:

This letter serves as formal notification and official record of action taken concerning Wayne State College by the Institutional Actions Council of the Higher Learning Commission at its meeting on May 4, 2015. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Wayne State College with the next Reaffirmation of Accreditation in 2022-23.

Rationale: IAC removed the evaluation recommendation for an interim report. The institution submitted additional information to IAC which clarified the matter of General Studies coursework, the basis for the Interim Report recommended by the team. The General Studies coursework has been removed from application to degree requirements.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <http://www.hlcommission.org/isr-request>.

Information on notifying the public of this action is available at <http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Eric Martin. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

Wayne State College

News Release

April 23, 2019 in Aruba

To be released after Easter Holidays – April 23, 2019 in Aruba.



L-R: Dr. Marysz Rames, president of WSC, and Minister Joselin Croes

Joselin Croes, Minister Plenipotentiary for Aruba in the United States, visited Wayne State College (WSC) April 17-18 and signed a Letter of Support with the College that allows students from Aruba to study at WSC for a substantially reduced cost. The visit to WSC in Wayne, Neb., came at the invitation of Dr. Marysz Rames, president of Wayne State College.

Established in 1910, Wayne State College is a leading comprehensive college located on a 128-acre campus. The College is best known for its friendly atmosphere, exceptional academic reputation, success of its graduates, and affordability.

Dr. Rames encourages Aruba students to take advantage of this opportunity and receive a high quality, four-year college education leading to a bachelor's degree that is affordable and accessible.

Starting this fall, Wayne State College will honor the reduced tuition rate program for incoming freshmen, transfer, and graduate students from Aruba who are enrolled in non-online programs. In order to be eligible for the Nebraska resident tuition rate, all applicants from Aruba must:

1. Meet all requirements for international student admission as published on the WSC website at www.wsc.edu/international.
2. Freshmen must meet one of the following: (a) score a 22 ACT or 1100 SAT or above; or (b) reside in WSC housing and purchase an on-campus (non-commuter) meal plan; or (c) once they have earned a cumulative 2.5 GPA for all coursework attempted at Wayne State College.
3. Transfer students are eligible for the program.

4. To continue in the program, Aruba undergraduate students are required to maintain eligibility for enrollment.
5. Graduate students must have a cumulative GPA of 3.5 for previous work attempted at all colleges attended. To continue in the program, graduate students are required to maintain a 3.5 cumulative GPA.

Minister Croes was enthusiastic to sign the support letter this April, “so that potential students can still apply to Wayne State College this year,” she said. Kevin Halle, Director of Admissions at Wayne State College, confirmed that the deadline for admission to start the Fall 2019 semester in August is July 1. Students can visit www.wsc.edu/international to apply.



L-R: Dr. Christian Legler, Dr. Johanna Barnes, Dr. Thomas Browning, Minister Joselin Croes, and Dr. Nicholas Shudak

Minister Croes had in-depth discussions on teacher education with Dr. Nicholas Shudak, Dean of Education and Counseling, and faculty members Dr. Johanna Barnes, Dr. Thomas Browning, and Dr. Christian Legler. They discussed the potential for internships for third-year IPA students with the Wayne Community Schools to gain experiences and the perspective of the U.S. Heartland.

“There is great potential for capacity building of in-service teachers, with opportunity to earn a Master of Science in Education (MSE) using various options currently available at WSC,” Dr. Shudak said. Their meeting included a site visit to the local elementary and high school in Wayne.

Minister Croes also received a comprehensive overview of WSC's majors and minors from discussions with Dr. Yasuko Taoka, Dean of Arts and Humanities, Dr. Vaughn Benson, Dean of Business and Technology, and Dr. Tammy Evetovich, Dean of Natural and Social Sciences. They identified various areas with potential for a partnership with the University of Aruba. Dr. Rames confirmed that outcomes of these discussions will be part of a broad Memorandum of Understanding (MoU) that will include opportunities for dual credit, transfers, internships, exchange programs in health, business, hospitality, and STEM, and opportunities for WSC students to get a minor in sustainability studies. Other areas of interest include career development for youth.



L-R: Dr. Vaughn Benson, Dr. Yasuko Taoka, Minister Joselin Croes, and Dr. Tammy Evetovich

The college is committed to fostering a dynamic learning environment that strives to enrich the quality of life for all individuals by assisting them in developing a sense of identity, pride, and social responsibility that will prepare them for success in the global community. Minister Croes also toured the campus and learned about services and resources available to students include academic support, counseling services, student health, career services, housing, student activities, and international student services.

Wayne State College is home to 13 teams at the NCAA Division II level and several club sports and intramural teams. Wayne State is a state-funded, public four-year institution offering high-quality

education that is recognized globally. The college's 3,400 students includes international students from 23 countries who greatly contribute to the diversity of the Wayne State community.

Wayne State College

Branding Standards Manual

College Relations

Effective branding of the College will advance four basic objectives.

- Increase overall awareness of Wayne State College.
- Increase prospective student interest in Wayne State College.
- Create a stronger connection between the College and current students, alumni, and donors.
- Enhance relations with the community of Wayne as well as with key decision makers.

The essence of the Wayne State brand is really a culmination of all the things that drive us as an organization. It is truly the core of who we are, and the message we send to our target audience should reflect this. In order to help define our brand essence, the values and voice of Wayne State College are outlined in the Branding Standards Manual created by the College Relations Department.

Branding Standards Manual

Established October 2010 / Revised July 2017



Overview

Our brand is what makes Wayne State College unique and sets us apart from other colleges and universities. It's how we are recognized—and remembered—by our target audience.

While branding traditionally originates from the marketing department, it can only be effective if consistency is used across campus. It's important that we all take steps to appropriately manage our brand, and this branding document is designed to help us do just that.

Objectives

Effective branding of the college will advance four basic objectives:

- Increase overall awareness of Wayne State College.
- Increase prospective student interest in Wayne State College.
- Create a stronger connection between the college and current students, alumni, and donors.
- Enhance relations with the community of Wayne as well as with key decision makers.

Target Audience

The college's brand is designed to resonate with all of the audiences that are (or could become) invested in Wayne State. Those audiences include the following:

- Primary: prospective students, transfer students, current students, parents of prospective students
- Secondary: alumni, donors, decision makers, current students, and community

Brand Essence

The essence of the Wayne State brand is really a culmination of all the things that drive us as an organization. It is truly the core of who we are, and the message we send to our target audience should reflect this. In order to help define our brand essence, the values and voice of Wayne State College have been outlined below.

Brand Messaging Platform

The Wayne State brand messaging platform captures “why we do what we do” and “who and what we are” in order to fully and artfully articulate it to core audiences. The Wayne State platform identifies the college’s strengths in concise and aspirational terms. The platform is built in such a way to allow for creativity in telling the Wayne State story in a variety of compelling and emotional ways to connect with our audience and ignite action.

The platform:

1. Quality
2. Value
3. Outcomes
4. Community and engagement
5. Location

Tagline

The Wayne State tagline is “Our Focus is Your Future”. The tagline makes clear the relationship between the college and its students. By speaking about students’ futures, the tagline puts outcomes at the center of what we do. Of course, none of this is possible without quality academic programs.

What it means for students and their parents: Wayne State is committed to their aspirations.

How we work together for the future:

QUALITY ACADEMICS: Students follow their passion from among many excellent academic programs and majors. Through personalized education, we provide an environment that fosters learning and academic excellence.

VALUE: We are the most affordable institution in the region. Students are not burdened by debt after graduation, which gives them freedom not only financially but the freedom to make further life choices.

OUTCOMES: After graduation, our students land successful careers in their chosen fields. Our graduates go on to pursue careers but also become better people; more confident, more worldly, better prepared.

COMMUNITY: We foster a feeling of family through small classes and a friendly, safe and inviting campus. Students have an impact on their communities through service-learning and become more globally aware and socially responsible. Students are engaged on campus through on-campus programming, student activities, clubs and organizations.

LOCATION: We are ideally located for many students.

Why we focus on the future of our students:

QUALITY ACADEMICS: Educated citizens form the backbone of a thriving society.

VALUE: Students should not be burdened with debt as a result of pursuing an education. Less individual debt equals a more productive economy and society.

OUTCOMES: Our students should be able to trust that the education they earn here will provide them with the path to the life they want. A degree from Wayne State can take students anywhere, from the job force to graduate school.

COMMUNITY: Service-learning and social responsibility build better towns, cities, and states and provide excellent learning experiences outside of the classroom.

LOCATION: We are ideally located for many students.



Brand Messaging

Messaging for Wayne State College should always communicate the core benefits we provide to our various audiences through explicit (spelled out in words) and implicit (conveyed with graphics, layouts, tone, etc.) content.

Positioning Statement

The following positioning statement can be used as a basis for all general communications regarding Wayne State.

Wayne State College is committed to offering students more than just an education. We provide them with an overall experience that will help them succeed in life. Our list of more than 90 areas of undergraduate study is perfectly complemented by small class sizes, hands-on learning, caring professors, plenty of activities to get involved in, and a friendly campus. And with a price tag that is among the most affordable in the region, Wayne State puts all of this within every student's reach.

Key Messages

Wayne State College consistently communicates four benefits to our audience. These are Quality, Value, Outcomes, and Community. When discussing these points, please consider the following messaging.

1. Quality Academic Programs

- Wayne State has more than 90 programs of study that allow students to follow their passions through our academic paths.
- 99.8 percent of our recent graduates are either employed or in graduate school in their field of study (based on the 2016 graduate survey, which had an 85 percent response rate).
- Each of our academic schools has "Centers of Excellence" that can be leveraged in stories and marketing materials to demonstrate overall excellence of each of the schools..
- Our current students and recent graduates can tell our stories the best. Testimonials from these core groups provide valuable support for the work we are doing.
- Students are active in a variety of organizations and activities on campus.

2. Value

- Wayne State offers a private school experience at a public school price.
- Our tuition is among the most affordable in the region.
- There are a number of scholarship opportunities that help make tuition even more affordable. The Wayne State Foundation disburses more than \$2 million to WSC students each year.

- Financial aid is readily available, and more than 83 percent of Wayne State students receive some form of it. Wayne State graduates leave the college with average total indebtedness of \$23,492, which is less than the national average of \$26,830 .

3. Outcomes: Success in the classroom and the real world

When communicating outcomes for high school students, keep in mind it is hard for the average high school student to see themselves five to 10 years in the future...use fresh graduates who are leaving with a job in hand or have the job wanted they wanted a year after graduation.

- All programs at WSC are career-focused, meaning students will be prepared for jobs after graduation.
- Classes are taught by professors, not teaching assistants. More than 80 percent of WSC faculty hold the highest degree in their fields. This ensures that students receive the instruction they need.
- Hands-on programs such as NENTA in the School of Education and Counseling and a progressive internship program give students real-world experience.
- The School of Arts and Humanities provides about 90 music events each academic year, which translates to performance opportunities for 175-200 students each year. Students also get the opportunity to take to the stage for theater performances and display their art in several juried student exhibits.
- Wayne State's study abroad program gives students an international experience and the chance to learn a language in a total-immersion setting.
- Pre-professional programs are in place that guarantee admission into clinical laboratory science, dental hygiene, dentistry, medicine, pharmacy, physical therapy, physician assistant, and radiography professional programs.
- Education majors get into the classroom as early as their freshman year so they can determine early on whether the field is right for them.

- The School of Natural and Social Sciences offers Nebraska's only applied human and sport physiology program as well as the state's only nationally accredited sport management major, providing students with opportunity to earn unique degrees.
- Business and Technology students work with the latest software and industrial technologies to ensure they have real-world experiences before entering the work force.
- Undergraduate and graduate students in the exercise science/wellness program have access to a state-of-the-art human performance lab.
- The WSC Honors Program is available for students who want an additional academic challenge.
- Our career services program helps students find jobs during school and after graduation.

4. Community

- Wayne State faculty and staff are committed to the success of their students.
- Our professors make it a priority to be available to students, in and out of the classroom.

Strategic Marketing

The purpose of Wayne State's strategic marketing plan is to define the college's marketing goals, identify audiences, develop and define core messages, and provide details about the strategies and tactics the college will employ to achieve those goals. This plan ensures college marketing efforts reshape brand perception by communicating the benefits of specific academic programs, raise the college's visibility among key audiences, and drive efforts across campus to increase enrollment and retention. The strategic marketing plan is intended to serve as an information document for faculty and staff, providing clearly identified marketing goals and strategies in order to engage the entire campus as part of the college's marketing team through the use of branding toolkits and resources to promote a cohesive and spirited brand identity.

**Wayne State College’s Primary Logo:
The Wordmark**

The primary logo of Wayne State College and its many parts is the customized wordmark shown on this page. It replaces all other logos representing the college on all print and electronic materials.

The logo must be present on all college communications

As the primary graphic identity for the institution, the master logo must appear on all communications, including brochures, stationery, business cards, and the college website.

Treat the logo as artwork, not as typography

The Wayne State wordmark is one complete digital artwork file. This customized logo is NOT a font and should not be recreated using standard fonts.

The wordmark should not be inserted into text. When the school name appears in copy, it should be spelled out as “Wayne State College,” or “Wayne State” or “WSC.”



Logos for Wayne State College offices and programs

If an individual office or program on campus wishes to combine the Wayne State College wordmark logo with the name of their office or program, they must submit the request to College Relations. If the request is approved, College Relations will create the necessary files for use by the office or program. All office and program logos should adhere to this design, with the wordmark, rule, and name of the office or program in Franklin Gothic Book font. The same rules on sizing, spacing, and other incorrect usage apply.



Office of Residence Life

The safe space is equal to the height of the W.



Safe Space

A safe area around the Wayne State logo must be preserved to allow for maximum legibility of the logo. No elements such as typography, other logos, graphics or photos may intrude upon this safe area. In addition, placing the logo too close to a cut or folded edge also violates the safe area.



Size Restrictions

In order to maximize legibility on printed materials, the WSC logo may not appear smaller than one inch horizontally.

In general, while the WSC logo must be prominently and largely displayed, it should be sized appropriately for each particular purpose. Common sense should prevail.

**Primary Wordmark:
Incorrect Usage**

**INCORRECT USE OF THE LOGO IS
UNACCEPTABLE.**

The Wayne State College logo should never be condensed, expanded, or altered in any fashion.

DO NOT tilt or transform the wordmark in any way.



DO NOT change the color of the logo.



DO NOT apply a drop shadow.



DO NOT set the wordmark on a competitive background that will detract from its readability.



DO NOT lock up the wordmark with other design elements to create a different logo for your department or other college unit.



DO NOT reorganize or extract any elements of the wordmark.



NEVER expand the logo.



NEVER condense the logo.



NEVER try to "recreate" the logo.



College Seal

The College seal is the official symbol of identification of Wayne State College. The seal is used for only the most formal occasions, appearing on College diplomas, formal invitations, and ceremonial documents deemed appropriate by the Office of the President. It is not downloadable and may not be used as a graphic element without permission from College Relations.



WSC Colors: Primary Palette

WSC's official colors are Black and Pantone 123C. These colors, designated as WSC Black and WSC Gold, are equal in importance in identifying the college. All printed materials, whether printed on coated or uncoated stock, should match color to the coated Pantone chips. The Pantone Matching System, or PMS, is the definitive international reference for selecting, specifying, matching and controlling ink colors. It is strongly recommended that samples or press drawdowns be requested with each print job to ensure that the PMS colors are accurate. The correct and consistent use of WSC's official colors helps reinforce the college's identity.



WSC BLACK

WSC GOLD
PANTONE® 123 C

Official Color Translations and Web Colors



Proper Bridge CMYK Conversion*

Uncoated print materials

| | |
|--------|--------|
| C: 40 | C: 0 |
| M: 0 | M: 27 |
| Y: 0 | Y: 100 |
| K: 100 | K: 0 |

Web and screen

Approved RGB Conversion

| | |
|------|--------|
| R: 0 | R: 255 |
| G: 0 | G: 204 |
| B: 0 | B: 0 |

Approved HEX

| | |
|--------------|--------------|
| HEX: #000000 | HEX: #FFCC00 |
|--------------|--------------|

***DO NOT** use the direct CMYK conversion of Pantone® 123C or substitute another Pantone color

Sans Serif Typeface Family - Can be used for headlines or body copy.

Roboto Thin

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Black

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Thin Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Black Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Light

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Condensed Light

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Light Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Condensed Light Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Medium

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Condensed Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Medium Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Condensed Italic

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abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Bold

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
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Roboto Condensed Bold

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abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Bold Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Condensed Bold Italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

The following font is sans serif but must be used sparingly, for pullouts and to add emphasis to body copy.

Covered By Your Grace

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Serif Typeface Family - Use mainly for headlines. Some pullout quotes.

Roboto Slab Thin

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Slab Light

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Slab Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Roboto Slab Bold

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Primary Wordmark:

Approved Color

The primary wordmark must be displayed in colors specified on these pages.

The WSC logo can appear only in black and gold, white and gold, all black or all white as shown.

Whenever possible, the wordmark should be used in the approved Wayne State gold and black colors.

Do NOT attempt to reset or recreate the logo.

The logo should not be printed over other artwork or photographs unless there is a substantial light or dark area in which the logo can be placed without detracting from its readability.



Wayne State
College



Wayne State
College



Wayne State College

Community of Learning

Additional Locations

Budget Needs for 2018-19

Community of Learning Budget Projections for 2018-2019 - High End

| Cost Area | 2017-2019 | 2018-2020 | | | | Totals |
|-------------------------------|--------------------|------------------------|--------------------|--------------------|--------------------|---------------------|
| | West Point #1 | <i>New Communities</i> | | | | |
| | | Fremont #10 | Grand Island #3 | Norfolk #5 | SSC #14 | |
| <i>Costs</i> | | | | | | |
| Adjunct | \$24,526.00 | \$16,376.00 | \$8,188.00 | \$16,376.00 | \$16,376.00 | \$81,842.00 |
| Mentor | \$900.00 | \$900.00 | \$900.00 | \$900.00 | \$900.00 | \$4,500.00 |
| Adjunct Benefits/FICA | \$1,877.00 | \$1,253.00 | \$627.00 | \$1,253.00 | \$1,253.00 | \$6,263.00 |
| Faculty Replacement | | | \$6,262.50 | | | \$6,262.50 |
| Travel (m/m/l) | \$5,000.00 | \$1,000.00 | \$4,000.00 | \$2,000.00 | \$2,000.00 | \$14,000.00 |
| Rent & Custodial Fees | \$3,000.00 | \$4,000.00 | \$2,000.00 | \$1,500.00 | | \$10,500.00 |
| Speakers/Consultant | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$1,500.00 | \$7,500.00 |
| National Presentations | \$2,400.00 | \$2,400.00 | \$2,400.00 | \$2,400.00 | \$2,400.00 | \$12,000.00 |
| Supplies/Materials | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$5,000.00 |
| Mailings/Marketing | <u>\$700.00</u> | <u>\$700.00</u> | <u>\$700.00</u> | <u>\$700.00</u> | <u>\$700.00</u> | <u>\$3,500.00</u> |
| Total Costs | \$40,903.00 | \$29,129.00 | \$27,577.50 | \$27,629.00 | \$26,129.00 | \$151,367.50 |
| Number of Students | 30 | 18 | 26 | 21 | 26 | 121 |
| Tuition (221.25 x 15 cr hrs) | <u>\$3,318.75</u> | <u>\$3,318.75</u> | <u>\$3,318.75</u> | <u>\$3,318.75</u> | <u>\$3,318.75</u> | |
| Total Tuition | \$99,562.50 | \$59,737.50 | \$86,287.50 | \$69,693.75 | \$86,287.50 | \$401,568.75 |
| Total Excess | \$58,659.50 | \$30,608.50 | \$58,710.00 | \$42,064.75 | \$60,158.50 | \$250,201.25 |
| Cont Ed Fees (35 x 15 cr hrs) | \$525.00 | \$525.00 | \$525.00 | \$525.00 | \$525.00 | |
| Total Cont Ed Fees | \$15,750.00 | \$9,450.00 | \$13,650.00 | \$11,025.00 | \$13,650.00 | \$63,525.00 |

| | |
|---------------------------------|----------------------------------|
| Total Costs | \$151,367.50 |
| Instruction Costs | <u>\$98,867.50</u> |
| Non-Pers. Services Costs | <u><u>\$52,500.00</u></u> |

*****Notes:**

1. FICA is 7.65% of salary
2. West Point Community Facilitators will be paid the same as last year due to a two year program commitment
3. Mentor Costs is \$3000 for academic year and \$1500 for the summer
4. West Point # 1 has one instructor is from Sioux City and will have mileage and hotel to do planning. Other instructor is from Oxford, NE so will have hotel costs on Friday night and larger mileage (460 miles) reimbursement.

Wayne State College

Wayne State College Tested Experience Policy

The Vice President for Academic Affairs makes hiring decisions and notifies the Nebraska State College System (NSCS) Vice Chancellor for Academic Planning and Partnerships prior to faculty appointment according to the “Wayne State College Institutional Adjunct Hiring Criteria for Tested Experience.”

Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices

WAYNE STATE COLLEGE INSTITUTIONAL ADJUNCT HIRING CRITERIA FOR "TESTED EXPERIENCE"

(Effective September 1, 2017)

The Higher Learning Commission expects credentials to be the primary mechanism used by institutions to determine minimal faculty qualifications, although the HLC also recognizes that tested experience may be considered in determining faculty qualifications. Tested experience includes a breadth and depth of relevant experience outside of the classroom. The value of using tested experience to determine faculty qualifications depends upon the relevance of the experience specific to the disciplines and subfields within a program. When an adjunct instructor is determined to be minimally qualified to teach a course through alternative professional credentials or demonstrated competencies, one or more of the following justifications will be considered:

- Transcripts of highest degree earned and coursework appropriate to assigned program and course content
- Objective evidence of qualifying professional work experiences aligned to program and course content
- Knowledge base and/or skills appropriate to assigned program and course content
- Relevant professional board/licensure exams, industry certifications, and non-teaching certifications (if applicable)
- Three or more years of professional training, managerial, or business experience in areas specifically related to course content. This may apply to areas such as music, art, theatre, photography, accounting and other applied fields
- Recognition of language competency by tribal elders or an Interagency Language Roundtable (ILR)
- Evidence of honors, awards, distinctions, and/or publications in the discipline/subfield
- Documentation of effective coaching at the college-level or extensive coaching at the high school level

In some cases, programs with specialized accreditation may not recognize tested experience as criteria for determining minimal faculty qualifications. Before hiring, each candidate must be evaluated to ensure that credentials meet aforementioned minimum stated criteria. The supervising Dean will examine the evidence, share adjunct qualifications with program faculty, and verify relevancy to the position and make a recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will make a hiring decision, and will notify the Vice Chancellor for Academic Planning and Partnerships prior to the faculty appointment. At no time will the total SCH of faculty meeting tested experience criteria exceed 20% per school.

Wayne State College

Nebraska State College System

Board Policy 5015

This Nebraska State College System (NSCS) Board Policy 5015 establishes the terms and conditions of employment for Nebraska State College adjunct faculty.

https://www.nscs.edu/directory_record/87/5015_adjunct_faculty

PERSONNEL, NEBRASKA STATE COLLEGE SYSTEM

POLICY: 5015 Adjunct Faculty

Page 1 of 2

BOARD POLICY

PURPOSE

This policy addresses terms and conditions of employment for adjunct faculty in the Nebraska State College System. The Board recognizes the contribution made to the mission of the system by the dedicated group of individuals who teach and/or provide services on an adjunct basis.

APPLICABILITY AND APPOINTMENT

This policy applies only to adjunct faculty, defined in Board Policy 5014 (a) and (b) as non-ranked, non-tenured faculty. Adjunct faculty are compensated on a course-by-course basis without expectation of continued employment.

Adjunct faculty are employed to provide instructional services on a part-time basis, less than 0.75 FTE. Adjunct faculty shall not be assigned more than twenty-four (24) credit hours per calendar year within the Nebraska State College System. The Vice President for Academic Affairs is responsible for monitoring and enforcing the twenty-four (24) credit hour and less than .75 FTE limitation in conjunction with the Director of Human Resources.

This policy does not apply to visiting faculty, graduate assistants, or lecturers. This policy does not apply to College employees who may teach in addition to their regular assignments.

PROCEDURE

SELECTION OF ADJUNCT FACULTY

Selection

Hiring practices must comply with the Board's Equal Employment Opportunity requirements noted in Board Policy 5000.

Credentials

Required credentials for adjunct faculty will comply with the Higher Learning Commission's established criteria for faculty qualifications, as outlined in the Commission's Assumed Practices. These criteria include minimum degree requirements, graduate coursework related to the assigned area(s) of teaching, and/or tested experience as approved through each College's established Tested Experience evaluation process.

At the discretion of the Academic Vice President, an exception to these requirements may be granted. When such an exception is granted, the Academic Vice President shall provide notice to the Vice Chancellor for Academic Planning and Partnerships. Additional professional certifications or professional experience requirements for adjunct appointments may be established at the discretion of the hiring College and may vary depending on the academic program and course level.

PERSONNEL, NEBRASKA STATE COLLEGE SYSTEM

POLICY: 5015 Adjunct Faculty

Page 2 of 2

Records

As part of the hiring process, the College Human Resources Office shall maintain records of all adjunct faculty including: official transcripts, a curriculum vitae, and other materials that were used in the selection process.

Contracts

Each adjunct faculty member shall be provided a written contract noting the contract term, compensation and a description of the course assignment(s). The term of appointment shall be consistent with the published course schedule.

WORKING CONDITIONS

Adjunct faculty are responsible for the instructional quality and the overall conduct of the courses which they are assigned to teach. This responsibility includes, but is not limited to, the conduct of lectures and/or laboratory sessions, evaluation through examinations or other appropriate assessment methods, recitation sessions and homework. Course content shall reflect the focus described in the catalog course description.

Although designated “office hours” are not required, adjunct faculty are required to be available and responsive to students’ questions in a timely manner.

Routine orientation, supervision and evaluation for adjunct faculty shall be implemented through a process determined at each College.

Adjunct faculty shall not be given committee assignments or other duties *as part of* their adjunct instructional services. Employment appointments *in addition to* adjunct instructional services are still subject to the less than .75 FTE limitation and shall be detailed separately in an employment contract.

Adjunct faculty members shall practice academic responsibility, professional ethics, academic honesty and integrity, and shall abide by all College rules and policies.

COMPENSATION

The rate of pay for adjunct faculty is established as a system rate for all three Colleges as approved by the Council of Presidents. Prior to implementing any rate change, the College must obtain approval from the Chancellor. Presidents can request an exception from the Chancellor to exceed the established adjunct rate, in individual cases where a unique need or emergency exists.

Policy Adopted: 4/25/14
Policy Revised: 11/13/15
Policy Revised: 6/10/16
Policy Revised: 11/10/16

Wayne State College

Wayne State College

Hiring Procedures

General Hiring Process

The Human Resource Office provides resources to conduct employment searches at Wayne State College.

Evidence provided includes:

- 1) Table outlining the steps and responsible staff involved in Wayne State's general hiring process.
- 2) Search Committee Process (PowerPoint)
- 3) SCEA Article XXI. Hiring

General Hiring Process

| Responsibility | Process Description |
|---------------------------------------|---|
| Human Resources and Hiring Supervisor | After reviewing/updating position description creates a posting for approval a posting in PeopleAdmin (Talent Management System). |
| Hiring Supervisor | Appoints a balanced search committee. |
| Human Resources | Sends posting request through PeopleAdmin workflow for approval. |
| Human Resources and Hiring Supervisor | Base advertising on position description. |
| Human Resources | Reviews applicant pool for minimum qualification and sends to Search Committee for review. |
| Search Committee | Reviews applicant pool and establishes a short list of Candidates. |
| Human Resources | Sends Criminal Conviction Self-Disclosure to selected Candidates |
| Search Committee | Conducts phone interviews. |
| Search Committee | Conducts reference checks any time during interview process. |
| Search Committee and Campus Sessions | On-campus interviews of candidates, candidates are provided benefits information. |
| Search Committee | Compiles strengths and weaknesses of interviewed candidates, submits to Hiring Supervisor. |
| Hiring Supervisor | Recommend applicant to hire. |
| Human Resources and Hiring Supervisor | Creates Hiring Proposal in PeopleAdmin and sends through approval workflow. |
| Hiring Supervisor | Position is offered once workflow approval is complete. |
| Human Resources | Sends letter of appointment/contract. |
| Candidate | Returns signed contract. |
| Human Resources | Compiles records and files and provides new employee orientation |

The image features a vibrant yellow sunburst pattern in the background, with rays emanating from the center. A solid black horizontal band is positioned across the middle of the image, serving as a background for the text.

SO YOU'RE ON A SEARCH
COMMITTEE.....

STEP ONE: REQUEST TO FILL A VACANCY

This form can be found at:

G:\wscdocuments_and_forms\HR
and Payroll
Documents\Employment\Search
Committee Materials

The Request to Fill A Vacancy is the first step in the process. This is generally filled out by the hiring manager or the search committee chair. The purpose of this form is to gather information about the position details.

REQUEST TO FILL A VACANCY



POSITION DETAILS:

Title:

Date vacant:

Department:

Replacing: (Current or previous employee)

New Position (Chancellor approved; attach approve position request form)

FTE (full time equivalency):

Work dates if less than 1.0 FTE:

Post Vacancy: Internal External

Classification

Support Staff

Professional Staff

Faculty

Tenure Track

Non-tenure Track

Special Appointment

(Rank will depend upon qualifications)

Bargaining Unit

SCEA (Faculty)

NSCPA (Professional Staff)

NAPE (Support Staff)

Non-union

FLSA

Exempt

Non-exempt

Justification for filling position:

SEARCH COMMITTEE:

- Support staff does not require a committee; recommend that the supervisor and one other individual participate in the review/interview process.
- NSCPA positions require a NSCPA unit member on the committee.
- Notify potential committee members prior to submitting this form.

Committee membership should include:

Chair:

Member:

Member:

Member:

Member:

Advertise: Local Regional National Other:

| TITLE | SIGNATURE | DATE |
|---|-----------|------|
| Direct Supervisor: | | |
| Unit VP/Cabinet Level Officer: | | |
| Budget Director: Salary range: \$_____ to \$_____: | | |
| Director of Human Resources: | | |
| VP Admin & Finance: | | |
| President: | | |

Attach draft Vacancy Announcement and Job Description. Route to Human Resources upon completion of signatures.

STEP TWO: VACANCY ANNOUNCEMENT



Vacancy Announcement

Date Opened: September 4, 2015

| | |
|-----------------------------|--|
| TITLE: | Instructor/Assistant Professor of History (World History with European focus) |
| POSITION: | Faculty appointment to start Fall 2016 semester; Tenure Track <i>All applicants must be authorized to work in the United States without sponsorship.</i> |
| DEPARTMENT: | School of Natural and Social Sciences |
| STARTING DATE: | August 2016 |
| QUALIFICATIONS: | Required: <ul style="list-style-type: none"> • Ph.D. in History completed by January 1, 2016 • Doctorate is required for tenure • Possess ability to teach and develop applicable courses • Exhibit strong communication skills • Demonstrated commitment to teaching, advising, scholarship, diversity, and to the role of public/college service |
| RESPONSIBILITIES: | Maintaining the European specialist tenure-track line in the History program area is essential toward the goals of maintaining a strong major, providing high quality advising, offering a wide selection of courses applicable to other majors, serving the School of Education and fulfilling the mission of General Education. The School of Natural and Social Sciences comprises 75 full and part-time faculty and staff organized in six academic departments and housed in three buildings. In addition to servicing more than 50 academic programs, the school is responsible for overseeing a number of activities for the benefit of the college and the region, including the Fred G. Dale Planetarium, the A. Jewell Schock Museum of Natural History, a Human Performance Laboratory, and a Wellness Program. |
| SALARY INFORMATION: | Competitive, commensurate with qualifications and experience. Attractive and comprehensive fringe benefit package. |
| GENERAL INFORMATION: | Wayne State College is rapidly emerging into one of the most dynamic, small, regional public colleges in the Midwest, located in Northeast Nebraska, close to Sioux City, Iowa and within a two-hour drive to Sioux Falls, Omaha and Lincoln. With a student population of 3,700, the college is a focal point and catalyst in Northeast Nebraska, not only for education but also for community and economic development, the arts, and cultural activity. Strong leadership, steady enrollment, a renewed focus on student development and teaching, and several recently completed building projects are indicators of the College's vitality. Wayne State College offers over 80 undergraduate majors and minors and three graduate degrees. The education unit is NCATE accredited and highly respected graduate and undergraduate programs |

APPLICATION PROCEDURE:

feature strong enrollments. Wayne State College is a collective-bargaining institution.
Send a cover letter; resume/curriculum vitae; contact information for three current, professional references; unofficial transcripts; and a completed WSC Application Form (available at www.wsc.edu/hr) to:

History Faculty, Search Committee
Human Resources Office
Wayne State College
1111 Main Street
Wayne, NE 68787

or email to
hr@wsc.edu

DEADLINE:

Review of applications will begin immediately and will continue until the position is filled.

ADDITIONAL INFORMATION:

This position is covered by the SCEA negotiated agreement (https://www.wsc.edu/info/20005/human_resources/495/union_contracts). Please refer to our website (www.wsc.edu/hr) for further details about this agreement, our campus, and the excellent benefit package we offer.

Wayne State College is an equal opportunity institution. WSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Matthew Weekley, Assistant Dean of Students, Title VI, VII, IX Compliance Coordinator, Wayne State College, 1111 Main St, Wayne NE 68787, 402-375-7213

This position is subject to veterans preference.

Applicants who need a reasonable accommodation during the selection process may contact Human Resources for assistance. A successful Background Records Check is required as part of the employment process.

The **Vacancy Announcement** is used to post the position details on our website and any advertising outlets.

Details to include are:

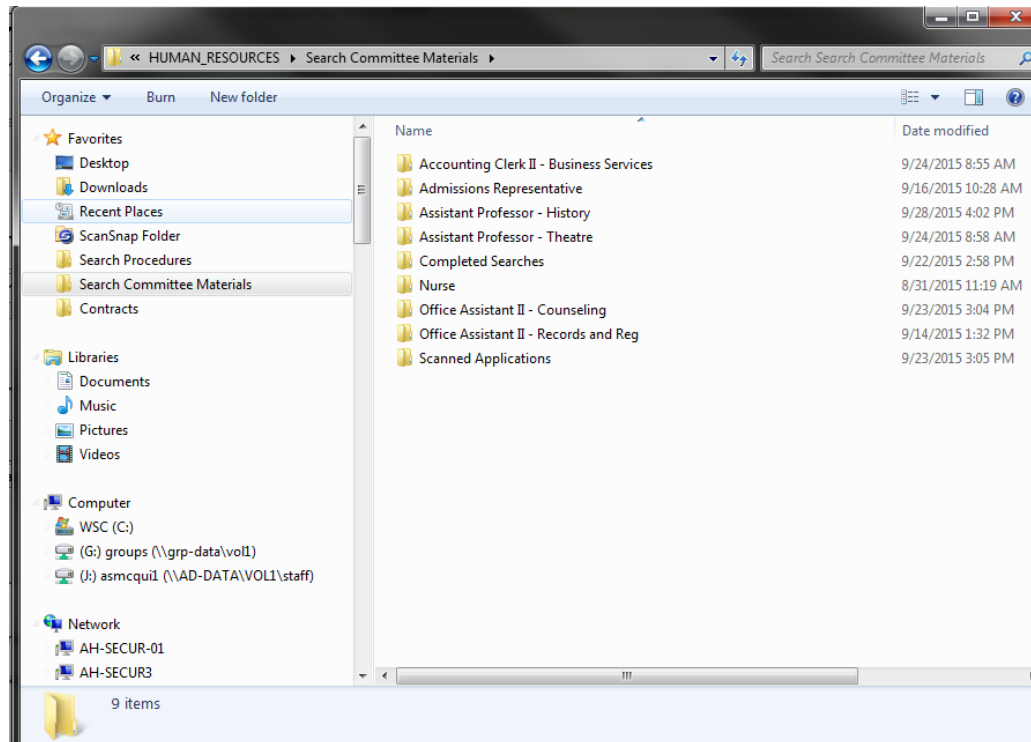
- Title, Position Type, and Department
- Qualifications both required and preferred
- Responsibilities that is position will be doing

STEP THREE: THE APPLICATION PROCESS

When application materials start arriving in the Human Resources office, they are reviewed to ensure that the applicant meets the minimum qualifications and has submitted all of the required application materials.

When the applicant has fulfilled all of the requirements, then the applicant is added into the search committee folder located in the G:\ Drive at:

G:\HUMAN_RESOURCES\Search Committee Materials



Every search committee member will have access to the search folder.

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

In the search folder there is a folder that is named Search Committee Materials. In that folder there are eight files.

1. A copy of the vacancy announcement. This can be used as a quick reference when screening applicants for qualifications and related experience.

2. Search Committee Training PowerPoint - This should help you answer questions about things related to the search process (e.g. board policies, processes, topics of legal concern, etc.).

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

DRAFT APPLICANT NOTES

3. Draft Applicant Notes Form – This form can be used by each committee member before or when the search committee meets to review applications. It is helpful when there is a large applicant pool and you need to narrow down the applicants, but you do not have to use it.

| | | | |
|-------------------|---|----------------|--|
| Position | | | |
| Committee Chair | | | |
| Reviewer Initials | Date Reviewed | Candidate Name | |
| | Required Qualifications (from the Vacancy Announcement) | Yes/No | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

ADDITIONAL COMMENTS:

| | | |
|----|---------------------------------|--------|
| | Secondary Qualifications | Yes/No |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

DESTROY THIS DOCUMENT AFTER THE SEARCH COMMITTEE COMPLETES THE FINAL "APPLICANT SCREENING SHEET" FOR EACH APPLICANT.

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

4. Applicant Screening Sheet – This form can be used when you are meeting as a committee to track the applicants through the process. The form will be used when you are reviewing applications, deciding who you want to interview and conducting reference checks. It will be a tool that you can use as a reference when you are preparing your recommendation for hire.

Applicant Screening Sheet

Today's Date: _____
Applicant Name: _____
Position: _____
Date Application Completed: _____
Reviewer _____
(Search Committee Chair or Hiring Supervisor)

| | Yes | No |
|---|-----|----|
| Does the Applicant possess minimum qualifications? If no, please explain: | | |
| Does the Applicant possess any preferred qualifications? If yes, please note here | | |
| Was applicant selected for a phone interview? Please explain below. (If phone interviews were not conducted, note N/A.) | | |
| Were reference checks satisfactory? If not, please explain. | | |
| Was applicant selected for an on-campus interview? Please explain below. | | |
| Additional comments regarding applicants suitability for the position: | | |

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

5. Sample Interview Questions – a list of questions that you may use for the interview. You may also create your own questions. Once you have compiled your list of questions, please pass them along to HR for review prior to interviewing the candidates.

Questions you should never ask!

- What is your religious affiliation?
- Are you pregnant?
- What is your political affiliation?
- What is your race, color or ethnicity?
- How old are you?
- Are you disabled?
- Are you married?
- Do you have children or plan to?
- Are you in debt?
- Do you social drink or smoke?

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

6. Open Session Form – If you choose to include an open session in your on campus interview schedule then you would give this form to audience members to fill out and submit back to the search committee.

Wayne State
College

Position
Date

Candidate's Name:

1. What are the candidate's strengths?

2. What are the candidate's weaknesses?

3. Overall impression / Comments:

I am a:

Student Faculty Member Professional Staff Support Staff Administrator

Please give your completed form to a search committee member

-OR-

Return the form to Human Resources/Payroll Office

(Hahn 220)

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

7. Reference Check Form- Timing of reference checks is at the discretion of the search committee. Consult with HR prior to conducting reference checks. Use this form when conducting reference checks. Reference checks can be done by the search committee, the search chair or you may have HR complete them for you.

WAYNE STATE COLLEGE REFERENCE CHECK FORM

| | |
|------------------------|----------------|
| Applicant's Name: | Date: |
| Position Applying For: | |
| Reference Name: | Phone Number: |
| | Email: |
| Dates of Employment: | Position Held: |

| |
|--|
| How long you have known the applicant and in what capacity you know each other. |
| Please tell me about the applicant's strengths. |
| Please tell me about at least one of the applicant's weaknesses or areas with opportunities to develop and grow. |
| Is the applicant dependable? |
| Does the applicant work well with others? |
| Would you hire/rehire the applicant? Yes/No Why? |
| Is there any other information you feel we should know about the applicant in order to make a decision on this position? |

This form must be submitted to Human Resources at the end of the search.

STEP FOUR: WHAT IS IN THE G:\ DRIVE?

8. Recommendation for Employment Form- once you have completed the interviews and reference checks and have decided who you would like to recommend for hire then the hiring manager will complete this form.

(You may also include a summary of why you are recommending this candidate for the job.)



RECOMMENDATION FOR EMPLOYMENT

Classification

- Support Staff
- Professional Staff
- Faculty
 - Tenure Track
 - Non-tenure Track
 - Special Appointment

(Rank will depend upon qualifications)

Bargaining Unit

- SCEA (Faculty)
- NSCPA (Professional Staff)
- NAPE (Support Staff)
- Non-union

FLSA

- Exempt
 - Non-exempt
- For Support Staff*
Probationary: Yes No

Name:

E-mail Address:

Address:

Phone:

Position Title:

Department/Office:

Start Date:

FTE:

Salary:

Background Check Requested: Yes No

Employment Basis (please check one of the following):

- New Hire
- Internal Transfer from
- Other:
- New Hire, New Position
- Promotion/Change in Duties/Title

Notes/Comments:

| TITLE | SIGNATURE | DATE |
|---|-----------|------|
| Hiring Manager/Supervisor: | | |
| Hiring Manager's Supervisor: | | |
| Director of Human Resources: | | |
| Vice President of Administration and Finance: | | |
| President: | | |

To be completed by Human Resources:

SAP Position #: _____ Cost Center: _____

Initial contract will be issued after final approval from HR Director. Submit for processing, _____

(initialed/date)

STEP FIVE: THE APPLICATION REVIEW PROCESS

Once the committee feels that they have received a desired number of applications then the search committee chair will set up a meeting for the group to review the applications.

You may use the Draft Applicant Notes Form and/or Applicant Screening Sheet to help decide who is the best candidates to interview. Make a list of who you would like to interview, who you may want to interview (if applicable) and who you are not interested in.

STEP FIVE: THE INTERVIEW PROCESS

You may decide to phone interview, bring the candidate on campus or both. Depending on the type of position will help determine which interview process should be used.

Decide on a day/time that would work best for everyone to either phone interview candidates and/or bring them on campus. Then contact Ashley in HR with the information and she will make all the arrangements with the candidate.

Create a list of interview questions for the committee to ask when conducting the phone and/or on campus interview. Send them to HR for review prior to the interview.

Draft an interview schedule for on campus interviews.

STEP FIVE: AFTER THE INTERVIEW

When every candidate has visited campus and interviews have been conducted, it is now time to sit down as a search committee and deliberate.

- ✓ Conduct reference checks on the final candidates if you haven't already done so.
- ✓ Decide which candidate you would like to recommend for hire.
- ✓ Prepare a summary for the hiring manager to support your decision.

STEP SIX: MAKING THE OFFER

When the Recommendation For Employment form has been completed and approved by the President, HR will contact the hiring manager.

The search chair or hiring manager will call the candidate and make the offer and ask what day the candidate will start.

Contact HR and let them know if the candidate accepted and what day they can start and we will send out their contract and new hire paperwork.



Nebraska State
College System

CHADRON | PERU | WAYNE

2019-2021

Agreement between

**The Nebraska State Colleges
Board of Trustees
(Employer)**

and the

**State College
Education Association (SCEA)**

July 1, 2019

**ARTICLE XXI.
HIRING**

Section 21.1 Candidates Informed of Negotiated Agreement

All candidates invited to the campus shall be given in writing the web address of the negotiated agreement and the toll free number of the NSEA/SCEA.

Section 21.2 Description of Assigned Duties

New faculty members will be provided a general description of assigned duties.

Section 21.3 Faculty Rank

Faculty rank at the time of hire shall be determined by the President.

Section 21.4 Terms and Conditions

The terms and conditions of every faculty "Probationary/Tenure Track Appointment" shall be stated or confirmed in writing and a copy will be supplied to the faculty member. Any subsequent extensions or modifications of a faculty "Probationary/Tenure Track Appointment", and any special understandings, or any notices incumbent upon either party to provide, will be stated or confirmed in writing and a copy will be given to the faculty member.

Wayne State College

Wayne State College

SCEA

Article VII. Performance Evaluation

The 2019-2021 Agreement between The Nebraska State Colleges Board of Trustees (Employer) and the State College Education Association (SCEA) specifies faculty performance evaluation under Article VII. Performance Evaluation, pages 8-11.

The purpose of the faculty performance evaluation shall be for the purpose of improving instruction, encouraging and supporting professional development, supporting research and supporting service, and providing information necessary, in part, for personnel decisions, including reappointment, promotion, and tenure decisions.

[https://www.nscs.edu/download/downloads/id/405/2019 -
2021 state college education association scea.pdf](https://www.nscs.edu/download/downloads/id/405/2019_-_2021_state_college_education_association_scea.pdf)



Nebraska State
College System

CHADRON | PERU | WAYNE

2019-2021

Agreement between

**The Nebraska State Colleges
Board of Trustees
(Employer)**

and the

**State College
Education Association (SCEA)**

July 1, 2019

Section 6.3 Contents

The personnel file may include, but not be limited to, the following:

- a) General personnel information and employment contracts;
- b) Academic records;
- c) Personnel actions generated by the Board;
- d) Performance evaluations and memoranda of discussions with the faculty member relating to performance;
- e) Observation reports of the faculty member's performance by supervisors;
- f) Tenure and promotion records; and,
- g) Job application materials including employment applications, resumes, reference letters, and school transcripts.

Section 6.4 Inspection

A faculty member, or SCEA representative whom the faculty member has so designated in writing, has the right to inspect the contents of his or her individual personnel file. Files must be reviewed in the presence of an appropriate administrative officer and may not be removed from the office in which they are located.

Section 6.5 Informed Inclusion

A faculty member shall be given a copy of any document relating to performance and/or conduct when it is placed in his or her personnel file. The faculty member shall have the right to attach written refutation, rebuttal or comment within twenty-five (25) business days.

**ARTICLE VII.
PERFORMANCE EVALUATION**

Section 7.1 Purpose

The performance evaluation process shall be for the purpose of improving instruction, encouraging and supporting professional development, supporting research and supporting service, and providing information necessary, in part, for personnel decisions, including reappointment, promotion, and tenure decisions.

Section 7.2 Criteria Categories

Evaluation shall be consistent with and reflective of the role and mission of the State College System and its emphasis on effective teaching. The criteria categories for evaluation shall be:

- a) Demonstrated ability to teach effectively and to contribute to students' academic growth and development;
- b) Evidence of continuing preparation and study through scholarly and/or creative activities and achievements related to the primary

- area of employment and/or supporting scholarship of teaching and learning; and,
- c) Evidence of service to the college, community, and profession. Evidence of service to the college shall include but not be limited to: good citizenship at the departmental, school, and campus levels, including participation in all aspects of department, school, and campus life; a commitment to responsibly representing the school on committees; and civil and collegial communication with department members and supervisors.

Section 7.3 Evaluation Schedule

Faculty members shall be evaluated by their supervising Dean once each academic year; however, tenured Professors may be evaluated on a less frequent cycle at the discretion of Dean. Faculty members and SCEA shall be informed of changes in the evaluation cycle and documentation requirements in advance of any change being implemented. The evaluation period will be January 1st through December 31st with evaluation materials due to the Dean by January 30th following completion of the evaluation period. Faculty members in their second year of faculty employment will be evaluated prior to December 1st. All evaluation procedures, as described below and concluding with a conference of the Dean and each faculty member, shall be completed prior to April 1st following completion of the evaluation period.

Should the evaluation not be completed on schedule when evaluation materials have been provided in a timely manner, the faculty member shall be deemed to have provided satisfactory performance.

Section 7.4 Evaluation Procedure

Evaluations will be predicated on the criteria categories in 7.2, and their relative importance, professional assignments communicated in writing to the faculty member, and written Faculty Development Plans. Such plans will have annual goals and specific objectives. The Dean and faculty member will prepare the plan which will be included in the individual's personnel file.

In determining progress during an evaluation period, the Dean and faculty members will use student instructional effectiveness surveys as one important index of teaching effectiveness. Student surveys will be conducted in at least two (2) courses taught by the faculty member during each academic year. Faculty may elect to have more than two (2) courses surveyed. Non-tenured faculty may be required to have all courses surveyed. Tenured faculty may be required to have more than two (2) courses surveyed if performance concerns exist and notice regarding the concerns have been communicated in writing to the faculty member. Summaries of the student surveys and comments will be given to the faculty member within thirty (30) business days of the conclusion of the course and a copy will be placed in the personnel file. Without faculty permission, student surveys

and summaries and faculty evaluations will be available only to academic supervisory personnel and their staff. The faculty member may request third party verification of the accuracy of the student surveys' summaries. The third party will be agreed upon by the faculty member and the Dean. Student surveys will be maintained for one semester following the semester in which the surveys were administered, for purposes of such validation. To support the evaluation process, evidence may also be collected from class visitations, monitoring on-line courses with notification, course outlines, tests, quizzes, writing assignments, review sheets, and other relevant sources. The evaluation will not be based on student surveys only.

When an online or interactive distance learning course is evaluated, the quality of teaching and its impact on instructional outcomes will be emphasized apart from any technology variables that may affect instruction. At the end of each evaluation period, the Dean will confer with each faculty member to assess progress and/or complete a formal evaluation. Evaluation forms will include three rating categories for performance - satisfactory, needs improvement and unsatisfactory. Only an overall satisfactory performance designation is eligible for any negotiated annual increase to base salary. Faculty members will provide reasonable documentation and materials which assist in assessing progress made in support of the goals and objectives stated in the professional development plan. The Dean will provide each faculty member a copy of strengths identified and/or improvements required in the individual's performance with recommendations to assist improvement and to reach specific outcomes. Conclusions resulting in changes in the objectives and activities of the professional development plan will be attached to the original plan. In the case of identified areas of concern, a plan for implementation of recommendations with specific outcomes will be created by the Dean in consultation with the faculty member. Such a plan will be signed and attached to the original faculty development plan and evaluation. No overall performance rating of less than "satisfactory," impacting an annual base salary adjustment, can be assigned without prior written notice of administrative concerns and reasonable time to address such concerns. A faculty member may submit written comments or rebuttal on the evaluation within ten (10) business days of receipt. A copy of the evaluation and comments will be placed in the faculty member's personnel file.

All evaluations of probationary tenure-track faculty members will include a discussion of progress toward the awarding of tenure and written recommendations for addressing any deficiencies that may be apparent at the time of the evaluation. Faculty members who serve as departmental chairs will not conduct formal evaluations. Department chairs will serve in a consultative role which may include review of materials and making recommendations, which may include, but not be limited to, evaluations with respect to departmental citizenship or service. Departmental faculty may recommend individuals to the Dean to serve as department chairs.

Evaluations shall not be subject to grievance or hearing procedures except for compliance with the procedures specifically enumerated in this Article. However,

if an evaluation results in the denial of a salary increase, the faculty member may request a conference with the Dean and Academic Vice President for reconsideration, which decision shall be final. The faculty member has the right to have a SCEA representative participate in this meeting.

Quality of performance and conduct regarding employment as required by the terms of this Agreement, Board policies and rules, and applicable laws shall form the sole basis for evaluation of faculty members.

ARTICLE VIII. PROFESSIONAL DEVELOPMENT

Section 8.1 Sabbatical Leave

The purpose of sabbatical leave is to provide an opportunity for faculty members to engage in scholarly, creative, professional, research, or other academic activities that will enhance the faculty member's contribution to the College. Sabbatical leave is an important element in professional development. Tenured faculty members who have been employed as faculty at the College for at least seven (7) consecutive years shall be eligible to apply for sabbatical assignments. Faculty members are not eligible to receive sabbatical assignments more frequently than once every seven (7) years. Each College shall make available at least one (1) sabbatical per fifty (50) faculty members, or major fraction thereof, per year. Awarding of such sabbatical shall be contingent upon the receipt of a meritorious proposal.

Applications for sabbaticals shall be submitted according to a deadline established by the Academic Vice President, but no later than December 1st of the fall semester of the year preceding the year for which the sabbatical is requested. The application shall include a plan of professional development to be pursued during the assignment and a statement of the anticipated value of the sabbatical to the faculty member and the College. Each College shall establish a committee to evaluate the sabbatical applications and make recommendations to the Academic Vice President. After consultation with the Academic Vice President, the President shall make final decisions on all applications. Faculty members will be notified in writing of the President's sabbatical decisions no later than February 1st.

Sabbatical assignment compensation may be set at full pay for one academic semester, one-half (1/2) pay for the academic year, or a lesser amount. Faculty members may avail themselves of fellowships, assistantships or other sources of limited means, to offset travel and displacement cost while on sabbatical; however, this Section shall not permit full-time employment while on sabbatical.

Faculty members on sabbatical will continue to receive the proportionate share of the College's contribution for applicable insurance and retirement plans. The remaining portion will be paid by the faculty member.

Wayne State College

Wayne State College

Master of Science in Education (MSE)

Curriculum & Instruction-Instructional Leadership

Community of Learning Delivery Format

Handbook

Wayne State College



Master of Science in Education (MSE): Curriculum & Instruction-Instructional Leadership Community of Learning Delivery Format Handbook

Wayne State College
School of Education and Counseling
1111 Main Street
Wayne, NE 68787
(402) 375-7164
revised July 2019

Learn more at <https://www.wsc.edu/community>

This handbook for Master of Science in Education-Curriculum & Instruction-Instructional Leadership with the Community of Learning format is designed to assist faculty and staff in understanding this unique format of Communities and the MSE program components and requirements. It is essential cohorts operate in fidelity with the vision and philosophy of the Community of Learning format; therefore, this provides explanation of the program and its components.

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ABOUT THE PROGRAM from <https://www.edu/community>

What is the Community of Learning?

For licensed, practicing PK-16 teachers and education professionals, the Community of Learning allows you to earn a master's degree in education in just two years. This hybrid, two-year program is an affordable and convenient way to earn your MSE in Curriculum and Instruction - Instructional Leadership from Wayne State College. You will spend five Saturdays per semester collaborating and learning with other members in a classroom setting. You will drive your own professional development, participating in an accredited learning model that is backed by research and evidence. If you want to master the art, science and craft of teaching, this is the perfect opportunity to further your own education and career, while helping to change students' lives.

For Whom is the Program is Designed

Those who are most successful in this format value personal and professional learning and growth. They respect the profession and want to become master teachers and thrive on the opportunity to learn with others who share similar goals and passions. The program is designed for licensed, practicing teachers and others who work in educational settings. Participants will need an educational environment to apply your learning. Example: as the learning community explores a topic of authentic assessment, you will need a place to apply your learning in your work setting and gather evidence of learning and improvement. In some cases this can be done in the role of a parent educator, an early childhood educator, a post-secondary instructor, or a curriculum and instruction/staff developer. Part-time and substitute teachers are also encouraged to participate in the program. You simply need to collaborate with a classroom teacher who might be a community learning colleague or someone in a school near where you live or work.

Program Features

- Renew and continue your personal and professional growth
- Learn about relevant education issues that support research-based practices
- Participate in activities and conversations to enhance problem-solving skills
- Learn to create proposals for improving practices and system changes
- Collaborate to create, organize, maintain, and evaluate communities that encourage leadership and stewardship
- Refine leadership skills and values required to lead in your profession

Community Format

- Communities meet five Saturdays per semester (once per month), from 8 a.m. to 4:30 p.m.
- Co-facilitated by college professors and qualified practitioners in the field
- Composed of 10-30 learners/members in a community cohort from all subject areas, grade levels, and special service areas
- Participants support one another through face-to-face and online discussions throughout the two years.
- During the summers, you can complete approved electives and prepare literature reviews to complement classroom research and application. Some electives are part of additional endorsement opportunities.

Program Benefits

- Focused on individualized professional development
- Centered around one's own unique problem of practice
- Rooted in evidenced- and research-based practice
- Uses action research methodology to study and improve practice

- Enjoyable and convenient
- Affordable
- Accredited (state, regionally, and nationally)

A Typical Saturday

- Opening circle with the community
- Small group work based on your problem of practice, job, educational interests, or literary research
- Site 'council' meetings to check in with each learner / member
- Active learning experiences
- Individual, small group, and whole community opportunities to broaden and deepen one's understanding of course concepts
- Interact with expert guest speakers
- Extensive integration of multimedia and technology by community members and facilitators
- Closing circle with the community

Between Saturdays

- Further exploration of topics through readings, videos, etc.
- Online interaction with other learners of program
- Opportunity to apply learning in your own work setting
- Written reflections and other documentation of learning and growth

REQUIRED COURSES

Semester 1: Fall

EDU 603 Introduction to Graduate Studies and Research (3): This is an introductory course to graduate study designed to provide students with a foundation for their degree program and for their capstone research project at the end of their degree program. Explanation and expectations of all WSC graduate programs will be addressed. The graduate program plan of study will be initiated in this course to be completed by the student and their advisor. Additionally, students will develop: a working knowledge of basic types of research, basic research skills, ways to use research information and results, a process for literature reviews, a process to formulate research questions, an understanding of basic descriptive and inferential statistics, a working knowledge of components of a research proposals, an understanding of basic research tools.

EDU 626 Advanced Educational Psychology (3): A study of theories of learning and motivation, conditions and processes of cognitive, affective, and psychomotor learning; personal qualities of a teacher; the teaching process, classroom management; teaching the exceptional learner; and the role of evaluation in learning and teaching.

EDU 674 History and Philosophy of Education (3): Philosophies and theories underlying the American educational system. An analysis of the differing philosophies of education and their implications for education in a democratic society.

Semester 2: Spring

EDU 627 Current Issues and Trends in Education (3): This course offers an intensive study of specific issues and trends that have a direct impact upon education. Individuals will choose a topic to examine in breadth and depth. It presents a comprehensive approach to the exploration of the selected topics. The course offers opportunities for the student to examine relevant topics affecting education in breadth and depth.

EDU 651 Classroom Assessment (3): This class is designed to acquaint students with the latest research related to classroom assessment techniques and, further, to create opportunities for teachers to try out new assessment practices in their own classrooms. Special attention will be given to efficient classroom data management routines that can minimize the time burden for teachers while maximizing their understanding of individual student strengths and weaknesses.

Semester 3: Fall

EDU 652 Instructional Theory and Practice (3): This class is designed to acquaint students with the latest research to instructional theory and to further create opportunities for teacher to try new instructional approaches. The course surveys systems that teacher may use to assess the pros and cons of various instructional approaches.

EDU 658 Fundamentals of Curriculum Development PK-16 (3): A course designed to examine the principles of underlying the development of a PreK-12 public school and post-secondary program curriculum. Emphasis is on methods of determining priorities, objectives, scope and sequence, and organizational patterns. The roles of state and local involvement will also be examined.

EDU 635 Differentiated Methodology (3): Prerequisites: Admission to Curriculum and Instruction MSE: Community of Learning Delivery Model. Exploration of differentiated lesson planning and unit designs within all content areas.

Semester 4: Spring

EDU 510 Culturally Responsive Teaching (3): Prerequisites: Admission to Curriculum and Instruction MSE: Community of Learning Delivery Model. Understanding techniques, curriculum, and programing that exemplify culturally responsive teaching. An emphasis on positive student-teacher relationships that nurture and enhance culturally responsive classrooms.

EDU 693 Final Research (3): Original research in the content area designed and conducted by the student and directed by a faculty advisor. The results of the research project may be present to faculty, school boards, community groups, or other appropriate groups. This course is the capstone research project for the MSE Instructional Leadership emphasis. It should be taken during the final semester of the program.

See Appendix J for syllabus templates for each course.

Electives

Participants will take, or transfer from another school, 6 hours of electives for a total of 36 hours to complete the degree. They will work with the WSC mentor/advisor to determine acceptable WSC or transfer courses.

PROGRAM STRUCTURE

Facilitators and Learners meet face-to-face five times each semester, gathering one Saturday per month during each semester (August-December in the fall semesters and January-April in the spring semesters (will meet twice in one of the spring months). Both learners and facilitators are engaged in interacting with one another in between class meetings for the online component using the WSC learning management system.

PROGRAM OUTCOMES

The table below shows the alignment between the Five Pillars of the Community of Learning MSE (Community, Constructivism, Reflection, Diversity, & Action Research), and the National Board of Professional Standards Core Propositions and InTASC Standards:

| Five Pillars of MSE in C&I- Instructional Leadership Communities of Learning | National Board for Professional Teaching Standards Core Propositions | InTASC Model Core Teaching Standards |
|---|---|--|
| Constructivism Community Diversity | 1. Teachers are committed to students and their learning. | 1. Learner Development 2. Learning Differences |
| Constructivism Diversity Action Research Community Reflection | 2. Teachers know the subjects they teach and how to teach those subjects to students. | 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies |
| Constructivism Action Research Reflection | 3. Teachers are responsible for managing and monitoring student learning. | 3. Learning Environment 6. Assessment 7. Planning for Instruction 8. Instructional Strategies |
| Action Research Reflection | 4. Teachers think systematically about their practices and learn from experience. | 9. Professional Learning and Ethical Practice |
| Community | 5. Teachers are members of learning communities. | 10. Leadership and Collaboration |

PROGRAM CONCEPTS

The courses are established for each semester, yet many of the concepts within them are threaded throughout the four semesters. The key concepts are listed below. See syllabi (Appendix J) for more information for each as well as additional concepts developed in each course.

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| Community | Constructivism Learning Theory | Reflection/Reflective Practice |
| Diversity | Action Research | Communication |
| Ways of Knowing | Assessment and Grading | Values |
| Issues and Trends in Education | Inquiry | Differentiation |
| Collaboration | Technology | Leadership |
| Professional Development | Curriculum | Culturally Responsive Teaching |
| Social Aspects of Teaching | | |

OVERARCHING SYLLABUS

Each Community uses a common overarching syllabus (see appendix A) that includes the common courses, guiding pillars, graduate programs mission statement, graduate program principles, and Community of Learning products and concepts. Each Community then creates and includes the specific, additional outcomes desired by those in that cohort to include as their specific Community of Learning Outcomes.

COMMUNITY OF LEARNING PROGRAM COMMITMENTS

The Community of Learning Program is Committed to: Learning in Community; Community Building; Ways of Knowing; Values; Renewing the Passion and Curiosity for Learning; Leadership and Stewardship to Implement Change; Reflective Practice, Receiving, Constructing, and Applying Knowledge; Constructivism; Diversity; Applied Research; Assessment that Supports Learning and Professional Practice; and Enhanced PK-Adult Student Learning.

WSC Support Personnel:

Dean of School of Education and Counseling

- Dr. Nicholas J. Shudak, Dean
Brandenburg 136
Email: nishudal@wsc.edu

Assistant to the Dean of School of Education and Counseling

- Dr. Mark Baron
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Office Assistant to the Dean of Education and Counseling

- Ms. Brook A. Jech, Office Assistant
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(402) 375-7164

Mentor for Facilitators and Community Coordinator

- Dr. Johanna Barnes
Brandenburg 121
Email: jobarne1@wsc.edu
(402) 375-7579

Continuing Education - Extended Campus Program Coordinator

- Ms. Becky Keen
College Center
Email: bekeen1@wsc.edu
(402) 241-6546

Continuing Education - Travel Expense Contact

- Ms. Shawna Messerlie
College Center 101 H
Email: shmesser1@wsc.edu
(402) 241-6400

COMMUNITY OF LEARNING PARTICIPANTS AND ROLES

Learners

The graduate students in this program are referred to as learners. As active, self-directed, adult learners (Knowles, 1980), they share in the responsibility for both learning and evaluation of learning along with the other learners and with guidance from the facilitators.

Facilitators

Instructors for the communities are referred to as Facilitators. Facilitators are guides of the constructivist learning process rather than deliverers of information. They collaborate with one another and the WSC Mentor to coordinate the learning experiences and guide the learners to develop their own professional development plans (Killion & Simmons, 1992).

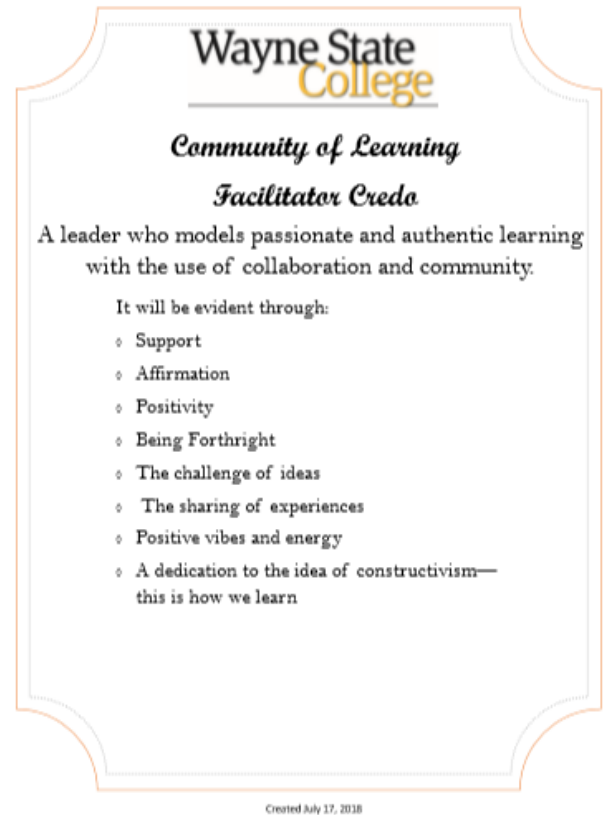
There are at least two Facilitators for each cohort/community. The combination includes one who is currently teaching or administrating in P-12 schools with an earned an MSE or terminal degree and one who may be currently teaching or administrating in P-12 or higher education with an earned terminal degree in education. Each co-facilitator team almost always includes one who has been through the program as a learner. A Facilitator must additionally hold or have professional license and/or record of professional exemplary experience in a teaching and/or human services related position.

The program fosters the development of each facilitator to support him/her in personally maintaining the highest level of facilitation skills possible for the transformational learning of the students/learners and self. Therefore, a transformational Community of Learning Facilitator demonstrates the credo (see right) which was created by the facilitators and mentors of the program and is reviewed and updated each year.

Facilitators have responsibilities in addition to the normal preparation and facilitation of the courses within the program and are therefore compensated for the additional facilitator duties above the graduate adjunct pay. Facilitators will need to adhere to practices with Learners and the Mentor specific to the uniqueness of this program as described below:

Facilitator responsibilities through work with the Learners:

- Adheres to the professional and quality standards of Wayne State College, communicating with learners the WSC requirements through mindfulness of role as an instructor/advocate of WSC
- Commits to maintaining the integrity of the Community of Learning Framework for the life of the Community assignment: twenty (20) monthly face-to-face Saturdays and interwoven online experiences
- Engages in planning with co-facilitator outside of Saturday meetings in order to be fully present with learners during face-to-face time
- Remains connected with learners throughout the month in Sakai
- Records grades for learners as determined by learners and advisory groups



Facilitator Additional Duties / Administrative Hours:

Summer/Fall Semester

- Monthly planning and agenda shared with mentor prior to weekend and reflection and discussion after
 - (5 hours/month =25 hours)
- Participation and sharing in facilitator development
 - 2-day facilitator development retreat prior to start of semester (8 hours/day = 16 hours)
 - Monthly facilitator development via Zoom (Aug-Nov or Sept-Dec) (2 hours/day = 8 hours)

Spring Semester

- Monthly planning and agenda shared with mentor prior to weekend and reflection and discussion after
 - (5 hours/month =25 hours)
- Participation and sharing in facilitator development meetings
 - Monthly facilitator development via Zoom (Jan-Apr) (2 hours/day = 8 hours)
 - End-of-year facilitator development in May via Zoom (2 hours)

WSC Mentor

Wayne State College will provide one full-time faculty member to serve as a liaison between the college and the communities. The focus of this individual is to provide emotional and intellectual support to the Facilitators and Learners of each cohort. This mentor will also work with the Additional Mentor (see section below). Compensation for the WSC mentor's administrative duties is worked out with the dean of the School of Education and Counseling.

- Co-facilitate the facilitator development retreats (summer -face-to-face and fall and spring -Zoom)
 - Create and facilitate activities to allow all Facilitators to understand, and determine how to facilitate, the key components of the program
 - Lead discussions with Facilitators on changes in books, activities, program requirements
 - Support the relationship building of true community between co-facilitators of each cohort as well as of all the facilitators with one another and with the mentor
- Communicate with facilitators prior to and after the Saturday meeting dates
 - Offer feedback to each team's agendas prior to each weekend meeting date
 - Give responses to each facilitator's reflections written after each weekend date
 - Ensure each cohort is operating in fidelity with the vision and philosophy of the Communities.
- Attend each community cohort throughout the program
 - Be present at the first or second meeting date
 - Attend each community cohort to facilitate the values process
 - Return to cohorts as needed to renew/review or support facilitators' and learners' adherence to the to the determined values and program requirements and needs
 - Fill in as needed when facilitators cannot be present
 - Attend each Capstone Fair as able due to scheduling
- Serve as the advisor for the graduate students within each of the communities
 - Recruit and communicate with each learner to welcome them to the program
 - Create Programs of Study for each learner
 - Approve elective courses for each learner
 - Read the Institutional Review Board proposals for each learner's Action Research studies
 - Read each Action Research Paper at the end of the learner's program

- Oversee the program development, continuous improvement, and assessment of this program with input of the facilitators and consultation with the dean of the School of Education and Counseling.

Additional Mentor

A co-mentor (serving part-time) is hired to co-facilitate the facilitator development as well as serve as mentor when the full-time faculty member/mentor is also serving as a co-facilitator for one of the Communities. The co-mentor will:

- Co-facilitate the facilitator development retreats (summer -face-to-face and fall and spring -Zoom)
 - Create and facilitate activities to allow all Facilitators to understand, and determine how to facilitate, the key components of the program
 - Lead discussions with Facilitators on changes in books, activities, program requirements
 - Support the relationship building of true community between co-facilitators of each cohort as well as of all the facilitators with one another and with the mentor
- Communicate with facilitators prior to and after the Saturday meeting dates
 - Offer feedback to each team's agendas prior to each weekend meeting date
 - Give responses to each facilitator's reflections written after each weekend date
 - Ensure each cohort is operating in fidelity with the vision and philosophy of the Communities.

Additional Mentor Additional Duties / Administrative Hours:

Summer

- Preparation and participation in summer facilitator development retreat
 - Preparation/planning with WSC mentor for 2-day facilitator development retreat (8 hours)
 - Co-facilitation of 2-day facilitator development retreat with WSC mentor (9 hours/day = 18 hrs)

Fall Semester

- Monthly communication with WSC mentor and co-facilitator prior to Saturday class meetings
 - Prior to weekend and reflection and discussion after (2 hours/month = 10 hours)
- Preparation with WSC mentor for monthly facilitator development
 - Monthly (Aug-Nov or Sept-Dec) (2 hours/month = 8 hours)
- Co-facilitation of facilitator development
 - Monthly via Zoom (Aug-Nov or Sept-Dec) (2 hours/month = 8 hours)

Spring Semester

- Monthly communication with WSC mentor and co-facilitator prior to Saturday class meetings
 - Prior to weekend and reflection and discussion after (2 hours/month = 10 hours)
- Preparation with WSC mentor for monthly facilitator development
 - Monthly (Jan-May) (2 hours/month = 10 hours)
- Co-facilitation of facilitator development
 - Monthly via Zoom (Jan-Apr) (2 hours/month = 8 hours)
 - End-of-Year via Zoom (May) (2 hours)

PROGRAM CONCEPTS

The courses are established for each semester, yet many of the concepts within them are threaded throughout the four semesters. The key concepts are listed below. See syllabi (Appendix J) for more information for each as well as additional concepts developed in each course.

| | | |
|--------------------------------|--------------------------------|--------------------------------|
| Community | Constructivism Learning Theory | Reflection/Reflective Practice |
| Diversity | Action Research | Communication |
| Ways of Knowing | Assessment and Grading | Values |
| Issues and Trends in Education | Inquiry | Differentiation |
| Collaboration | Technology | Leadership |
| Professional Development | Curriculum | Culturally Responsive Teaching |
| Social Aspects of Teaching | | |

Resources: Includes but not limited to - Duckworth, Dewey, Senge, Covey, Peck, Wheatley, Palmer, Garner, Glasser, Wiggins, Brooks, NBPTS, Wiggins, McTighe, Gay, Tatum, Delpit, Ladson-Billings, Hammond, Tomlinson, Gelb, Falk, Blumenrich, Johnson, Dweck, Smith

PROGRAM PRODUCTS

- Monthly Reflections (see page 13)
- Portfolio (see page 13)
- Professional Development Plan (PDP) (see page 13)
- Semester Validation (see page 14)
- Action Research File Paper (see page 14)
- Capstone Project (see page 14)

PROGRAM ASSESSMENT

Learners are assessed at the program level at the end of year one (fifteen credit hours), at the end of year two (thirty-six credit hours), and one year past graduation. A Survey Monkey questionnaire (see Appendix B), monitored by the School of Education Assistant to the Dean, is made available to each learner or graduate in late April of each year. Data from each Community is shared with the mentors and the specific facilitators for that community. Data for all Communities is reviewed by the mentors and facilitators during summer facilitator development and throughout the academic year as needed.

BOOK AND RESOURCES LIST

To support overall program fidelity, common books and resources are used by each community/cohort yet it is up to each to determine at what point in the program they will be used. The list is reviewed and updated together, annually by the mentors and facilitators. Facilitators, in consult with the mentors, may elect to add a text or additional resources. (See Appendix C for Required Book List and Appendix D for Required Resources List.)

PROGRAM COMPONENTS – UNIQUE TO THE COMMUNITY OF LEARNING FORMAT

Stages of Community

It is essential to develop a positive culture that supports those in the community. To promote learning within community, a foundational resource in this program is M. Scott Peck's Community Model taken from *The Different Drum*, Chapter IV, The Genesis of Community (1987, p. 77-106). Each community processes the Four Stages of Community: 1) Pseudocommunity, 2) Chaos, 3) Emptiness, and 4) Community) within the first semester of the program and revisits throughout the two-year program.

Advisory Groups

Diversity is a key concept and value of the program. In creating a community, it is important to value to diverse aspects of each individual – leading to the creation of Advisory Groups as a home base/support system for the learners (Collay, Dunlap, Enloe, and Gagnon, 1998). The creation of Advisory Groups is usually done during the first or second meeting date through a process that creates groups of 4-6 individuals who are as diverse as possible. Once created, these Advisory Groups meet during each Saturday meeting date, communicate between monthly meetings, and support one another in the Validation Process at the end of each of the four semesters.

Additional Groups

Throughout the two years, the facilitators will organize additional groups that will meet flexibly during the weekends: 1) Job-Alike groups = those with similar grade or content taught; 2) Generation Groups = gen x, gen y, etc.; 3) Flexible Interest Groups = randomly created groups based on the task and number of groups, or individuals in each group, needed; 4) Expert Groups = based on learner strengths; 5) Writing Groups = based on learner writing strengths; 6) Any additional grouping the community sees valuable for a learning experience.

Community Values

It is dependent upon all participants (learners and facilitators) to create a community of learning; therefore, it is essential that values are established unique to each community. This process occurs in the middle of the first year that the community meets. The Mentor for all communities is available to facilitate the process, as the facilitators are part of the community and must be part of establishing the values along with the learners. Together they work individually to create a list of what they need and are able to give so that all involved are successful in the program. The individual thoughts are then brought to the whole group for processing on which to include and define. From this process, each community creates value statements that all agree to. Use of the Values Handout and Values Process Posters guides the process for developing values (See Appendix E.)

Professional Practice Expectations

Attendance is required unless there is an extreme circumstance that has been discussed with the advisory group and facilitators. An activity to demonstrate that when someone is not "present" that voice is not heard, and the dynamics of the Community changes, will be facilitated for each Community. Each Community will then develop expectations and agree upon accountability for being "present" and how to "make up" time and activities (see questions below). Inability to demonstrate an agreed-upon level of professional practice may have an impact on semester grades and in extreme cases may result in recommendation for removal from program.

Each Community will discuss the following questions to determine Professional Practice:

How many times is it "acceptable" to miss?

For what reasons is it OK to miss?

What happens when "you" are gone?

Fair is not always equal--being said--what does that mean for "our" community?

What is professional disposition?

Reflective Practice through Monthly Reflections

Reflective Practice (Brooks, 1995) is a foundational component of the program. The purpose of the monthly reflection is designed to help each learner think deeply about the happenings in one's classroom/environment connected with the readings and activities from class. Reflections are about connections. Learners will reflect each month on the following prompts (or variations) as applicable:

What have I learned? How will I apply it?

Are my students' needs being met? How so?

How did/can I use the information/knowledge from the last class and from this month's online activities?

What connections have I made from what I've read or done?

How can I adapt an activity from this class to use in my classroom/environment?

What have I read or discussed with others that gave me an "a-ha" moment?

What am I still struggling to understand?

The monthly reflections are shared with Advisory Group members and facilitators each month. Facilitators give feedback that prompts learners for continued growth.

Problems of Practice

The framework is centered on elements that support the improvement of professional practice of the participants and the enhancement of learning of their PK-12 students or clients. Problems of practice are explored throughout and focused on specifically during the action research process.

Portfolio

Will include monthly reflections, PDP, drafts of Action Research Paper, etc. The goal is to show connection between what is being processed and learned in the program and the impact it is having on the learner's classroom or work environment. Each community can determine if the portfolio is paper, electronic, or a combination of the two.

Professional Development Plan

Each learner designs a plan of learning responsive to his/her own learning needs and interests. This Professional Development Plan (PDP) serves as the basis for the learner's reflection on progress and celebration/validation of learning. Components can include:

- Vision of the learner as part of the community
- Clear but flexible professional development goals
- Timeline of when goals will be addressed and achieved
- Evidence of a plan for acquiring knowledge and application
- Professional supports and resources

Semester Validation

With guidance from the facilitators, the learners of each community work together to create a rubric/scoring guide to assess learning for that semester. This may be done by each advisory group or by the community as a whole. Each learner then self-scores his/herself using the rubric/guide in preparation for meeting with his/her advisory group for the validation process. The validation process then includes a written reflection of semester growth and an exhibition, oral sharing of the learner's portfolio. Scoring, along with noted evidence of learning/growth and recommendations for improvement/growth, is recorded on the Validation Grade Sheet for each learner by another in the advisory group. Facilitators support the learners through this process and intervene only when necessary to mediate any disputes and/or dilemmas during this process. Facilitators record in the Wayne State College system the grade that is agreed upon by the learner with his/her advisory group and recorded on the Validation Grade Sheets. (See Semester Self-Reflection Form and Validation Grade Sheet Template in Appendix F.)

Action Research as Applied Research

Throughout the two years, learners develop and facilitate action research in their classrooms or workplaces. In the first year they explore issues or questions as part of each individual's goal for improved professional practice. As the required final research component of the program, each learner writes a file paper to document his/her Action Research study to include the following: Introduction, Review of Literature, Methodology, Findings, and Discussion (Johnson, 2009). This is the required component of EDU 693 Final Research. This final research requirement, the action research process and eventual paper, is guided and scored by the learner's co-facilitators.

The Application for Final Research (See Appendix G) is completed in the fall of year two.

The final research paper must be scored and placed on file with the Graduate Office and School of Education and Counseling Office 28 calendar days prior to the anticipated date of graduation. (See Appendix H for Final Research Project Approval/Signature Form, the scoring form used by the co-facilitators to evaluate the final research.

WSC Human Subjects Institutional Review Board (IRB) Application

At the end of the second semester, each learner will submit an application to the Wayne State College Human Subjects Instructional Research Board to obtain approval for the action research study. Johanna Barnes serves on the HSIIRB, so the applications can be sent directly to her for review. The signed permission from the school's administrator and special education director, giving their permission for the study to be completed in the school and with students with IEPs and 504 plans respectively, are required components of the application.

Capstone

At the conclusion of the program, learners will create a demonstration of learning that shows connection between what was learned/gained to what can be applied in his/her work setting.

- 1) Traditionally, each learner contributes his/her own learning alongside the other learners in that community. This is usually held as a Capstone Fair during the last month the community meets of year two. Family, colleagues, friends, and those interested in the program often attend to learn more from the learners' research findings and reflections/connections. The format for the Capstone Fair is decided by the learners – most often as a whole-group opening, a poster-session and/or small-group presentations, and a whole-group closing.
- 2) The facilitators and learners of each cohort may determine additionally how learners can share their research findings and program connections with specific audiences that can benefit from the information. This may include PLCs, school staff, parent groups, etc.

WSC GRADUATE PROGRAM REQUIREMENTS

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

- ___ Have a 2.75 or above undergraduate cumulative GPA upon admission OR earn a GPA of 3.0 or higher for the first nine (9) graduate hours completed at WSC.
- ___ Maintain a minimum 3.0 cumulative GPA in all graduate course work.
- ___ With your advisor and before completing 9 credit hours, complete the Program of Study form. Programs of Study are included in the Appendix of this document.

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 (C or above for each course).
- ___ As the Non-Thesis option, near the completion of 24 credit hours of course work, complete the MSE Non-Thesis Application for Final Research Requirement form. This form is included in the Appendix of this document.
- ___ The Final Research (Action Research) must be approved and placed on file in the Graduate Office no later than 28 calendar days before anticipated date of graduation. The Final Research must have a signed Approval/Signature Form attached to the front of the document. The Final Research Requirement Approval/Signature form is included in the Appendix of this document.
- ___ Submit an Application for Graduation to the Graduate Office no later than the end of the second week of the semester in which the student intends to graduate. The Application for Graduation is included in the Appendix of this document.

Final Research Requirement (Non-Thesis Option)

The Final Research Requirement is a graduation requirement for the Master of Science in Education (MSE) in Curriculum & Instruction-Instructional Leadership. All candidates in the Communities of Learning are required to submit a completed Action Research project.

The Final Research Requirement must demonstrate the candidate's abilities to meet all of the following criteria:

1. knowledge of research and the skills of inquiry;
2. depth of thought, organization, competence in the discipline and the ability to reflect on practice;
3. writing proficiency at the graduate level; and
4. address the meeting of the five Advanced Program Goals:
 - a. professional dispositions that pervade every aspect of their profession;
 - b. unique nature of individuals - cognitively, linguistically, socially, emotionally and physically;

- c. content required for their assigned position;
- d. effective strategies that foster engagement and build the relationships that lead to success; and
- e. professional responsibility and professional skills required for their position.

The journey of formulating and writing your research project begins with the facilitator. *However, the responsibility for this Final Research Requirement is that of the graduate student; the facilitator/advisor is the person who guides students through the process. Check with the Wayne State Faculty mentor concerning the requirements and details of the Final Research Requirement.*

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

Organization and Format of the Research for Action Research Projects

Within the final research choices (non-Thesis option) the following format is required:

1. Title Page
2. Introduction (may be titled Chapter 1)
 - a. Opening Paragraph
 - b. Significance of the Study
 - c. Statement of the Problem
 - d. Limitations of the Study
 - e. Definitions
3. Review of Literature (may be titled Chapter 2)
4. Methodology (may be titled Chapter 3)
 - a. Design of the Study (include IRB application processes here)
 - b. Description of the Population and Sample
 - c. Description of Data Collection Process, Instrument(s) and other Materials
 - d. Description Procedures to be Followed
 - e. Type of Data Evaluation (ex.: Quantitative-Statistics or Qualitative-Coding)
5. Analysis/Findings (may be titled Chapter 4)
6. Conclusions & 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 the candidate or their advisor desires to use an alternate format, they must seek written permission of the Dean of the School of Education and Counseling to do so.

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

Graduation

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

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

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

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

Appendix A – Overarching Syllabus



Master of Science Curriculum & Instruction-Instructional Leadership

Location # Community of Learning (Year 1-Year 2)

Facilitators:

Program of Study:

EDU 510 Culturally Responsive Teaching
 EDU 603 Intro. to Graduate Studies & Research
 EDU 626 Advanced Educational Psychology
 EDU 627 Current Issues and Trends in Education
 EDU 635 Differentiated Methodology
 EDU 651 Classroom Assessment

Mentor:

EDU 652 Instructional Theory & Practice
 EDU 658 Fund. of Curriculum Development
 EDU 674 History and Philosophy of Education
 EDU 693 Final Research

Specialty Work (6 credits of approved electives)

The **Location #** Community of Learning will utilize constructivist strategies to encourage, support, and foster effective education for future learners as they focus on the following pillars of this specific program:

- Community
- Constructivism
- Reflection
- Diversity
- Action Research

Mission Statement:

WSC Graduate Programs facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Graduate Program Principles:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practices and learn from experience.
- Teachers are members of learning communities.

The principles align with the five core propositions of the National Board for Professional Teaching Standards. NBPTS - National Board of Professional Teaching Standards: The Five Core Propositions.

Location # Community of Learning Outcomes:

Community of Learning Products:

- Monthly Reflections
- Portfolio
- Action Research File Paper
- Capstone project
- Semester Validations
- Professional Development Plan (PDP)
- Capstone Project
- Shared Community Values

Concepts for the Community of Learning:

- Collaboration
- Constructivism
- Action Research
- Portfolios
- Values
- Community Building
- Diversity
- Professional Development
- Leadership
- Assessment/Grading
- Literature Reviews
- Social/Academic Aspects
- Reflection
- Goal Setting
- Writing
- Conflict Resolution
- Program Validation
- Differentiation
- Technology
- Teaching Strategies
- Ways of Knowing
- Focus on Practice
- Future Plan

Appendix B – Program Assessment - Post Year 1, Year 1, and Graduation Questions in Survey Monkey

MSE - Curriculum & Instruction / Instructional Leadership Community of Learning Delivery Model

1. Select Your Community:

- West Point #1
 Fremont #10
 Grand Island #3
 South Sioux City #14
 Norfolk #5

2. Create your unique code (first two letters of your birth city, two digit birth month, and two digit birth date with no spacing in between; *for example, born in Wayne on June 15 would be wa0615*) enabling us to compare your program midpoint and endpoint responses *without* being able to identify you individually.

3. Evaluation of Program

Please rate each of the following statements on a scale of 1 = Strongly disagree to 4 = Strongly agree.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| The program content relates to program objectives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The program provides content that enables critical analysis and reflection. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The action research component of the program is useful and applicable to solving problems in my work setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The program content is challenging. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The assigned readings are useful and appropriate for the program and goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The time given to complete and return the assignments is adequate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The learning experiences are applicable to my classroom/work setting and assist me resolve problems of practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The program provides opportunities for learners to interact with and learn from each other. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Evaluation of Facilitators

Please rate each of the following statements on a scale from 1 = Strongly disagree to 4 = Strongly agree.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The facilitators demonstrate awareness of current issues and trends in education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The level of learner facilitator interaction supports and enhances the purpose of the program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitators are receptive to and encourage learners questions and participation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitators respond to questions clearly and constructively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitators are open to learner ideas and viewpoints. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitators model effective instructional strategies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitators provide learners with feedback to support learner growth. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the design and delivery of this program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Community of Learning MSE in C&I is valuable and one I would I would recommend to other educators. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Program strengths:

6. Program improvement recommendations:

7. Which is the most important aspect of the MSE Curriculum and Instruction--Instructional Leadership Community of Learning program? Please explain.

8. How has your experience in the program impacted your practice?

9. How has your participation in the program impacted your professional attitudes toward diversity?

10. How has your participation in the program impacted your professional attitudes toward community?

11. How has your participation in the program impacted your attitudes and abilities regarding research?

12. How has your participation in the program impacted your attitudes and abilities regarding reflection?

13. How do you believe your participation in the program impacted your students' learning?

14. How do you believe your participation in the program impacted your leadership ability?

15. Why did you decide to select the graduate program delivered through the Community of Learning delivery model?

16. What would you tell others about the *program* and the *Community of Learning delivery model*?

Appendix C – Required Book List

Community of Learning Book List

Courses Listed in Fall – Year 1







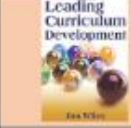
| Course | Text | Notes from Facilitator Dev. July 2017 | Notes added Summer 2018 | Notes from Facilitator Development May 1, 2019 | Notes To Add: |
|--|--|---|-------------------------|---|---|
| EDU 603 Introduction To Graduate Studies | Falk, B. & Blumenreich, M. (2005). <i>The Power of Questions: A guide to teacher and student research.</i> Portsmouth, NH ISBN-13: 978-0325008987 |  | Keep | Move to requiring in the fall semester of year one. | Keep using/requiring for learners. |
| | Johnson, A. P. (2009). <i>Action Research: What every teacher should know about it.</i> Portsmouth, NH: Heineman ISBN-13: 978-0137155842 |  | | Added to student book list. | Keep using/requiring for learners. We can talk more about if/how the use of this book is helping the learners. |
| | Dweck, C. (2006). <i>Mindset. The new psychology of success.</i> ISBN-13: 978-1400062751 |  | | | Keep using/requiring for learners. |
| | Gelb, M. (2000). <i>How to think like Leonardo da Vinci: 7 steps to genius every day.</i> |  | Keep | Recommend requiring for Year 1 Spring | Keep using/requiring for learners. |
| EDU 626 Advanced Educational Psychology | Brooks, J. & Brooks, M. (1999). <i>In search of understanding: The case for constructivist classrooms.</i> ISBN: 0130606626 |  | Keep | Keep | Keep using/requiring for learners. |
| EDU 674 History and Philosophy of Education | Smith, F. (1998). <i>The book of learning and forgetting.</i> ISBN: 080773750X |  | | Keep | Keep using/requiring for learners. |

Courses Listed in Spring – Year 1

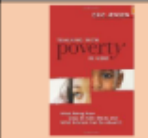

| | | | | | | |
|--|--|---|------|---|------------------------------------|--|
| EDU 627 Current Issues and Trends in Education | Mageria, J. (2016). <i>Courageous Edventures: Navigating Obstacles to Discover Classroom Innovation</i> (Corwin Teaching Essentials) 1st Edition |  | | New book that we want to purchase - will order copies for facilitators and place on book list moving forward to use/require for learners. | | |
| EDU 651 Assessment in the Classroom | Wormeli, R. (2006). <i>Fair isn't always equal: Assessing and grading in the differentiated classroom.</i> ISBN-13: 978-1571104243 |  | Keep | Keep | Keep using/requiring for learners. | |
| | Litty, D. & Grabelle, S. (2004). <i>The big picture: Education is everyone's business.</i> ISBN: 0871209713 |  | Keep | Keep | Keep using/requiring for learners. | |

Courses Listed in Fall – Year 2

| Course | Text | Notes from Facilitator Development July 2017 | Notes added Summer 2018 | Notes from Facilitator Development May 1, 2019 | Notes To Add: | |
|--|--|---|-------------------------|--|------------------------------------|--|
| EDU 652 Instructional Theory and Practice | Richhart, R., Church, M., & Morrison, K. (2011). <i>Making thinking visible: How to promote engagement, understanding, and independence for all learners.</i> ISBN: 047091551X |  | Keep | Keep | Keep using/requiring for learners. | |

| Courses Listed in Fall – Year 2 continued | | | | | | |
|--|---|--|------|------|---|--|
| | <p>Choose 1 of the following:</p>  <p><i>Teaching Smarter with the Brain in Focus</i> by Sarah Armstrong ISBN - 10: 0545021200</p>  <p><i>Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School</i> by John Medina ISBN-13: 978-0983263371 ISBN-10: 098326337X</p>  <p><i>The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults</i> by Frances E. Jensen with Amy Ellis Nutt ISBN: 978-0-06-206784-5</p>  <p><i>The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science</i> by Norman Doidge ISBN: 978-0-670-03830-5 ISBN: 978-0-14-311310-2</p>  <p><i>Why Zebras Don't Get Ulcers</i> by Robert M. Sapolsky ISBN-13: 978-0-8050-7369-0 ISBN-10: 0-8050-7369-8</p>  <p><i>The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning</i> by James E. Zull ISBN-13: 978-1579220549 ISBN-10: 1579220541</p> | | | | Continue with Choice | |
| EDU 658 Fundamentals of Curriculum Development Pk-16 | Wiles, J. (2008). Leading curriculum development. ISBN-13: 978-1412961417 |  | Keep | Keep | Keep using/requiring for learners. | |
| EDU 635 Differentiated Methodology | | | | | TBD - we discussed having a list of choice books like we did for the brain. | |

Courses Listed in Spring – Year 2

| | | | | | | |
|---|--|---|------|------|------------------------------------|--|
| EDU 510 Culturally Responsive Teaching | Jensen, E. (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. ISBN: 1416608842 |  | Keep | Keep | Keep using/requiring for learners. | |
| EDU 693 Final Research | APA Manual ISBN: 1433805618 |  | Keep | Keep | Keep for facilitators. | |

Books to have available for Facilitators as Resources - some *may* be used per individual Communities per discretion of facilitators

| | | | | | | |
|--|---|---|--|-------------------------------------|---|--|
| | Creswell, J.W. (2018). Research design: Qualitative, Quantitative, and Mixed Methods Approaches ISBN-13: 978-1452226101 |  | Provide for facilitators as resource. | Order 5th editions for new faculty. | Keep for facilitators. | |
| | Mertler, C. (2017). Action research: Improving schools and empowering educators 5 th edition. ISBN-13: 978-1483389059 |  | Provide for facilitators as resource. | Keep for facilitators. | Keep for facilitators. | |
| | McBride, W. (1997). Entertaining an elephant. ISBN-13: 978-0965625401 |  | Have a copy for each facilitator to use as desired. | Keep for facilitators. | Keep for facilitators. | |
| | Day, C. (2004). A passion for teaching. ISBN: 1412960134 |  | Keep for facilitators South Sioux City 14 using in spring | Keep for facilitators | Keep for Facilitators SSC 14 is having learners purchase and use. | |
| | Digh, P. (2008). Life is a verb: 37 days to wake up, be mindful, and live intentionally. ISBN-13: 978-1599212951 |  | | Norfolk 5 is using in Fall | Keep for Facilitators Norfolk 5 is having learners purchase and use. | |

Appendix D – Required Reading List

- M Scott Peck
 - Chapter 4 - Stages of Community Making from The Different Drum (1998)
- Geneva Gay
 - Chapter 2 - Pedagogical Potential of Cultural Responsiveness (2010)
 - Teaching to and Through Cultural Diversity (2013)
- Lisa Delpit
 - Ch 4 Warm Demanders (2012)
 - Education in a Multicultural Society (2006)
- Beverly Daniel Tatum - Why Are All the Black Kids Sitting Together (1997)
 - Ch 4 – Identity Development in Adolescence – *“Why are all the black kids sitting together?”*
 - Ch 6 – Development of White Identity – *“I’m not ethnic; I’m just normal.”*
- Gloria Ladson Billings
 - But That’s Just Good Teaching (1995)
 - Pedagogy of Poverty (2014)
- Carol Ann Tomlinson
 - Varied resources related to differentiation

Appendix E – Values Handout and Values Process Posters

Values

The following has been taken from

7 Steps to Discover Your Personal Core Value by Scott Jeffrey and

What Are Your Values? Deciding What's Most Important in Life from MindTools

How would you define your values?

Before you answer this question, you need to know what, in general, values are.

Your values are the things that you believe are important in the way you live and work.

They (should) determine your priorities, and, deep down, they're probably the measures you use to tell if your life is turning out the way you want it to.

When the things that you do and the way you behave match your values, life is usually good – you're satisfied and content. But when these don't align with your personal values, that's when things feel... wrong. This can be a real source of unhappiness.

This is why making a conscious effort to identify your values is so important.

Why Personal Core Values Are Important

Values are a part of us. They highlight what we stand for. They can represent our unique, individual essence.

Values guide our behavior, providing us with a personal code of conduct.

When we honor our personal core values consistently, we experience fulfillment.

When we don't, we are incongruent and are more likely to escape into bad habits and regress into childish behavior to uplift ourselves.

Defining Your Values

When you define your personal values, you discover what's truly important to you. A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices.

Step 1: Identify the times when you were happiest

Find examples from both your career and personal life. This will ensure some balance in your answers.

- What were you doing?
- Were you with other people? Who?
- What other factors contributed to your happiness?

Step 2: Identify the times when you were most proud

Use examples from your career and personal life.

- Why were you proud?
- Did other people share your pride? Who?
- What other factors contributed to your feelings of pride?

Step 3: Identify the times when you were most fulfilled and satisfied

Again, use both work and personal examples.

- What need or desire was fulfilled?
- How and why did the experience give your life meaning?
- What other factors contributed to your feelings of fulfillment?

It's also helpful to think about...

Suppressed Values

Now, go in the opposite direction;

- Consider a time when you got angry, frustrated, or upset.
- What was going on? What were you feeling? Now flip those feelings around.
- What value is being suppressed?

Step 4: Determine your top values, based on your experiences

Why is each experience truly important and memorable? Use the following sample from a list of common personal values to help you get started – and aim for about 10 top values. (As you work through, you may find that some of these naturally combine. For instance, if you value philanthropy, community, and generosity, you might say that service to others is one of your top values.)

| | | |
|-----------------|---------------------|---------------------|
| Accountability | Excellence | Perfection |
| Accuracy | Excitement | Piety |
| Achievement | Expertise | Positivity |
| Adventurousness | Exploration | Practicality |
| Altruism | Expressiveness | Preparedness |
| Ambition | Fairness | Professionalism |
| Assertiveness | Faith | Prudence |
| Balance | Family-orientedness | Quality-orientation |
| Being the best | Fidelity | Reliability |
| Belonging | Fitness | Resourcefulness |
| Boldness | Fluency | Restraint |
| Calmness | Focus | Results-oriented |
| Carefulness | Freedom | Rigor |
| Challenge | Fun | Security |



Stop here!

Now, create a list of your top *up to 10* personal values, which may or may not have overlap in what you might consider in your top *up to 10* professional values. Take a little time to make a list for each – personal and professional that you will share out with the others in your community.

If you would like to continue the development of your personal values later for yourself, there are two final steps on the last page.

Step 5: Prioritize your top values

This step is probably the most difficult, because you'll have to look deep inside yourself. It's also the most important step, because, when making a decision, you'll have to choose between solutions that may satisfy different values. This is when you must know which value is more important to you.

- Write down your top values, not in any particular order.
- Look at the first two values and ask yourself, "If I could satisfy only one of these, which would I choose?" It might help to visualize a situation in which you would have to make that choice. For example, if you compare the values of service and stability, imagine that you must decide whether to sell your house and move to another country to do valuable foreign aid work, or keep your house and volunteer to do charity work closer to home.
- Keep working through the list, by comparing each value with each other value, until your list is in the correct order.

Step 6: Reaffirm your values

Check your top-priority values, and make sure that they fit with your life and your vision for yourself.

- Do these values make you feel good about yourself?
- Are you proud of your top three values?
- Would you be comfortable and proud to tell your values to people you respect and admire?
- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?

When you consider your values in decision making, you can be sure to keep your sense of integrity and what you know is right, and approach decisions with confidence and clarity. You'll also know that what you're doing is best for your current and future happiness and satisfaction.

Making value-based choices may not always be easy. However, making a choice that you know is right is a lot less difficult in the long run.

Key Points

Identifying and understanding your values is a challenging and important exercise. Your personal values are a central part of who you are – and who you want to be. By becoming more aware of these important factors in your life, you can use them as a guide to make the best choice in any situation.

Some of life's decisions are really about determining what you value most. When many options seem reasonable, it's helpful and comforting to rely on your values – and use them as a strong guiding force to point you in the right direction.

Community Values

What do you **NEED** to be successful in this master's degree program?

What are you **WILLING TO GIVE** to the members of this community?

Community Values

Strongly Disagree

I do not agree with having this as a value. I need to hear more about the definition and thoughts others have as to its support for our working and learning together. I will work with this group to identify our list of concerns, complete with rationale.

Community Values

Disagree

I do not think this word is a value. Therefore, I am not sure where I belong, so I am here to listen for clarification.

I will ask my questions as we go on with the process.

Community Values

Strongly Agree

This is a very necessary value for me. I need it in order to be a successful learner.

I think it will help others if I provide this for them. Therefore, I am in this corner to help develop a definition for this value.

Community Values

Agree

I think this will be a useful value for us once we have defined it as a support for our success. However, I would like to share a minor reservation about the term. Therefore, I will work with this team to develop a definition once I have shared my concern.

Appendix F - Semester Self-Reflection Form



Curriculum & Instruction-Instructional Leadership
Community # Community of Learning
Self-reflection ~ Semester Year

Name of Member: _____

Where I was...

Where I am now...

Where I'm going...

Appendix G - Semester Validation Grade Sheet Template



Curriculum & Instruction-
Instructional Leadership

Name and # Community of Learning

Semester/Year Grades to Reflect Evidence of Learning

Name of Learner:

Based upon the demonstration of learning from this semester, the consensus of the advisory group is that this learner has earned the following grades:

| | | |
|---------|-----------------|-------|
| EDU ### | Title of Course | _____ |
| EDU ### | Title of Course | _____ |
| EDU ### | Title of Course | _____ |

Evidence of Growth, and Suggestions for Improvement, are listed below:

Advisory group signatures:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Semester/Year

Appendix H – MSE Non-Thesis Application for Final Research Requirement



MSE Non-Thesis Application for Final Research Requirement

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

STUDENT NAME

STUDENT ID NO

ADDRESS Street Address/P. O. Box
City, State ZIP CODE

EMAIL ADDRESS

CURRICULUM & INSTRUCTION EMPHASIS

ADVISOR'S NAME

ANTICIPATED DATE OF GRADUATION

Final Graduate Comprehensive Examination
Comprehensive Examination Date

Final Research Paper
Title of Research Paper

Final Research Project
Title of Project
Action Research (requires Human Subjects Institutional Review Board (HSIRB) Application form)
Date approved by HSIRB Council

Student Signature Date

Advisor Signature Date

Appendix I – Final Research Project Approval/Signature Form



**Final Research Project
Approval/Signature Form**

STUDENT NAME (Please type or print)

FINAL RESEARCH REQUIREMENT EVALUATION COMPLETED BY THE FACILITATOR

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

meets program requirements and accepted

Facilitator

Date

Facilitator

Date

Facilitator

Date

Appendix J – Syllabi for Each Course

Fall Year One – EDU 603, EDU 626, EDU 674

EDU 603 Introduction to Graduate Studies and Research

Wayne State College

Fall Year One

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:

Phone:



Catalog/Course Description:

This is an introductory course recommended as the first course for graduate students. The course is designed to provide graduate students with a foundation for their degree program. Expectations for graduate programs will be addressed, including the Program of Study (an important document required of each graduate student). Beginning graduate students will develop a practical knowledge and application of basic types of research, as well as basic research tools and skills that will be helpful to them throughout their program. Graduate students will create a research plan and write a review of literature (paper.) Students will create appropriate survey and interview questions, develop a beginning understanding of educational statistics, and the process for developing a research proposal including Institutional Review Board requirements and application processes.

Required Textbooks:

Dweck, C. (2016). *Mindset: The new psychology of success*. New York, NY: Penguin Random House.

Falk, B. and Blumenreich, M. (2005). *The Power of Questions A Guide to Teacher and Student Research*. Portsmouth, NH: Heinemann.

Gelb, M. (2000). *How to think like Leonardo da Vinci: Seven steps to genius every day*.

Johnson, A.P. (2009). *Action research: What every teacher should know about it*. Portsmouth, NH: Heineman.

Additional Resources (recommended, but not required): Publication manual of the American Psychological Association (6th addition is the most current) or a pocketbook style booklet regarding general writing and APA citations. Many small writing style booklets are available, inexpensively, at bookstores or on-line. These should also be available through your local library or WSC's Conn Library. APA formatting guides also available at:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Mission Statement

The mission of the unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

1. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
2. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
3. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
4. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
5. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
6. We believe professional educators demonstrate a caring attitude for all people.
7. We believe professional educators value diversity.
8. We believe professional educators provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional educators continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effect on the learning of all students. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
9. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- Understand the program of study and expectations in the MSE in Instructional Leadership (NBPTS 4,5); (InTASC 9,10)
- Identify different research paradigms (qualitative, quantitative, mixed methods) (NBPTS 4,5); (InTASC 9,10)
- Identify data collection methods relevant to teacher action research (NBPTS 4,5); (InTASC 9,10)
- Identify a problem of practice for action research project (NBPTS 4,5); (InTASC 9,10)
- Outline a review of the published literature pertaining to his/her action research (NBPTS 4,5); (InTASC 9,10)

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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| National Board for Professional Teaching Standards Core Propositions (NBPTS) |
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| https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
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| 1. Teachers are committed to students and their learning. |
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| 2. Teachers know the subjects they teach and how to teach those subjects to students. |
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| 3. Teachers are responsible for managing and monitoring student learning. |
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| 4. Teachers think systematically about their practice and learn from experience. |
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| 5. Teachers are members of learning communities. |
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| InTASC Model Core Teaching Standards |
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| https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
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| 1. Learner Development |
| 2. Learning Differences |
| 3. Learning Environment |
| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion
- Speaker presentations
- Peer review of work
- Video analysis
- Etc.

Course Policies

- Attendance is crucial, both in the face-to-face meetings and in the online component. Learners are entitled to hear from more than one voice and to have their voice heard as well.
- The instructors reserve the right to change course content in any manner deemed appropriate to meet professional or student needs and requirements.
- Incompletes are not given except in rather unusual or extenuating circumstances as determined by the instructors.

Course Evaluation

- In order to model constructivist principles, a portfolio is the main assessment. Students are given the outcomes of the Community of Learning program and must validate their learning through these outcomes. Assessments are based on rubrics and are developed based on data gathered from learners.
- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

Wayne State College provides an array of services to assist students, including the US Conn Library and computer labs located across campus. Valerie Knight at Conn Library is a specialist in assisting students with online education. She can be contacted at 402-375-7443 or vaknight1@wsc.edu.

The Holland Academic Success Center provides assistance in career planning, goal setting, personality assessment, stress management, and individual and group counseling. They can be contacted at 402-375-7496 or by emailing Nancy Travnicek at natravnl@wsc.edu.

The college's Certification Office can provide assistance with any teacher or administrative certification questions. Contact Phyllis Spethman in the Field Experience & Certification Office at 402-375-7373 or phspeth1@wsc.edu.

Disabilities Accommodations (ADA Policy):

NOTE: In accordance with federal law, it is Wayne State College policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Disabilities Services Coordinator by phone at (402) 375-7321 or in person at the Disability Services Program in the Counseling Center located in the Student Center, Room 103.

Technical Support:

Students should access WSC SAKAI courses via eCampus, the college's electronic portal. Your User Name is the same as your WSC network login – the first two letters of your first name, the first four letters of your last name, and a two-digit number, usually 01 unless there is more than one person with the same or similar name. Then, it may become 02, 03, etc.

For new users, the password is sent to you by the college upon your admission to graduate studies. If you have problems logging in or any technical problems, contact the WSC Help Desk at 375-7107, e-mail at helpdesk@wsc.edu, or at https://www.wsc.edu/sakai_help. If you are having problems with the SAKAI learning management software, you can also find assistance via a link for Online Student Resources in any SAKAI course.

EDU 626 Advanced Educational Psychology
Wayne State College
 Fall Year One

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:**Phone:****Catalog/Course Description:**

A study of theories of learning and motivation, conditions and processes of affective, and psychomotor learning; personal qualities of a teacher; the teaching process, classroom management; teaching the exceptional learner; and the role of evaluation in learning and teaching. cognitive,

Required Textbooks:

Brooks, J. & Brooks, M. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: ASCD.

Jensen, E. (2010). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

Mission Statement

The mission of the unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

10. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
11. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
12. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
13. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
14. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
15. We believe professional educators demonstrate a caring attitude for all people.
16. We believe professional educators value diversity.
17. We believe professional educators provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional educators continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effect on the learning of all students. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
18. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- Apply concepts of educational psychology (including, but not limited to, motivation, learning conditions, personal qualities of a teacher, classroom management, child and adolescent development, exceptionality, and instructional design (NBPTS 1,4,5); (InTASC 1,2,9,10)
- Describe a range of theories of learning (with a focus on constructivism) and describe their application in the classroom (NBPTS 1,4); (InTASC 1,2,9)
- Explain how the institution of school fosters and constrains different approaches to learning (NBPTS 1,4); (InTASC 1,2,9)
- Articulate ways in which a teacher can promote a constructivist approach to learning in his/her classroom (NBPTS 1,2,4,5); (InTASC 3,5,7,8)
- Integrate the theories of learning into the planning of a curriculum unit, beginning with the goals and working backward (NBPTS 1,4); (InTASC 1,2,9)
- Explain the importance in and role of reflection in learning (NBPTS 1,2,3); (InTASC 1,2,3,6,7,8)

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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| National Board for Professional Teaching Standards Core Propositions (NBPTS) |
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| https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
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| |
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| 1. Teachers are committed to students and their learning. |
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| 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| 3. Teachers are responsible for managing and monitoring student learning. |
| 4. Teachers think systematically about their practice and learn from experience. |
| 5. Teachers are members of learning communities. |

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|---|
| InTASC Model Core Teaching Standards |
| https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
| 1. Learner Development |
| 2. Learning Differences |
| 3. Learning Environment |
| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion
- Speaker presentations
- Peer review of work
- Video analysis
- Etc.

Course Policies

- Attendance is crucial, both in the face-to-face meetings and in the online component. Learners are entitled to hear from more than one voice and to have their voice heard as well.
- The instructors reserve the right to change course content in any manner deemed appropriate to meet professional or student needs and requirements.
- Incompletes are not given except in rather unusual or extenuating circumstances as determined by the instructors.

Course Evaluation

- In order to model constructivist principles, a portfolio is the main assessment. Students are given the outcomes of the Community of Learning program and must validate their learning through these outcomes. Assessments are based on rubrics and are developed based on data gathered from learners.
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- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

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For new users, the password is sent to you by the college upon your admission to graduate studies. If you have problems logging in or any technical problems, contact the WSC Help Desk at 375-7107, e-mail at helpdesk@wsc.edu, or at https://www.wsc.edu/sakai_help. If you are having problems with the SAKAI learning management software, you can also find assistance via a link for Online Student Resources in any SAKAI course.

EDU 674 History and Philosophy of Education **Wayne State College** Fall Year One

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:

Phone:

Catalog/Course Description:

Philosophies and theories underlying the American educational system. An analysis of the differing philosophies of education and their implications for education in a democratic society.



Required Textbooks:

Smith, F. (1998). *The book of learning and forgetting*. Teacher College Press.

Additional Resources (recommended, but not required): Publication manual of the American Psychological Association (6th addition is the most current) or a pocketbook style booklet regarding general writing and APA citations. Many small writing style booklets are available, inexpensively, at bookstores or on-line. These should also be available through your local library or WSC's Conn Library. APA formatting guides also available at: <https://owl.english.purdue.edu/owl/resource/560/01/>

Mission Statement

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Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

19. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
20. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
21. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
22. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
23. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
24. We believe professional educators demonstrate a caring attitude for all people.
25. We believe professional educators value diversity.
26. We believe professional educators provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional educators continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effect on the learning of all students. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
27. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- Describe how curriculum aims and pedagogies have evolved in the United States since the establishment of compulsory public schooling (NBPTS 4,5); (InTASC 9,10)
- Describe the sociopolitical influences on the work of teachers and schools (NBPTS 4,5); (InTASC 9,10)
- Explore current movements to reform and/or transform schools (NBPTS 4,5); (InTASC 9,10)
- Identify the undergirding ideologies of curriculum and school reform efforts (NBPTS 4,5); (InTASC 9,10)
- Describe the situated sociopolitical, cultural, economic, and geographic influences on their own work as teachers (NBPTS 4,5); (InTASC 9,10)
- Articulate an action plan for influencing policy in their local contexts (NBPTS 4,5); (InTASC 9,10)

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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|--|
| National Board for Professional Teaching Standards Core Propositions (NBPTS) https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
| 1. Teachers are committed to students and their learning. |
| 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| 3. Teachers are responsible for managing and monitoring student learning. |
| 4. Teachers think systematically about their practice and learn from experience. |
| 5. Teachers are members of learning communities. |

| |
|--|
| InTASC Model Core Teaching Standards https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
| 1. Learner Development |
| 2. Learning Differences |
| 3. Learning Environment |
| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion
- Speaker presentations
- Peer review of work
- Video analysis
- Etc.

Course Policies

- Attendance is crucial, both in the face-to-face meetings and in the online component. Learners are entitled to hear from more than one voice and to have their voice heard as well.
- The instructors reserve the right to change course content in any manner deemed appropriate to meet professional or student needs and requirements.
- Incompletes are not given except in rather unusual or extenuating circumstances as determined by the instructors.

Course Evaluation

- In order to model constructivist principles, a portfolio is the main assessment. Students are given the outcomes of the Community of Learning program and must validate their learning through these outcomes. Assessments are based on rubrics and are developed based on data gathered from learners.
- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

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Technical Support:

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For new users, the password is sent to you by the college upon your admission to graduate studies. If you have problems logging in or any technical problems, contact the WSC Help Desk at 375-7107, e-mail at helpdesk@wsc.edu, or at https://www.wsc.edu/sakai_help. If you are having problems with the SAKAI learning management software, you can also find assistance via a link for Online Student Resources in any SAKAI course.

Spring Year One – EDU 627, EDU 651

EDU 627 Current Issues and Trends in Education
Wayne State College
 Spring Year One

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:**Phone:****Catalog/Course Description:**

This is an introductory course recommended as the first course for graduate students. The course is designed to provide graduate students with a foundation for their degree program. Expectations for graduate programs will be addressed, including the Program of Study (an important document required of each graduate student). Beginning graduate students will develop a practical knowledge and application of basic types of research, as well as basic research tools and skills that will be helpful to them throughout their program. Graduate students will create a research plan and write a review of literature (paper.) Students will create appropriate survey and interview questions, develop a beginning understanding of educational statistics, and the process for developing a research proposal including Institutional Review Board requirements and application processes.

Required Textbooks:

Magiera, J. (2016). *Courageous Edventures*. Thousand Oaks, CA: Corwin.

Mission Statement

The mission of the unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

28. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
29. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
30. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
31. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
32. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
33. We believe professional educators demonstrate a caring attitude for all people.
34. We believe professional educators value diversity.
35. We believe professional educators provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional educators continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effect on the learning of all students. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
36. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- Read educational literature to research concepts which contribute influence (historically and currently) on education (NBPTS 2, 4, 5); (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Analyze educational literature to discuss trends emerging from the classroom and issues related to those trends (NBPTS 2, 4, 5); (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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| National Board for Professional Teaching Standards Core Propositions (NBPTS) https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
| 1. Teachers are committed to students and their learning. |
| 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| 3. Teachers are responsible for managing and monitoring student learning. |
| 4. Teachers think systematically about their practice and learn from experience. |
| 5. Teachers are members of learning communities. |

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| InTASC Model Core Teaching Standards https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
| 1. Learner Development |
| 2. Learning Differences |
| 3. Learning Environment |
| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion
- Speaker presentations
- Peer review of work
- Video analysis
- Etc.

Course Policies

- Attendance is crucial, both in the face-to-face meetings and in the online component. Learners are entitled to hear from more than one voice and to have their voice heard as well.
- The instructors reserve the right to change course content in any manner deemed appropriate to meet professional or student needs and requirements.
- Incompletes are not given except in rather unusual or extenuating circumstances as determined by the instructors.

Course Evaluation

- In order to model constructivist principles, a portfolio is the main assessment. Students are given the outcomes of the Community of Learning program and must validate their learning through these outcomes. Assessments are based on rubrics and are developed based on data gathered from learners.
- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

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Technical Support:

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For new users, the password is sent to you by the college upon your admission to graduate studies. If you have problems logging in or any technical problems, contact the WSC Help Desk at 375-7107, e-mail at helpdesk@wsc.edu, or at https://www.wsc.edu/sakai_help. If you are having problems with the SAKAI learning management software, you can also find assistance via a link for Online Student Resources in any SAKAI course.

EDU 651 Classroom Assessment
Wayne State College
 Spring Year One

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:**Phone:****Catalog/Course Description:**

This is an introductory course recommended as the first course for graduate students. The course is designed to provide graduate students with a foundation for their degree program. Expectations for graduate programs will be addressed, including the Program of Study (an important document required of each graduate student). Beginning graduate students will develop a practical knowledge and application of basic types of research, as well as basic research tools and skills that will be helpful to them throughout their program. Graduate students will create a research plan and write a review of literature (paper.) Students will create appropriate survey and interview questions, develop a beginning understanding of educational statistics, and the process for developing a research proposal including Institutional Review Board requirements and application processes.

Required Textbooks:

Littky, D. (2004). *The big picture: Education is everyone's business*. Alexandria, VA: ASCD.

Wormeli, R. (2018). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse Publishers.

Additional Resources (recommended, but not required): Publication manual of the American Psychological Association (6th addition is the most current) or a pocketbook style booklet regarding general writing and APA citations. Many small writing style booklets are available, inexpensively, at bookstores or on-line. These should also be available through your local library or WSC's Conn Library. APA formatting guides also available at: <https://owl.english.purdue.edu/owl/resource/560/01/>

Mission Statement

The mission of the unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

37. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
38. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
39. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
40. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
41. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
42. We believe professional educators demonstrate a caring attitude for all people.
43. We believe professional educators value diversity.
44. We believe professional educators provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional educators continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effect on the learning of all students. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
45. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, "real world" approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

Establishing the ability to apply varied and suitable student assessment and evaluation strategies to teaching by:

- describing the connections among curriculum, teaching, and assessment
 - deliberating broader context regarding testing
 - selecting assessment approaches appropriate for instructional decision-making and planning
 - developing assessment strategies which provide for the needs of dissimilar learners and demonstrate culturally receptive teaching and global awareness
- (NBPTS 1, 3); (InTASC 1, 2, 5, 6, 7, 8)

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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| National Board for Professional Teaching Standards Core Propositions (NBPTS) |
| https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
| 1. Teachers are committed to students and their learning. |
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| 4. Teachers think systematically about their practice and learn from experience. |
| 5. Teachers are members of learning communities. |

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| InTASC Model Core Teaching Standards |
| https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
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| 3. Learning Environment |
| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion
- Speaker presentations
- Peer review of work
- Video analysis
- Etc.

Course Policies

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Course Evaluation

- In order to model constructivist principles, a portfolio is the main assessment. Students are given the outcomes of the Community of Learning program and must validate their learning through these outcomes. Assessments are based on rubrics and are developed based on data gathered from learners.
- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

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Technical Support:

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For new users, the password is sent to you by the college upon your admission to graduate studies. If you have problems logging in or any technical problems, contact the WSC Help Desk at 375-7107, e-mail at helpdesk@wsc.edu, or at https://www.wsc.edu/sakai_help. If you are having problems with the SAKAI learning management software, you can also find assistance via a link for Online Student Resources in any SAKAI course.

Fall Year Two – EDU 652, EDU 658, EDU 635

EDU 652 Instructional Theory and Practice Wayne State College Fall Year Two

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:

Phone:



Catalog/Course Description:

This class is designed to acquaint students with the latest research related to instructional theory, and further, to create opportunities for teachers to try new instructional approaches. The course surveys systems that teachers may use to assess the pros and cons of various instructional approaches.

Required Textbooks:

Richhart, R., Church M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

Mission Statement

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Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

46. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
47. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
48. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
49. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
50. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.

- 51. We believe professional educators demonstrate a caring attitude for all people.
- 52. We believe professional educators value diversity.
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- 54. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- discover new ways of thinking
- uncover their own hidden intelligence and abilities
- pursue their own questions to foster understanding, refresh and strengthen their teaching practices, and reshape their curriculum in the best interests of their students
- unpack their thinking in order to move beyond memorization, work and activity
- implement routines that promote and nurture thinking within their students and put thinking at the center of the educational enterprise
- incorporate what they know about learning and the brain to structure engaging and interactive lessons that spark and promote lifelong learning

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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| National Board for Professional Teaching Standards Core Propositions (NBPTS) https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
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| 5. Teachers are members of learning communities. |

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| InTASC Model Core Teaching Standards https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
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| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion

- Speaker presentations
- Peer review of work
- Video analysis
- Etc.

Course Policies

- Attendance is crucial, both in the face-to-face meetings and in the online component. Learners are entitled to hear from more than one voice and to have their voice heard as well.
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Course Evaluation

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- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

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EDU 658 Fundamentals of Curriculum Development PK-16
Wayne State College
 Fall Year Two

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:**Phone:****Catalog/Course Description:**

This is an introductory course recommended as the first course for graduate students. The course is designed to provide graduate students with a foundation for their degree program. Expectations for graduate programs will be addressed, including the Program of Study (an important document required of each graduate student). Beginning graduate students will develop a practical knowledge and application of basic types of research, as well as basic research tools and skills that will be helpful to them throughout their program. Graduate students will create a research plan and write a review of literature (paper.) Students will create appropriate survey and interview questions, develop a beginning understanding of educational statistics, and the process for developing a research proposal including Institutional Review Board requirements and application processes.

Required Textbooks:

Wiles, J. (2009). *Leading Curriculum Development*. Thousand Oaks, CA: Corwin Press.

Mission Statement

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Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

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63. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- Understand the constructivist approach to curriculum design (i.e., Wiggins & McTighe’s backward design).
- Apply understanding of constructivist curriculum design to lesson planning.
- Identify and integrate scaffolded supports for learning throughout a unit of study.
- Articulate the big ideas of current curriculum policy on national, state, and local levels, and offer critiques of these policies based on theory and evidence of practice.

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Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups

- Discussion
- Speaker presentations
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- Video analysis
- Etc.

Course Policies

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Grading Scale

A, B, C, F

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EDU 635 Differentiated Methodology
Wayne State College
 Fall 2019

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:**Phone:**

Learning.

Catalog/Course Description:

Prerequisites: Admission to Curriculum and Instruction MSE: Community of Exploration of differentiated lesson planning and unit designs within all content areas.

Required Textbooks:

Learner choice – Required Author: Carol Ann Tomlinson

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Philosophy

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69. We believe professional educators demonstrate a caring attitude for all people.

70. We believe professional educators value diversity.
71. We believe professional educators provide experiences and assessments that facilitate the developmental growth of all people they contact. To this end, professional educators continually plan and implement assessment strategies that serve to evaluate student development. In addition, they assess their own work and its effect on the learning of all students. They systematically inquire and reflect, using assessment feedback, to improve their own performance.
72. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

- Define the elements of differentiation
- Evaluate your current beliefs and practices in light of the DI model and philosophy
- Create, Implement, and Reflect on Impact of Differentiated Lesson Plans
- Create, Implement, and Reflect on Impact of Differentiated Evaluations

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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| National Board for Professional Teaching Standards Core Propositions (NBPTS) |
| https://www.ctuf.org/wp-content/uploads/2016/08/Five-Core-Propositions.pdf |
| 1. Teachers are committed to students and their learning. |
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| 5. Teachers are members of learning communities. |

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| https://www.ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf |
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| 4. Content Knowledge |
| 5. Application of Content |
| 6. Assessment |
| 7. Planning for Instruction |
| 8. Instructional Strategies |
| 9. Professional Learning and Ethical Practice |
| 10. Leadership and Collaboration |

Instructional Activities and Methods

- Professional reading
- Scholarly writing
- Cooperative groups
- Discussion
- Speaker presentations
- Peer review of work
- Video analysis

- Etc.

Course Policies

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Course Evaluation

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- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

Supportive Services:

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For new users, the password is sent to you by the college upon your admission to graduate studies. If you have problems logging in or any technical problems, contact the WSC Help Desk at 375-7107, e-mail at helpdesk@wsc.edu, or at https://www.wsc.edu/sakai_help. If you are having problems with the SAKAI learning management software, you can also find assistance via a link for Online Student Resources in any SAKAI course.

Spring Year Two – EDU 510, EDU 693

EDU 510 Culturally Responsive Teaching Wayne State College Spring Year Two

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:

Phone:



Catalog/Course Description:

This is an introductory course recommended as the first course for graduate students. The course is designed to provide graduate students with a foundation for their degree program. Expectations for graduate programs will be addressed, including the Program of Study (an important document required of each graduate student). Beginning graduate students will develop a practical knowledge and application of basic types of research, as well as basic research tools and skills that will be helpful to them throughout their program. Graduate students will create a research plan and write a review of literature (paper.) Students will create appropriate survey and interview questions, develop a beginning understanding of educational statistics, and the process for developing a research proposal including Institutional Review Board requirements and application processes.

Required Readings:

- Geneva Gay
 - Chapter 2 - Pedagogical Potential of Cultural Responsiveness (2010)
 - Teaching to and Through Cultural Diversity (2013)
- Lisa Delpit
 - Ch 4 Warm Demanders (2012)
 - Education in a Multicultural Society (2006)
- Beverly Daniel Tatum - Why Are All the Black Kids Sitting Together (1997)
 - Ch 4 – Identity Development in Adolescence – “*Why are all the black kids sitting together?*”
 - Ch 6 – Development of White Identity – “*I’m not ethnic; I’m just normal.*”
- Gloria Ladson Billings
 - But That’s Just Good Teaching (1995)
 - Pedagogy of Poverty (2014)

Mission Statement

The mission of the unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Philosophy

The following statements of fundamental belief are congruent with and extend the mission, purpose, and philosophy of the unit. In each case, the processes of inquiry, reflection, and implementation will be used by candidates and practitioners to further the principal aim of providing leadership and stewardship for educational endeavors. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate skills, knowledge, and dispositions that foster development of individuals, schools, and democratic communities.

Belief Statements

73. We believe professional educators and leaders possess the underlying disposition that learning and personal growth is achievable for and expected of all.
74. We believe professional educators possess knowledge of the theory and wisdom of practice associated with their area of specialty. They possess the knowledge, skills, and dispositions needed to manage, develop, and implement sound educational practices in their discipline(s).
75. We believe professional educators understand and value different ways of knowing. These include, but are not limited to, the objective scientific tradition, rational evidence-based argument, as well as intuitive, human connections that involve knowing from accumulated cultural wisdom.
76. We believe professional educators, utilizing appropriate interactive communication skills, engage in and foster positive interpersonal interactions. These interactions serve to strengthen relationships between and among people, enabling them to contribute to the creation of strong families, communities, and governing entities.
77. We believe professional educators engage in and promote life-long learning. They are intrinsically motivated to think critically, to make decisions, to learn independently, to use the reliable resources at their disposal, including technology, and to continue to develop mentally, physically, and emotionally.
78. We believe professional educators demonstrate a caring attitude for all people.
79. We believe professional educators value diversity.
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81. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

Development of the following Culturally Responsive Teaching Concepts:

- Culturally relevant teaching theoretical framework
- Culturally relevant teaching practice
- Educating teachers for social justice in an age of accountability
- Anti-bias teaching within the context of multicultural education
- The relationship between teaching, learning, and the sociocultural context of the learners

Note* As per the design of this program, some goals will be met in subsequent semesters throughout the two-year program.

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Instructional Activities and Methods

- Professional reading
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- Etc.

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Course Evaluation

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- Portfolio components will include evidence of the developing action research components.
- Learners will participate in an exhibition grading opportunity at the end of the semester; a panel of peers will evaluate his/her work and provide feedback. Facilitators will mediate any disputes and/or dilemmas during this process.

Grading Scale

A, B, C, F

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EDU 693 Final Research
Wayne State College
 Spring Year Two

Instructor:

Class Meeting: Saturdays (TBD) 8:00-4:30 and online

E-mail:**Phone:****Catalog/Course Description:**

Original research in the content area designed and conducted by the student and a faculty advisor. Types of research include Final Research Paper, Final Research Project, Final Research Portfolio and Comprehensive Examinations. The results of the research project may be presented to faculty, school boards, community groups, or other appropriate groups. This course is the capstone research project for the M.S.E. Curriculum and Instruction- Instructional Leadership emphases. It should be taken within one of the final two semesters of the program. This course may be used as three credit hours of electives to meet the 36 hour degree requirement. Complete descriptions of each research type may be found in the MSE Curriculum and Instruction Handbook.

directed by

Required Textbooks:

APA Manual Review

Falk, B. and Blumenreich, M. (2005). *The Power of Questions: A Guide to Teacher and Student Research*.

Additional Resources (recommended, but not required): Publication manual of the American Psychological Association (6th addition is the most current) or a pocketbook style booklet regarding general writing and APA citations. Many small writing style booklets are available, inexpensively, at bookstores or on-line. These should also be available through your local library or WSC's Conn Library. APA formatting guides also available at:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Mission Statement

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Philosophy

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90. We believe professional educators value past and future perspectives that inform current circumstances and, further, that this belief yields an integrated, “real world” approach to educational practice.

Course Goals: Upon completion of this course, students will be able to do the following: (Aligned with National Board for Professional Teaching Standard Propositions and InTASC Standards)

1. Students will conduct and complete original, action research in the content area designed and conducted by the student and directed by a faculty advisor. (InTasc Standards # 1,2,3,4,5,6,7,8,9,10)
2. Results of research may be presented to faculty, community groups and during capstone. (InTasc Standards # 1,2,3,4,5,6,7,8,9,10)
3. Original Action research will include the research components of introduction, review of literature, methodology, analysis/findings, conclusions/implications, references, and appendix in using proper MLA. (InTasc Standards # 1,2,3,4,5,6,7,8,9,10)

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Wayne State College

Nebraska State College System (NSCS)

Board Policy 4200

Existing Program Review

This policy establishes the guidelines for reviewing existing programs and ensures that a review for each program occurs every seven (7) years.

https://www.nscs.edu/downloads/file/49/4200_existing_program_review

ACADEMICS, NEBRASKA STATE COLLEGE SYSTEM

POLICY: 4200

Existing Program Review

Page 1 of 2

BOARD POLICY

Existing programs shall be reviewed on a regular basis by each College. Such review shall be for the purpose of determining the quality and effectiveness of each program, the efficiency with which each is delivered, and for the purpose of avoiding unnecessary duplication. Such review shall be consistent with state statutes and shall contain both qualitative and quantitative measures representative of sound academic practices. The review process provides for evaluation of each academic program once every seven (7) years and is primarily a self-study conducted at the department, school and/or college levels. Although designed to assist in program improvement to enhance program quality and promote attainment of educational goals, the review is also useful in planning and assuring efficient use of resources.

PROCEDURE

Review criteria for existing instructional programs shall include the following elements, which are consistent with the review requirements of the Coordinating Commission for Postsecondary Education (CCPE):

1. Program Description
 - a. List of majors, options/concentrations, focus areas, endorsements, certificates and/or minors offered within the program;
 - b. Definition and number of hours required for program completion (programs of study), according to Board Policy 4140;
 - c. Description of programmatic accreditation, if any;
 - d. Description of any programmatic concerns based on assessment of program.
2. Adequacy of Resources and related concerns, if any, in the following areas:
 - a. Faculty and faculty-related resources;
 - b. Informational resources (library, technology, data services, etc.);
 - c. Physical facilities and instructional equipment, if applicable; and
 - d. Fiscal resources.
3. Evidence of Demand and Efficiency (per established CCPE standards)
 - a. Student Credit Hours (SCH)
 - b. Faculty Full-time Equivalency (FTE)
 - c. SCH/FTE percentages
 - d. Number of degrees and awards
4. Justification and evidence of need if the program is below established CCPE thresholds – one or more of the following statements must be supported with a detailed explanation:
 - a) Program is critical to the role and mission of the institution;
 - b) Program contains courses supporting general education or other programs;
 - c) Program is an interdisciplinary program;
 - d) Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program;
 - e) Program provides unique access to an underserved population or geographical area;
 - f) Program meets a unique need in the region, state, or nation;
 - g) Program is newly approved within the last five years (no additional justification is needed)
 - h) Other

ACADEMICS, NEBRASKA STATE COLLEGE SYSTEM

POLICY: 4200 Existing Program Review

Page 2 of 2

Each College shall perform the review according to the criteria outlined above and shall submit the results to the Vice Chancellor for Academic Planning and Partnerships for its review, along with supporting documentation and a recommendation for each program reviewed.

In the event a program does not meet or exceed the threshold requirements established by the CCPE, the College shall include either a recommendation for terminating the program or a plan for taking corrective action which will improve and justify continuance of the program.

Legal Reference: RRS 85-1414

Programs; capital construction projects; review; commission, public institution, and governing boards; duties

Policy Adopted: 3/6/85
Policy Revised: 6/5/93
Policy Revised: 1/12/10
Policy Revised: 1/21/15
Policy Revised: 1/12/16

Wayne State College

Nebraska State College System (NSCS)

Board Policy 4220

Assessment: Policy and Procedures

This NSCS Board Policy 4220 Assessment, Policy and Procedures establishes the procedures for a college-wide assessment system for the Nebraska State Colleges.

https://www.nscs.edu/downloads/file/50/4220_assessment_policy_and_procedures

ACADEMICS, NEBRASKA STATE COLLEGE SYSTEM

POLICY: 4220

Assessment; Policy and Procedures

Page 1 of 1

BOARD POLICY

Introduction

1. The Board of Trustees of the Nebraska State College System believes that an effective assessment system is essential because it promotes accountability, informing program development and review, assuring that students achieve established educational course and program goals, and providing evidence of institutional progress over time. In addition, an effective assessment system provides an effective review of its student support services.
2. In recognition of the importance of assessment, each college shall engage in a college-wide assessment system of student learning, program quality, and institutional effectiveness to enhance the quality and excellence of learning and teaching for students.
3. The assessment system in place at each college shall meet the requirements of the Higher Learning Commission and any specialty accreditations held by the college in addition to requirements outlined in this policy.
4. An effective assessment system will rely on measures that are reliable, valid, and practical; incorporate a variety of direct and indirect measurements; use appropriate technologies; and exhibit the multiple roles of assessment.
 - a. Examples of direct measurements:
 1. Standardized tests used to assess general education, academic majors, and professional capstone courses
 2. Portfolios scored with rubrics
 3. Scored exhibitions and/or performances
 - b. Examples of indirect measurements:
 1. Interviews of students, alumni or focus groups
 2. Surveys of students, graduates, or employers
 3. Self-reported job placement data
5. The assessment system will include specific procedures related to online courses or programs that will ensure "...that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit."¹ The Chief Academic Officers at each college will establish a distance learning assessment policy that may include a substantial culminating experience that is proctored.

Reporting Requirements

1. "The Chief Academic Officers at each college will submit an accountability report to the chancellor based on participation in a systematic process of assessment. This report will include a description of key assessment strategies, assessment data, and a description of changes that have been implemented as a result of assessment findings."
2. Annually, the Chancellor shall report to the Board the results of assessment measures as indicated on the 6 (six) year schedule developed by the Academic, Personnel and Student Affairs Committee.

¹The Library of Congress. Section 495 of the Higher Education Act of 2008 (Public Law 110-315). Retrieved from the THOMAS Home search page on March 4, 2009 from the World Wide Web: <http://Thomas.loc.gov>

Policy Adopted: 3/28/08
Policy Revised: 4/17/09
Policy Revised: 1/19/11
Policy Revised: 7/8/15

Wayne State College

Wayne State College 2018 Outcomes Report

The 2018 Student Outcomes Report provides a summary of student outcomes in addition to the data available in the annually published Institutional Data Book. The Student Outcomes Report includes data on Retention and Completion, Student Engagement, and Post-Graduate Outcomes & Satisfaction.

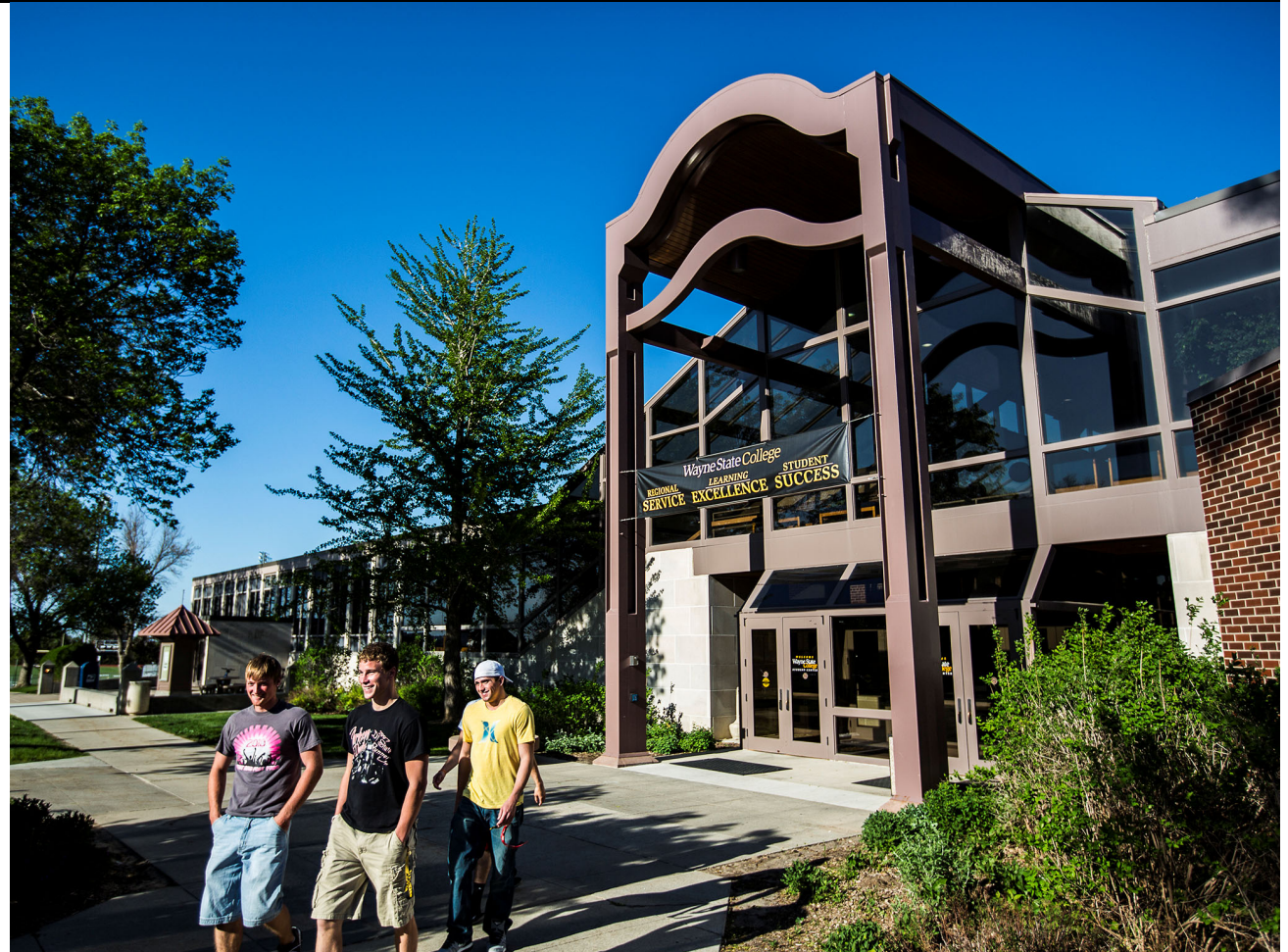
Wayne State College

2018 STUDENT OUTCOMES REPORT

Retention & Completion

Student Engagement

Post-Graduate
Outcomes & Satisfaction

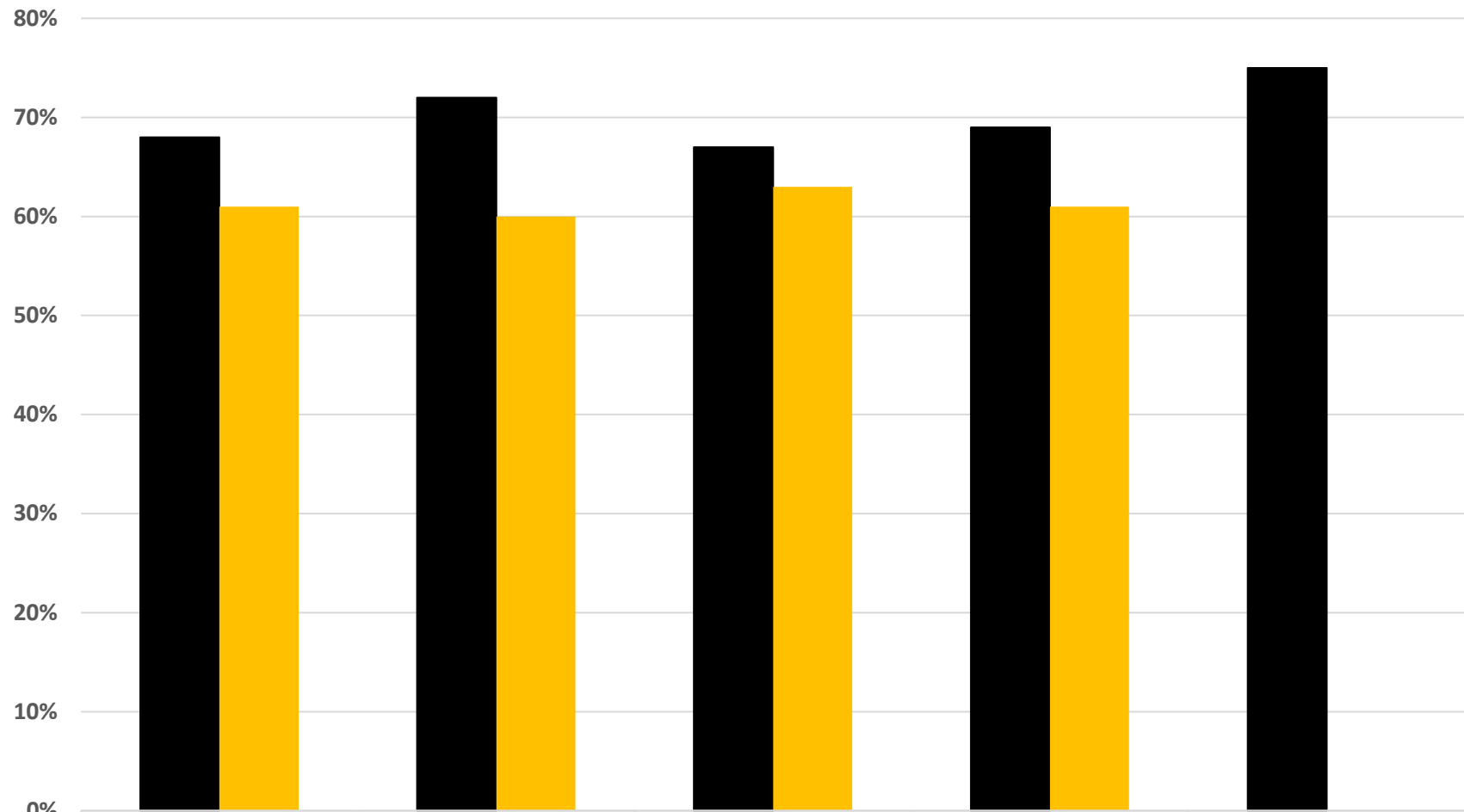


Wayne State College



RETENTION & COMPLETION

WAYNE STATE COLLEGE Retention Rates by Year: WSC vs. CCPE Peers



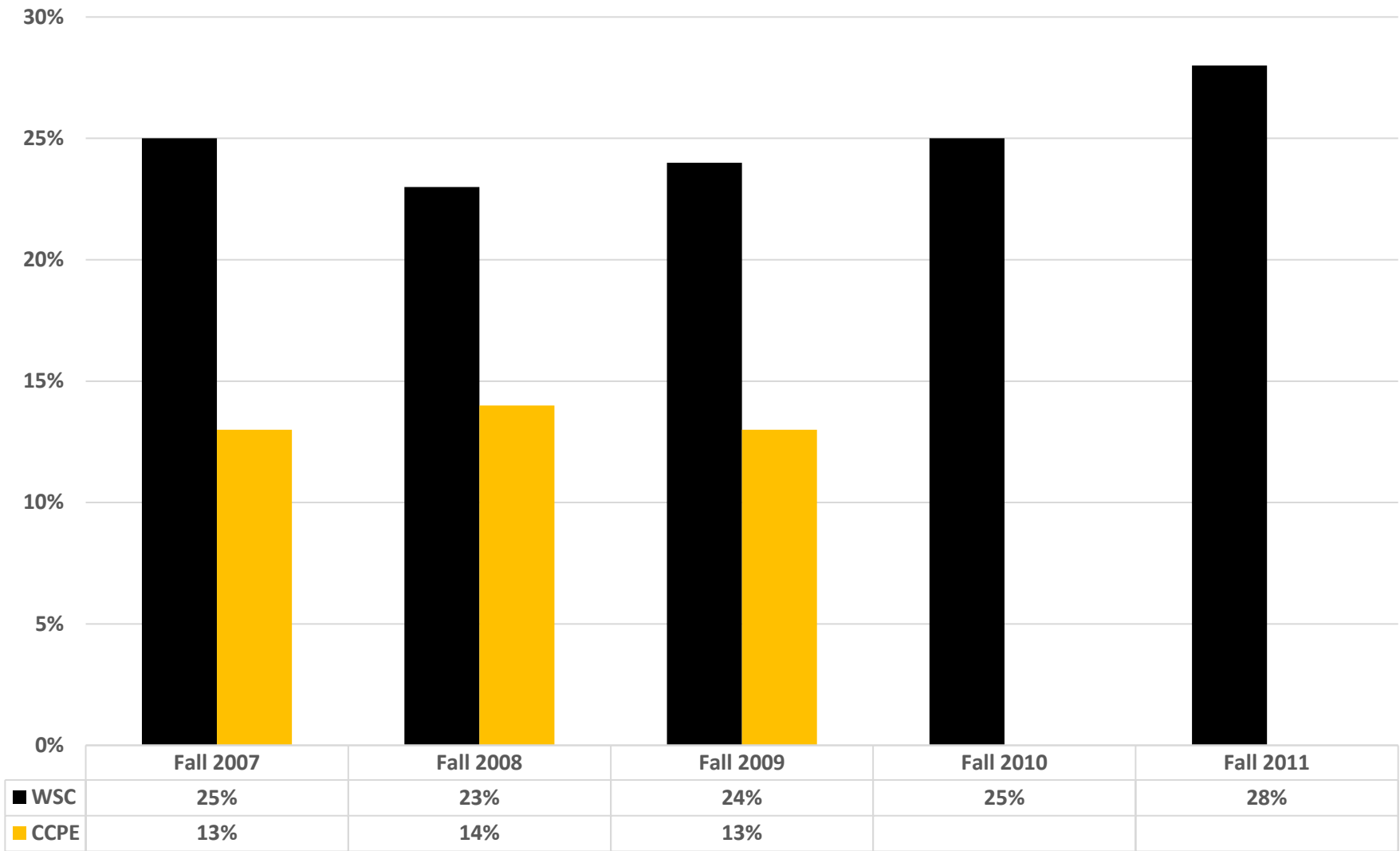
■ WSC
■ CCPE

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|--------|-----------|-----------|-----------|-----------|-----------|
| ■ WSC | 68% | 72% | 67% | 69% | 75% |
| ■ CCPE | 61% | 60% | 63% | 61% | |

- 1) First-time, Full-time Degree-Seeking Students
- 2) Column dates indicate student cohort entry year
- 3) CCPE = Coordinating Commission for Postsecondary Education; CCPE data is based on 10 CCPE peer institutions.
- 4) CCPE Peer data for Fall 2017 will not be available is not available from current IPEDS Reports

Source: IPEDS Fall Enrollment Survey

WAYNE STATE COLLEGE 4-Year Completion Rates by Year: WSC vs. CCPE Peers



1) First-time, Full-time Degree-Seeking Students

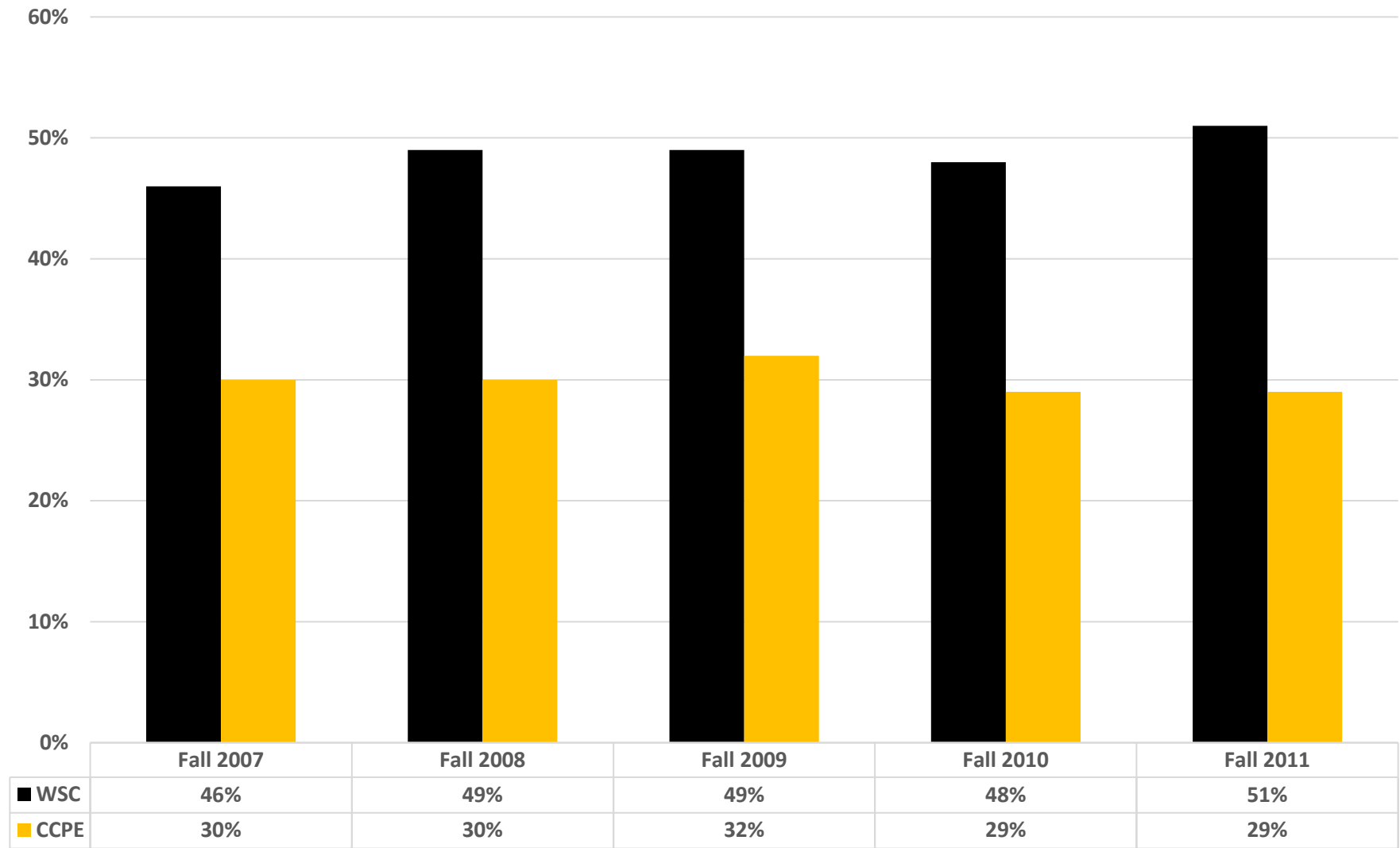
2) Column dates indicate student cohort entry year

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4) CCPE Peer data for Fall 2010 and Fall 2011 is not available from current IPEDS reports

Source: CCPE: IPEDS 200% Graduation Rate Survey; WSC: IPEDS Graduation Rates

WAYNE STATE COLLEGE 6-Year Completion Rates by Year: WSC vs. CCPE Peers



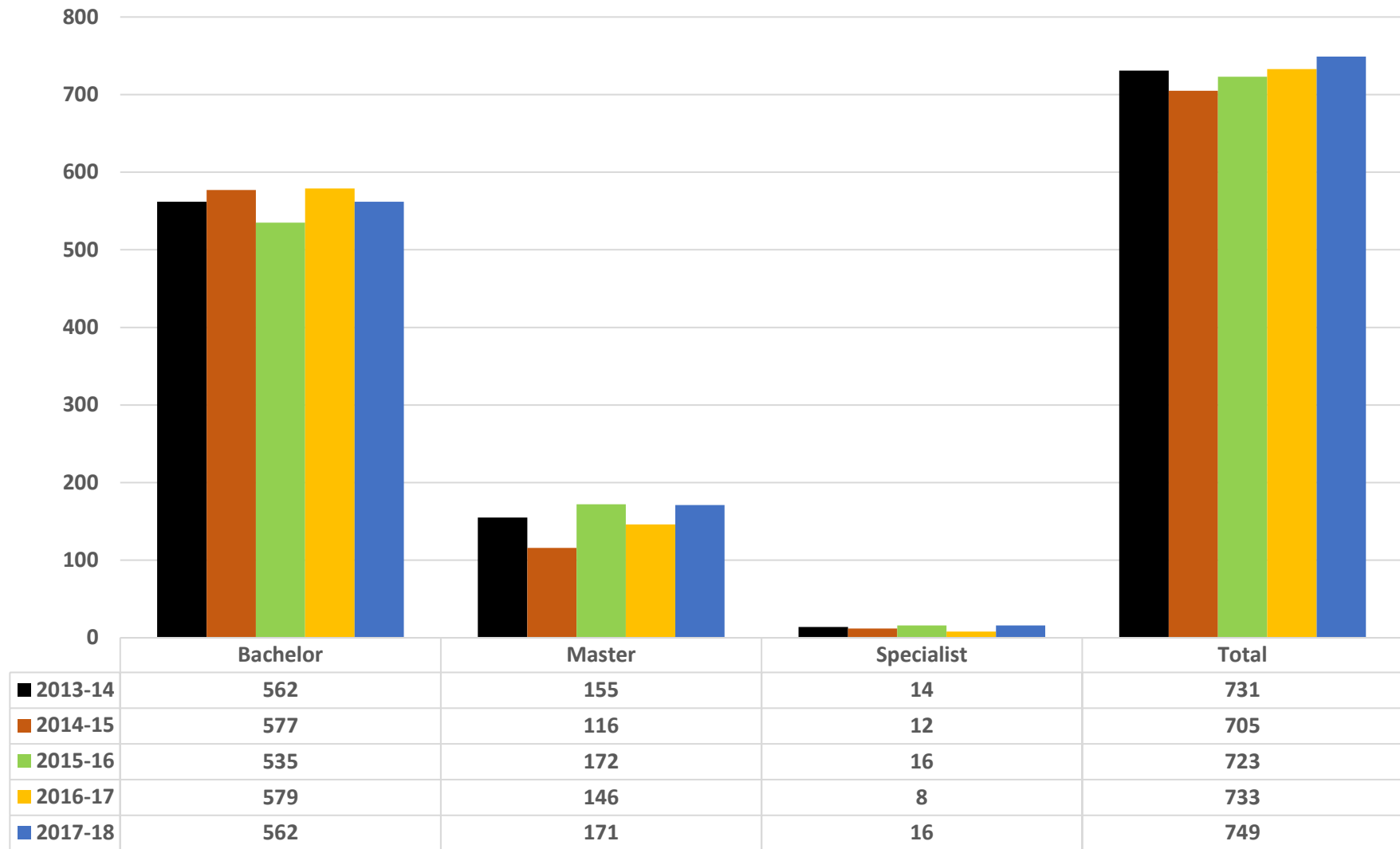
1) *First-time, Full-time Degree-Seeking Students*

2) *Column dates indicate student cohort entry year*

3) *CCPE = Coordinating Commission for Postsecondary Education; CCPE data is based on 10 CCPE peer institutions.*

Source: IPEDS Graduation Rate Surveys

WAYNE STATE COLLEGE Degrees Conferred by Type and Year



1) First Majors Only

2) Year ranges represent the academic year (August, December, May)

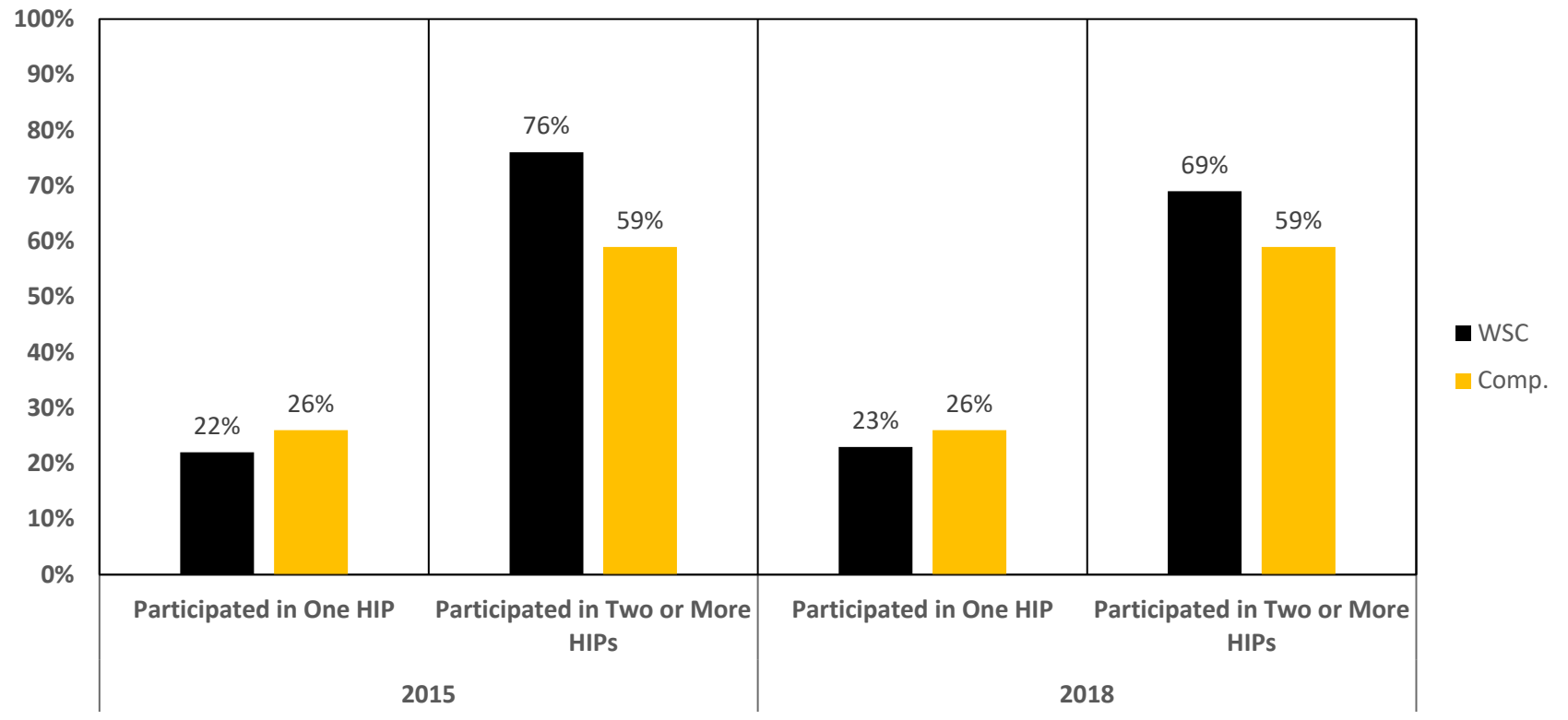
Source: IPEDS Completion Surveys

Wayne State College



STUDENT ENGAGEMENT (NSSE)

WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
SENIORS: Participation in High-Impact Practices (HIP)



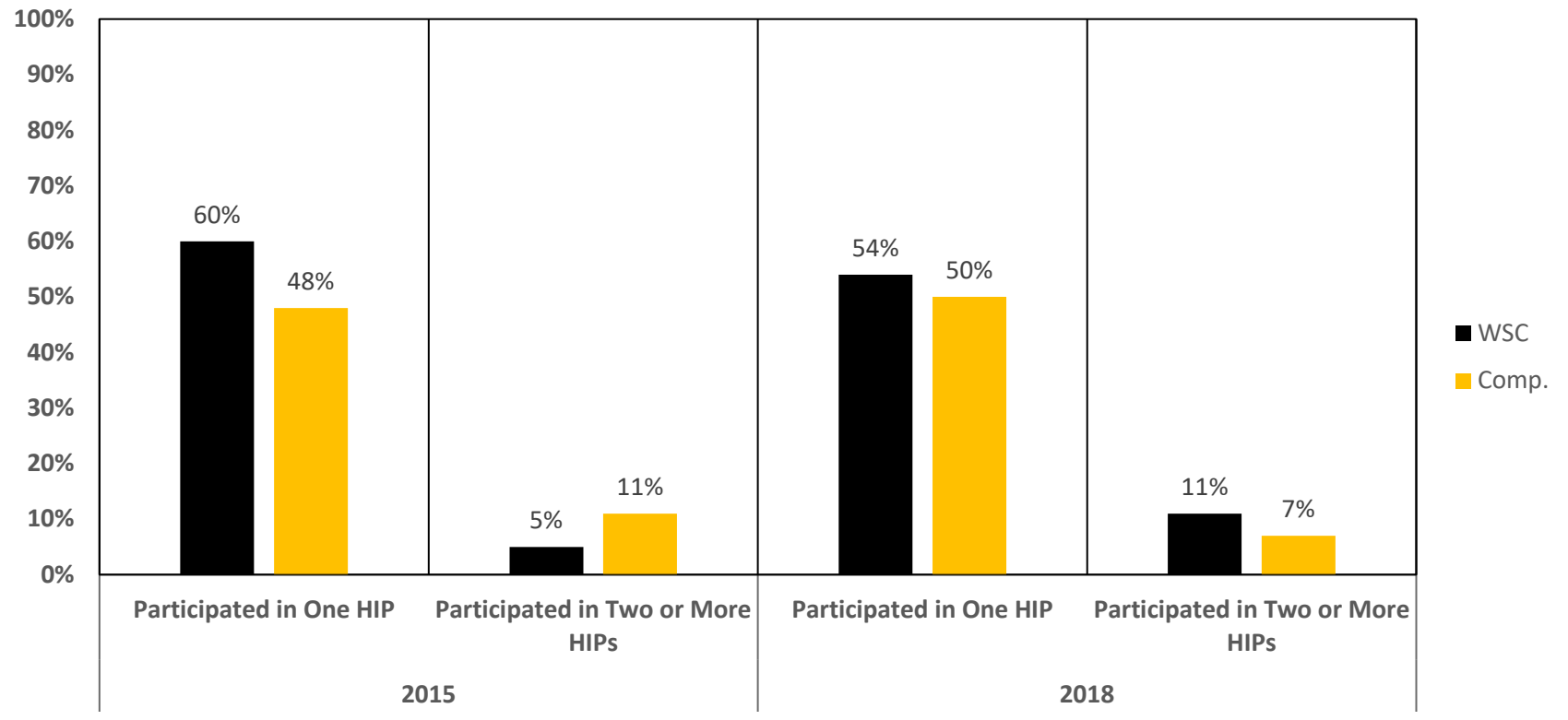
1) Comp. = Plains-Public < 5,000 Comparison Group

2) a) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

b) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

3) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
FIRST-YEAR: Participation in High-Impact Practices (HIP)

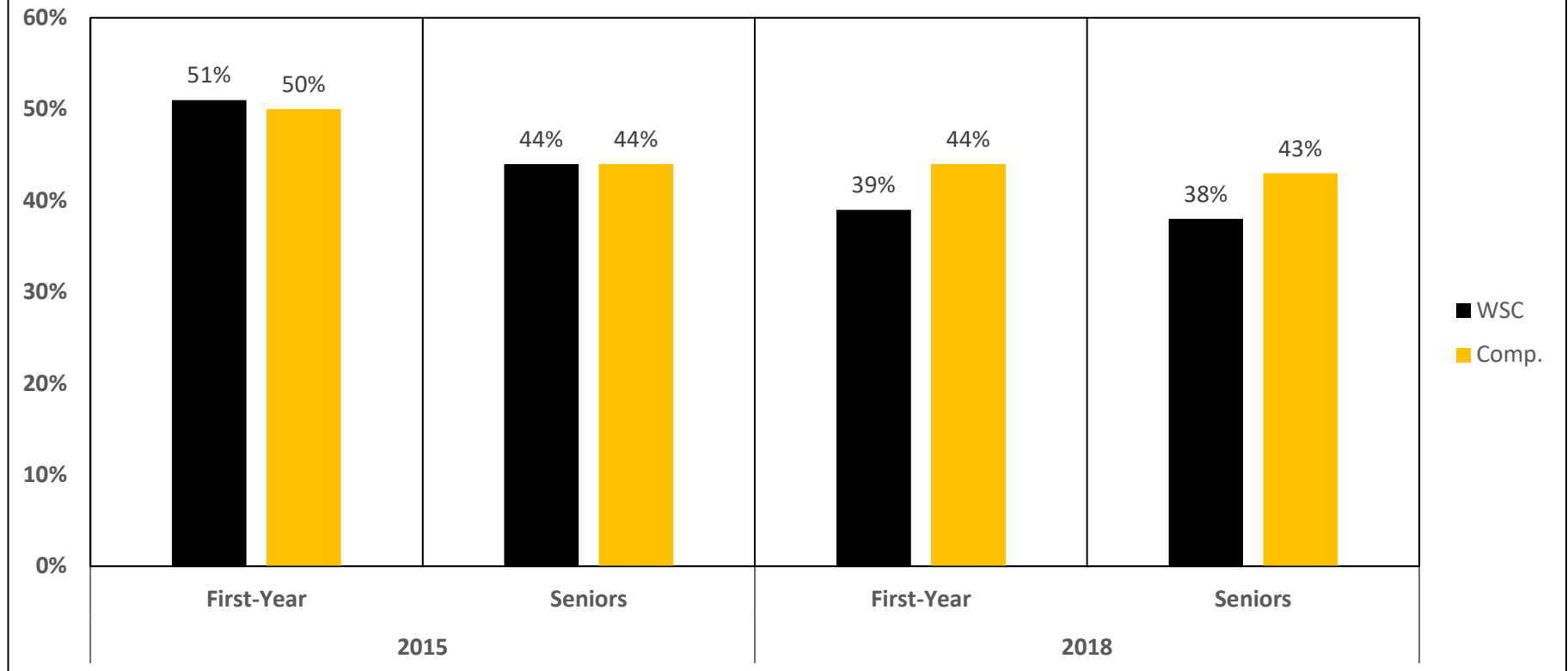


1) Comp. = Plains-Public < 5,000 Comparison Group

2) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

**WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
Culminating Senior Experience**



1) Comp. = Plains-Public < 5,000 Comparison Group

2) First-year results are the percentage who "plan to do" the activity. Senior results are the percentage where the activity is "done or in progress."

3) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

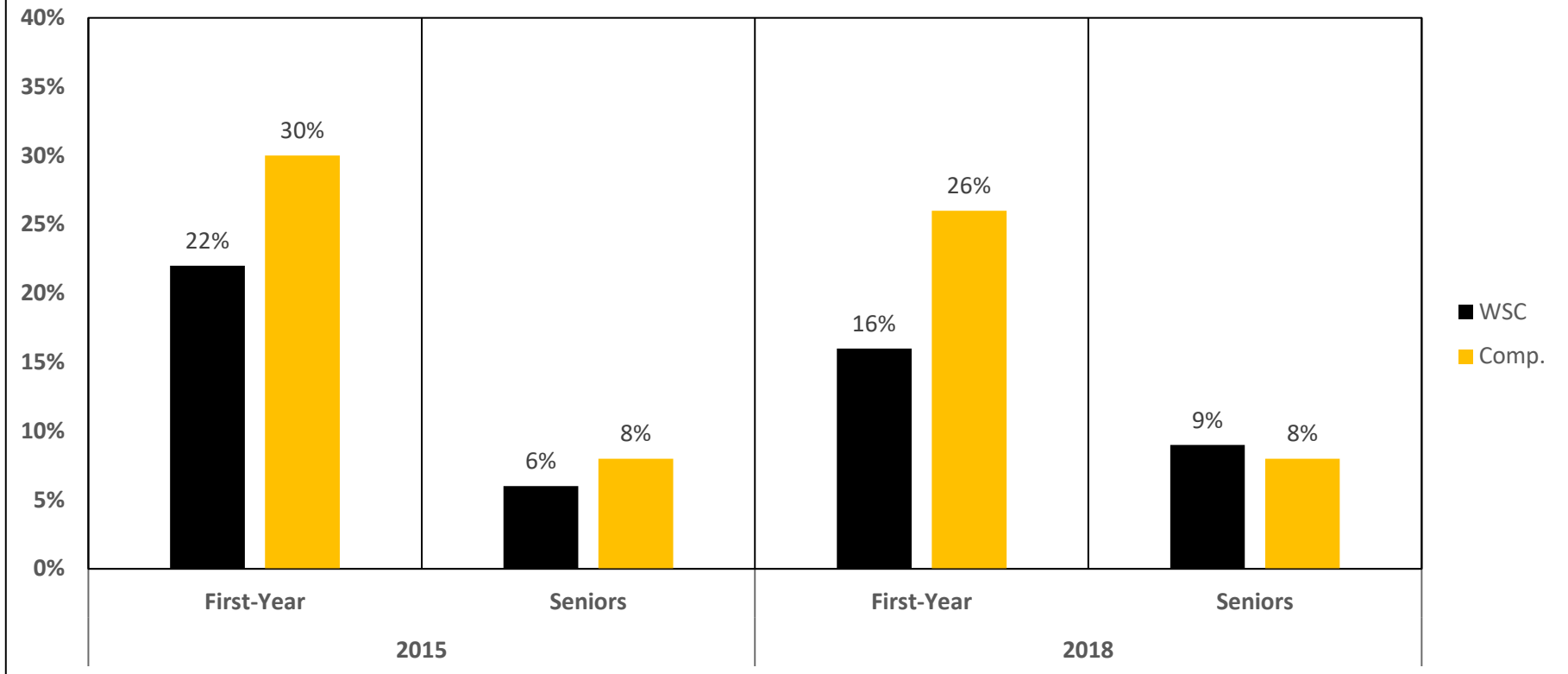
b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

c) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

d) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

4) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

**WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
Study Abroad**



1) Comp. = Plains-Public < 5,000 Comparison Group

2) First-year results are the percentage who "plan to do" the activity. Senior results are the percentage where the activity is "done or in progress."

3) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

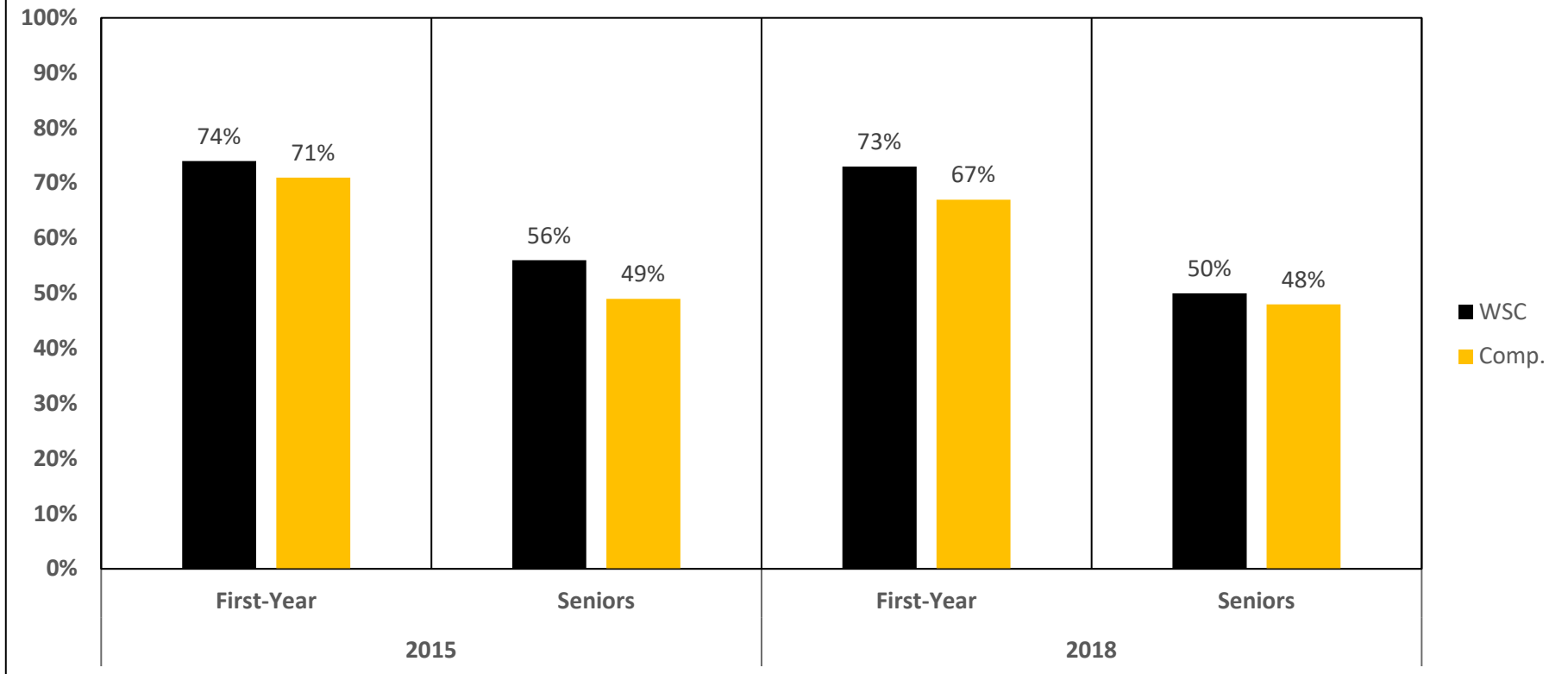
b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

c) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

d) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

4) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
Participation in an Internship, Field Experience, Student Teaching or Clinical Placement



1) Comp. = Plains-Public < 5,000 Comparison Group

2) First-year results are the percentage who "plan to do" the activity. Senior results are the percentage where the activity is "done or in progress."

3) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

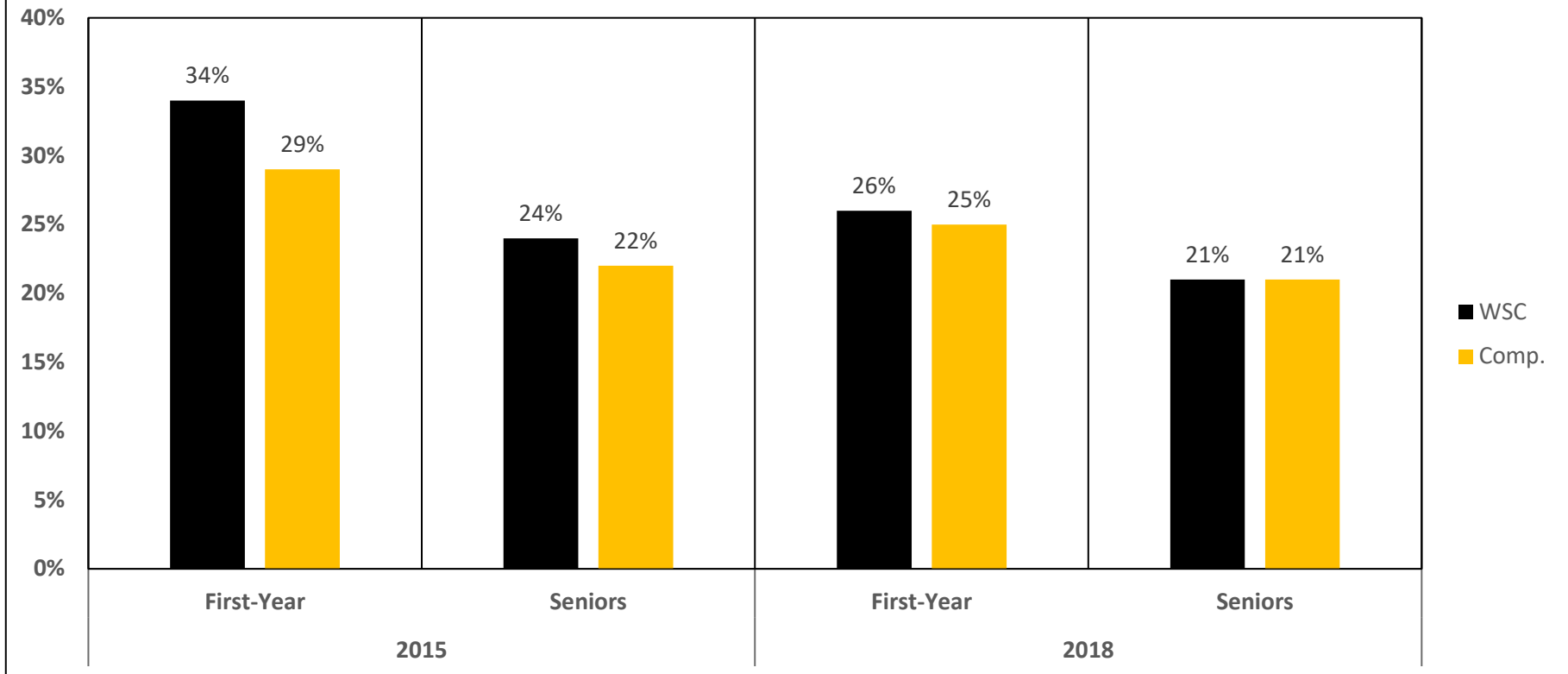
b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

c) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

d) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

4) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

**WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
Research with Faculty**



1) Comp. = Plains-Public < 5,000 Comparison Group

2) First-year results are the percentage who "plan to do" the activity. Senior results are the percentage where the activity is "done or in progress."

3) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

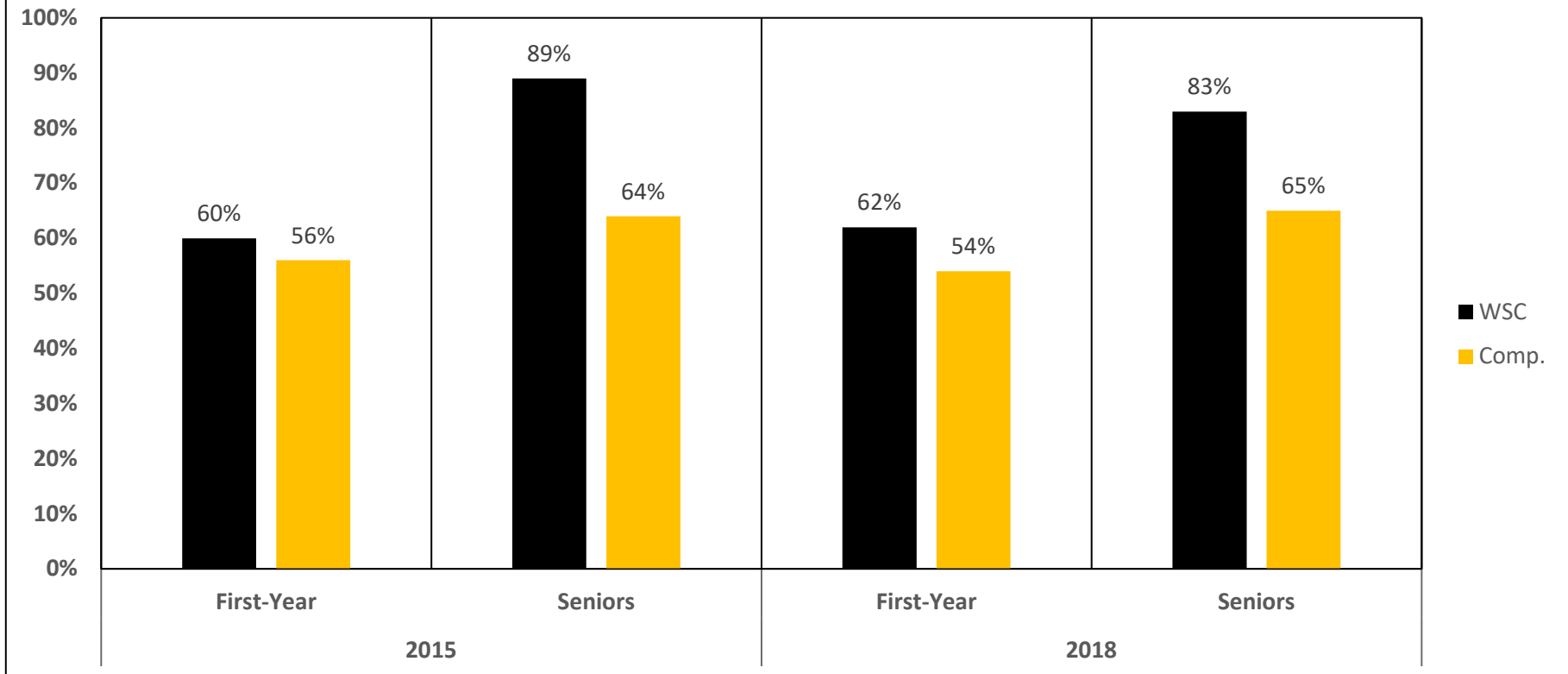
b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

c) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

d) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

4) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

**WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
Participation in Service Learning**



1) Comp. = Plains-Public < 5,000 Comparison Group

2) Both First-year and Senior results are the percentage of those who responded "Most or All" or "Some"

3) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

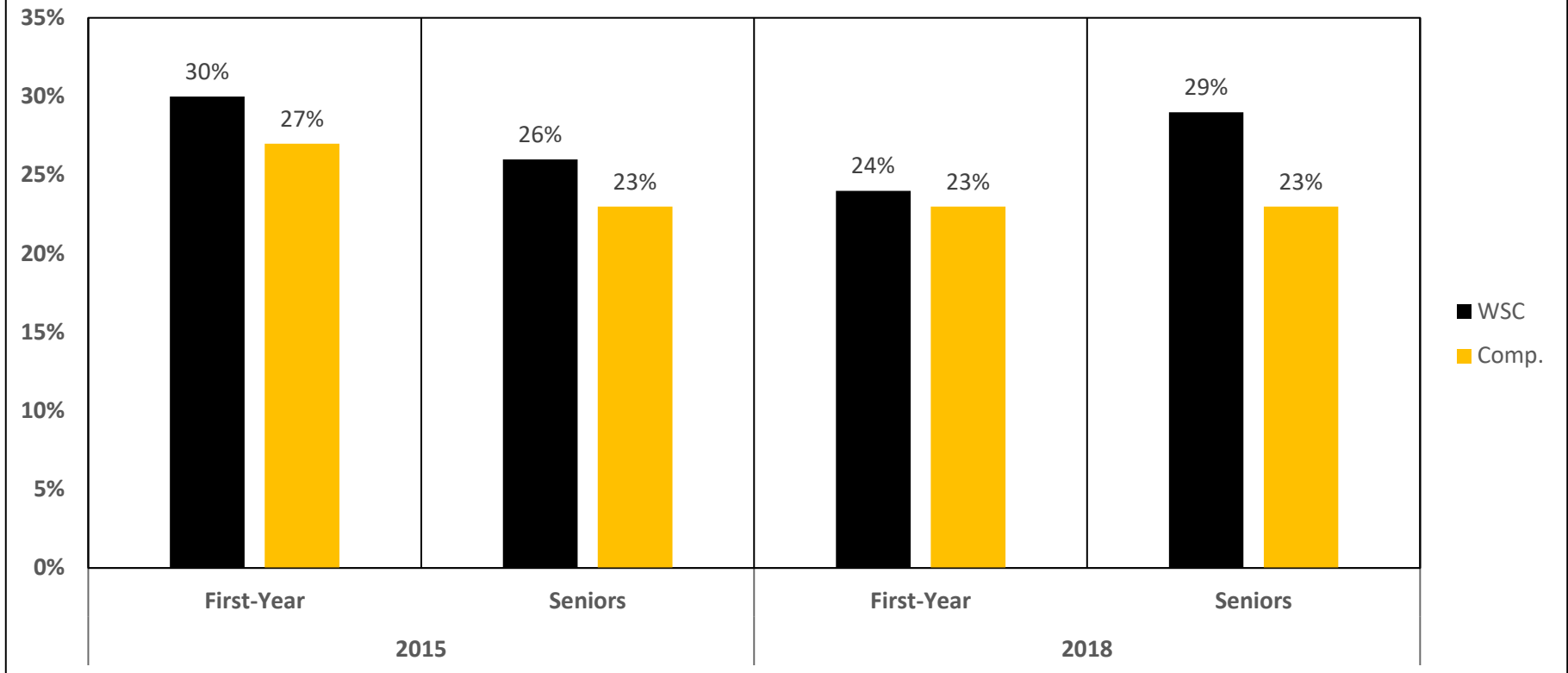
b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

c) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

d) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

4) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

**WAYNE STATE COLLEGE
NSSE 2018 High-Impact Practices
Participation in Learning Communities**



1) Comp. = Plains-Public < 5,000 Comparison Group

2) First-year results are the percentage who "plan to do" the activity. Senior results are the percentage where the activity is "done or in progress."

3) a) WSC First-Year -- Respondents: 2015 N = 201; 2018 N = 148 / Response Rate: 2015 = 33%; 2018 = 26%

b) Comp. First-Year -- Respondents: 2015 N = 1,819; 2018 N = 1,147 / Response Rate: 2015 = 24%; 2018 = 21%

c) WSC Seniors -- Respondents: 2015 N = 226; 2018 N = 159 / Response Rate: 2015 = 41%; 2018 = 33%

d) Comp. Seniors -- Respondents: 2015 N = 2,234; 2018 N = 1,686 / Response Rate: 2015 = 30%; 2018 = 27%

4) Survey is not longitudinal (i.e., First-year and seniors are not the same students)

WAYNE STATE COLLEGE
Graduate Employment Report
(Bachelor's Degrees Received from December 2016 through August 2017)

By Field (Publishable)

| Program Name | No. of Grads* | No. Surveyed | Related Employ | Non-Related Employ | Grad/ Prof. School | If Employed: % Related Employ** | % Employed or Grad School*** | Employed/Grad Sch. | | Average Wage | Low Wage | High Wage | Number of Wages Reported |
|----------------------------------|---------------|--------------|----------------|--------------------|--------------------|---------------------------------|------------------------------|--------------------|--------------|---------------|----------|-----------|--------------------------|
| | | | | | | | | In Nebr | Out of State | | | | |
| Art | 21 | 14 | 9 | 5 | | 64% | 100% | 9 | 5 | 31,406 | 20,800 | 62,400 | 7 |
| English | 17 | 14 | 9 | 1 | 4 | 90% | 100% | 10 | 4 | 34,506 | 29,120 | 39,500 | 10 |
| Mass Communication | 11 | 7 | 6 | | 1 | 100% | 100% | 5 | 2 | 28,048 | 23,754 | 32,240 | 4 |
| Music | 11 | 8 | 4 | 1 | 3 | 80% | 100% | 4 | 4 | 35,983 | 33,450 | 39,124 | 3 |
| Speech Communication | 9 | 7 | 6 | | 1 | 100% | 100% | 3 | 4 | 40,617 | 31,200 | 55,000 | 6 |
| Business | 87 | 77 | 63 | 9 | 5 | 88% | 100% | 67 | 10 | 35,360 | 18,720 | 60,000 | 43 |
| Computer Information Systems | 15 | 12 | 7 | 4 | 1 | 64% | 100% | 11 | 1 | 40,031 | 29,120 | 52,000 | 6 |
| Computer Science | 8 | 5 | 5 | | | 100% | 100% | 3 | 2 | 52,625 | 47,500 | 56,000 | 4 |
| Early Childhood | 7 | 5 | 3 | | 2 | 100% | 100% | 3 | 2 | 20,107 | 18,720 | 20,800 | 3 |
| Family & Consumer Sciences | 11 | 11 | 10 | 1 | | 91% | 100% | 10 | 1 | 35,349 | 30,000 | 37,555 | 8 |
| Industrial Technology | 30 | 30 | 29 | | 1 | 100% | 100% | 26 | 4 | 38,819 | 23,920 | 57,000 | 21 |
| Early Childhood Education | 12 | 12 | 12 | | | 100% | 100% | 10 | 2 | 33,736 | 26,000 | 38,700 | 9 |
| Elementary Education | 77 | 75 | 69 | 3 | 3 | 96% | 100% | 66 | 9 | 35,110 | 18,000 | 43,981 | 62 |
| Human Service Counseling | 31 | 27 | 25 | | 2 | 100% | 100% | 22 | 5 | 27,244 | 19,000 | 35,000 | 18 |
| Middle Level Education | 5 | 5 | 5 | | | 100% | 100% | 5 | | 33,390 | 28,200 | 36,000 | 5 |
| Special Education K-12 | 16 | 16 | 13 | 3 | | 81% | 100% | 14 | 2 | 35,225 | 23,920 | 40,000 | 14 |
| Applied Human & Sport Physiology | 9 | 7 | 3 | | 4 | 100% | 100% | 5 | 2 | | | | |
| Chemistry | 18 | 17 | 1 | | 16 | 100% | 100% | 16 | 1 | | | | |
| Criminal Justice | 59 | 48 | 39 | 6 | 3 | 87% | 100% | 35 | 13 | 35,113 | 21,840 | 52,374 | 32 |
| Exercise Science | 19 | 17 | 9 | 3 | 5 | 75% | 100% | 10 | 7 | * | * | * | 2 |
| Geography | 4 | 4 | 3 | 1 | | 75% | 100% | 2 | 2 | 37,789 | 31,366 | 42,000 | 3 |
| Health & Physical Education K-12 | 11 | 11 | 9 | 2 | | 82% | 100% | 10 | 1 | 44,862 | 33,350 | 65,000 | 9 |
| History | 2 | 2 | 1 | 1 | | 50% | 100% | 2 | | * | * | * | 2 |
| Life Sciences | 34 | 33 | 8 | 3 | 22 | 73% | 100% | 29 | 4 | 39,348 | 27,000 | 60,000 | 6 |
| Mathematics | 9 | 9 | 7 | | 2 | 100% | 100% | 7 | 2 | 38,080 | 32,000 | 46,000 | 5 |
| Political Science | 2 | 2 | | 1 | 1 | 0% | 100% | 1 | 1 | * | * | * | 1 |
| Psychology | 12 | 9 | 5 | 1 | 3 | 83% | 100% | 8 | 1 | 39,471 | 24,242 | 65,000 | 4 |
| Science Education | 6 | 6 | 5 | 1 | | 83% | 100% | 5 | 1 | 33,444 | 24,000 | 37,000 | 6 |
| Social Sciences Education | 7 | 6 | 6 | | | 100% | 100% | 6 | | 32,363 | 27,000 | 41,000 | 4 |
| Sociology | 1 | 1 | 1 | | | 100% | 100% | 1 | | | | | |
| Sport Management | 14 | 8 | 6 | 1 | 1 | 86% | 100% | 6 | 2 | * | * | * | 2 |
| Interdisciplinary Studies | 3 | 3 | 3 | | | 100% | 100% | 2 | 1 | * | * | * | 1 |
| TOTALS | 578 | 508 | 381 | 47 | 80 | 89% | 100% | 413 | 95 | 35,384 | | | 300 |

** Percentages based on all employed

*** Percentages based on all surveyed

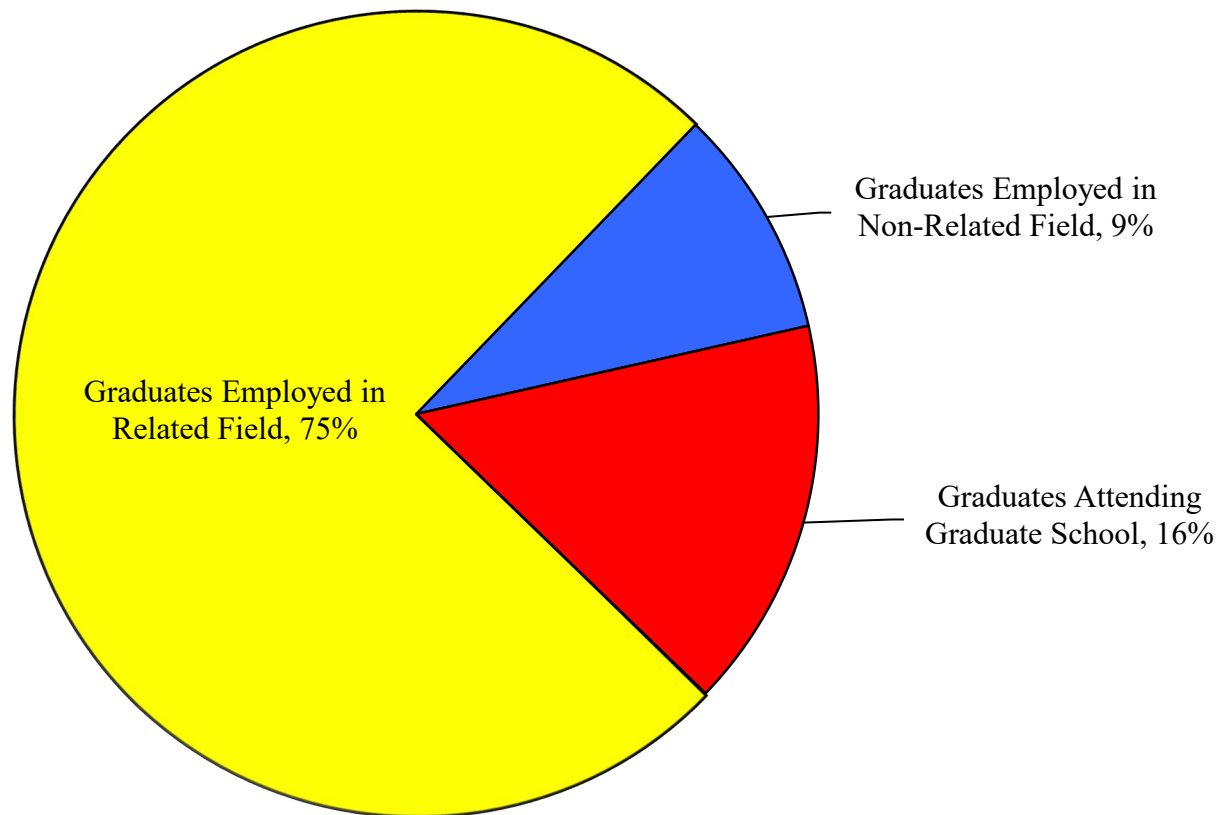
1) Graduate survey includes undergraduate students graduating from December 2016 through August 2017

2) Students are surveyed in the year following graduation with results being tabulated in the following summer

3) Survey responses: 508 of 578 Undergraduates (88% Response Rate)

WAYNE STATE COLLEGE

2016-2017 Graduate Employment Rate*

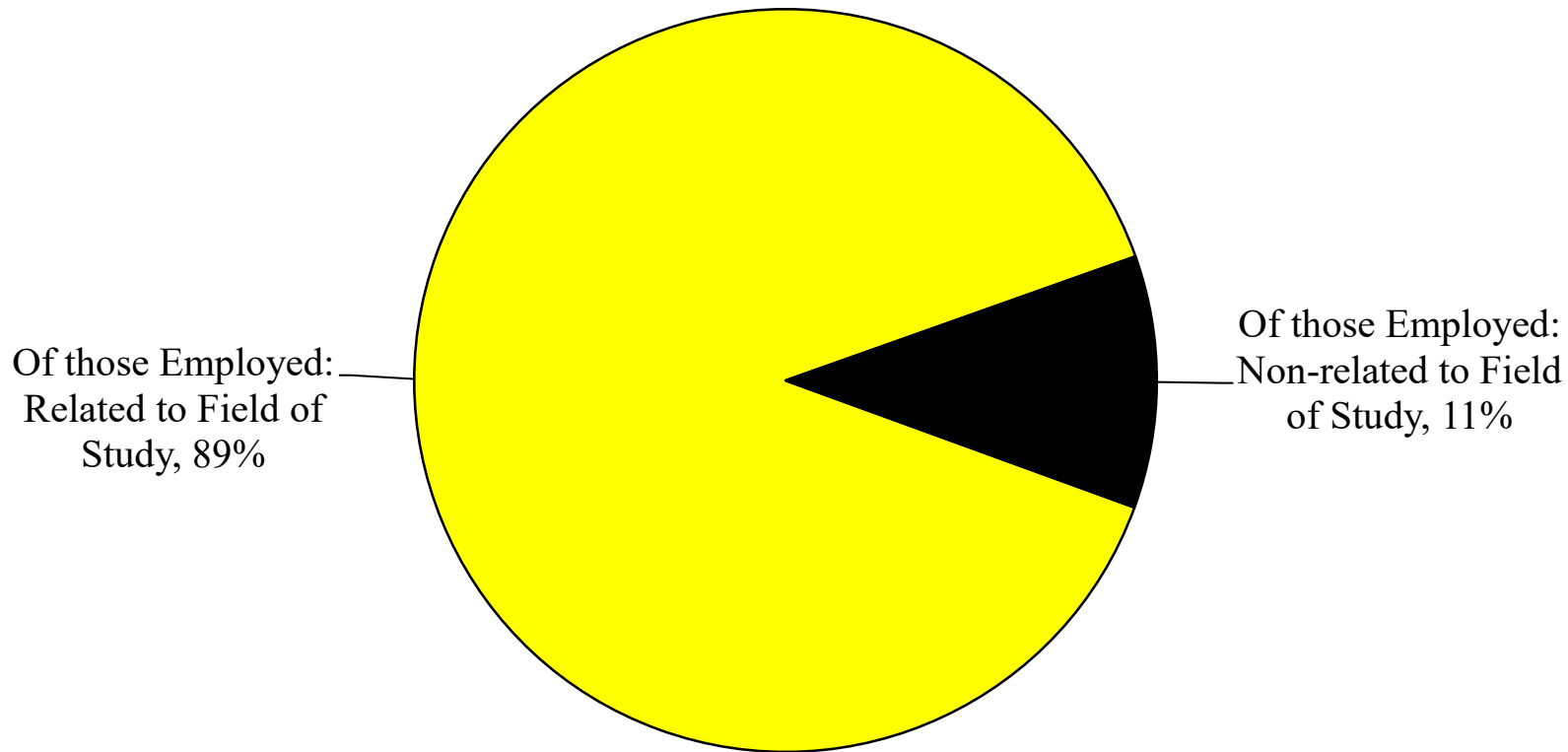


**Percentages based on all surveyed*

- 1) Graduate survey includes undergraduate students graduating from December 2016 through August 2017*
- 2) Students are surveyed in the year following graduation with results being tabulated in the following summer*
- 3) Survey responses: 508 of 578 Undergraduates (88% Response Rate)*

WAYNE STATE COLLEGE

2016-2017 Graduate Employment*

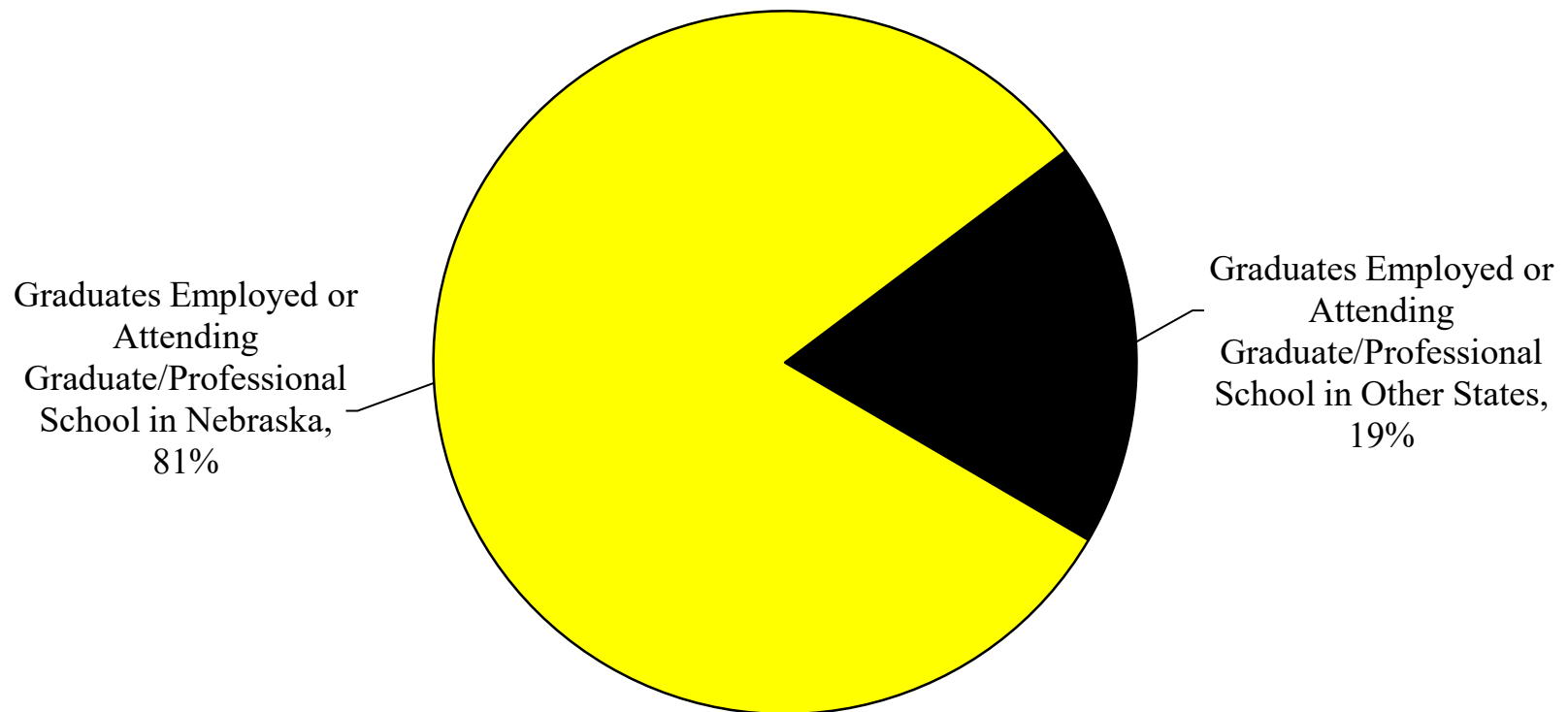


**Percentages based on all Employed. Does not include all Surveyed.*

- 1) Graduate survey includes undergraduate students graduating from December 2016 through August 2017*
- 2) Students are surveyed in the year following graduation with results being tabulated in the following summer*
- 3) Overall Survey responses: 508 of 578 Undergraduates (88% Response Rate); this chart only represents those employed.*

WAYNE STATE COLLEGE

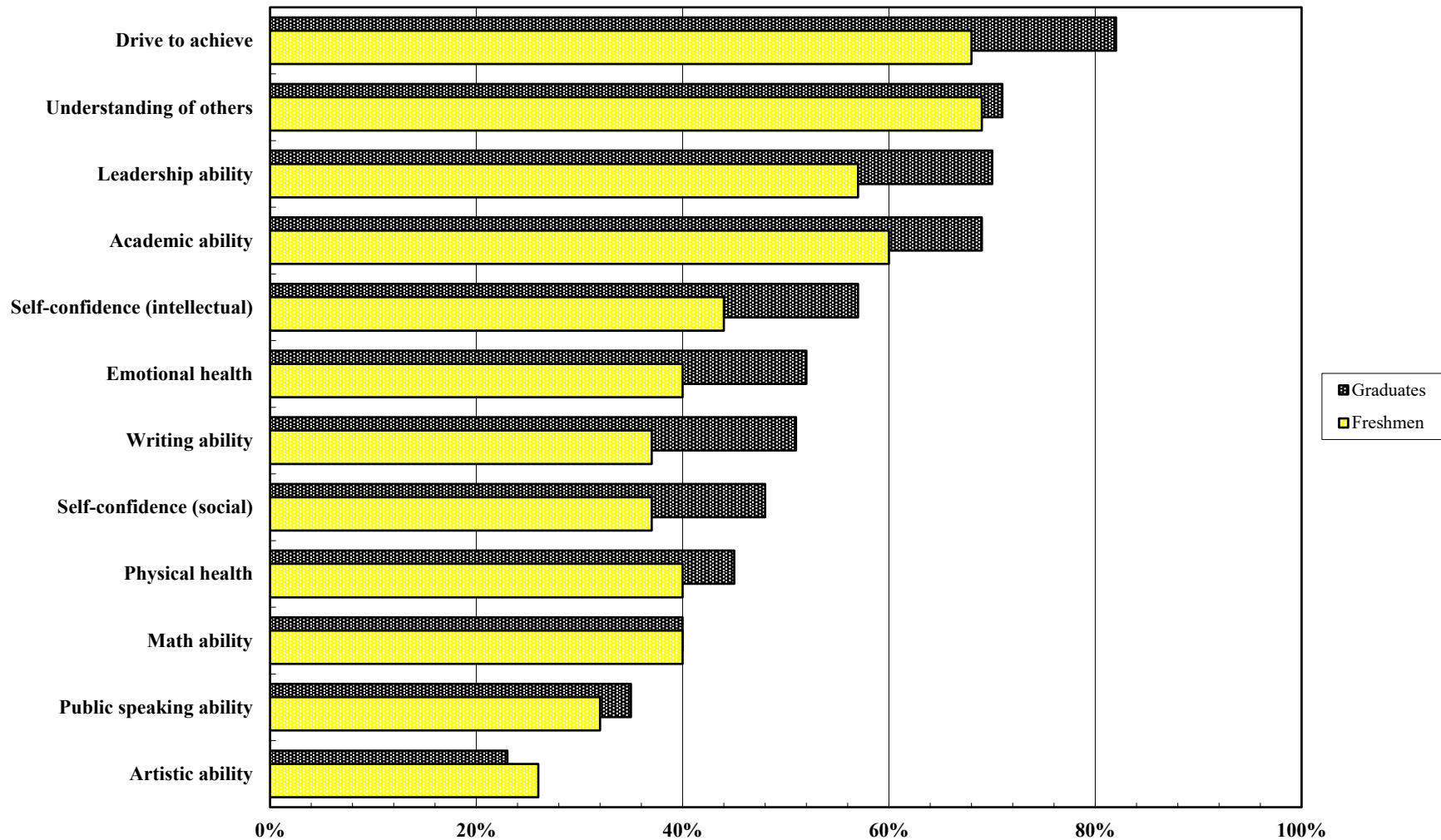
Location of Employment or Graduate/Professional School for 2016-2017 Graduates



- 1) Graduate survey includes undergraduate students graduating from December 2016 through August 2017*
- 2) Includes all graduates employed (related or non-related to field of study) and graduates attending graduate/professional school.*
- 3) Students are surveyed in the year following graduation with results being tabulated in the following summer*
- 4) Survey responses: 508 of 578 Undergraduates (88% Response Rate); 100% of those surveyed reported location*

A Comparison of New Freshmen to Graduating Students

WSC Fall 2017 Freshmen and May/August 2018 Graduates



Percentage of students rating themselves above average

- 1) Graduating student data includes undergraduate and graduate students applying for graduation during the May/August 2018 term.
- 2) Freshmen student data includes New Freshmen participating in the 2017 UCLA/CIRP Freshman Survey during freshmen orientation.
- 3) Survey Responses: 392 of 546 Graduates (72% Response Rate); 324 of 605 New Freshmen (54% Response Rate)

Wayne State College

Information Management Office
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Wayne, NE 68787
(402) 375-7466

Wayne State College is an equal opportunity institution. WSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and educational opportunities, including but not limited to admissions decisions.

Wayne State College is a member of the Nebraska State College System

Wayne State College







Wayne State College
2018-19 Institutional Data Book
(Table of Contents Only)

Wayne State
College




2018-2019
Institutional Data

Information Management Office
Jeannette Barry, Institutional Research Analyst

**2018-2019 INSTITUTIONAL DATA
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


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
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