

Wayne State College

Proposal to Add Focus Area to School Administration/Educational Leadership
(MSE)

Special Education Supervision

In Conjunction with

Proposal to Terminate Focus Area from Special Education MSE
Special Education Supervisor

1. Descriptive Information

A. Name of Institution:

Wayne State College

B. Name of Program:

ADD: Educational Foundations and Leadership, School Administration/Educational Leadership, Special Education Supervision (MSE)

TERMINATE: "Special Education Supervisor" track from Educational Foundations and Leadership, Special Education (MSE)

C. Degrees/credentials to be awarded graduates of the program:

Master of Science in Education (MSE)

D. Other programs offered in this field by the institution:

WSC offers four MSE programs:

- Counseling
- Curriculum and Instruction-Instructional Leadership
- School Administration/Educational Leadership
- Special Education

The Special Education MSE currently includes four pathways: initial certification, additional certification, advanced study, and special education supervisor (proposed deletion of 4th).

The School Administration program offers a focus area in Athletic Administration (proposed addition of Special Education Supervision here)

E. CIP code:

13.1001

F. Administrative units for the program:

36-45 credits.

G. Proposed delivery site(s) and type(s) of delivery, if applicable:

Unchanged. Online.

H. Proposed date (term/year) the program will be initiated:

Fall 2021.

I. Description of Programs:

The **School Administration/Professional Leadership MSE** programs are designed to prepare the candidate for certification as a school principal, supervisor, department head, activities director, or similar administrative position.

The **Special Education MSE** is designed for those persons seeking an advanced degree in Special Education. The degree can also lead to initial certification as a Special Education Generalist (K-12), or added endorsement as a Special Education Generalist (K-6, 7-12, or K-12) as follows:

- Candidates who currently hold a teaching certificate may add the Special Education Generalist endorsement.
- Candidates who do not currently hold a teaching certificate may pursue initial certification as a Special Education Generalist.

The **proposed MSE Special Education Supervisor focus area** is to be added to the School Administration programs of study.

Program of Study: School Administration/Educational Leadership PK-8 (MSE) 36 hours

Note: Program requires 250 internship hours, 110 of which will be acquired in EDU 689.

Professional Education Core Courses: 15 hours

EDU 603 Introduction to Educational Research and Design (3)

EDU 658 Fundamentals of Curriculum Development PK-16 (3)

SPD 611 Organization and Administration of Special Education (3)

Professional Core Electives: Select 6 hours from the following: (6)

(A 12 credit-hour focus may be substituted for professional core electives)

EDU 604 Language Arts in the Elementary and Middle School (3)

EDU 626 Advanced Educational Psychology (3)

EDU 627 Current Issues and Trends in Education (3)

EDU 652 Instructional Theory/ Practice (3)

EDU 674 History and Philosophy of Education (3)

Major Area Courses: 21 hours

EDU 610 Elementary School Administration PK-8 (3)

EDU 645 The Principal as an Instructional Leader (3)

EDU 655 School Law: Constitutional Aspects and Cases (3)

EDU 657 School Organization and Community Relations (3)

EDU 659 Finance/Facilities (3)

EDU 666 Supervision of Instruction (3)

EDU 689 Internship in Administration PK-8 (3)

Program of Study: School Administration/Educational Leadership 7-12 (MSE) 36 hours

Note: Program requires 250 internship hours, 110 of which will be acquired in EDU 690.

Professional Education Core Courses: 15 hours

EDU 603 Introduction to Educational Research and Design (3)

EDU 658 Fundamentals of Curriculum Development PK-16 (3)

SPD 611 Organization and Administration of Special Education (3)

Professional Core Electives: Select 6 hours from the following: (6)

(A 12 credit-hour focus may be substituted for professional core electives)

- EDU 626 Advanced Educational Psychology (3)
- EDU 627 Current Issues and Trends in Education (3)
- EDU 652 Instructional Theory/ Practice (3)
- EDU 674 History and Philosophy of Education (3)
- EDU 682 Developing and Integrating Technology in the Classroom (3)

Major Area Courses: 21 hours

- EDU 611 Secondary School Administration (3)
- EDU 645 The Principal as an Instructional Leader (3)
- EDU 655 School Law: Constitutional Aspects and Cases (3)
- EDU 657 School Organization and Community Relations (3)
- EDU 659 Finance/Facilities (3)
- EDU 666 Supervision of Instruction (3)
- EDU 689 Internship in Administration PK-8 (3)

Program of Study: School Administration/Educational Leadership PK-12 (MSE) 45 hours

Note: Program requires 380 internship hours, 220 of which will be acquired in EDU 689 and 690.

Professional Education Core Courses: 15 hours

- EDU 603 Introduction to Educational Research and Design (3)
- EDU 658 Fundamentals of Curriculum Development PK-16 (3)
- SPD 611 Organization and Administration of Special Education (3)

Professional Core Electives: Select 9 hours from the following (9)

(A 12 credit-hour focus may be substituted for professional core electives)

- EDU 604 Language Arts in the Elementary and Middle School (3)
- EDU 626 Advanced Educational Psychology (3)
- EDU 627 Current Issues and Trends in Education (3)
- EDU 652 Instructional Theory/ Practice (3)
- EDU 674 History and Philosophy of Education (3)
- EDU 682 Developing and Integrating Technology in the Classroom (3)

Major Area Courses: 27 hours

- EDU 610 Elementary School Administration (3)
- EDU 611 Secondary School Administration (3)
- EDU 645 The Principal as an Instructional Lead (3)
- EDU 655 School Law: Constitutional Aspects and C (3)
- EDU 657 School Organization and Community Relations (3)
- EDU 659 Finance/Facilities (3)
- EDU 666 Supervision of Instruction (3)
- EDU 689 Internship in Administration PK-8 (3)
- EDU 690 Internship in Administration 7-12 (3)

*If candidate is secondary prepared, 3 credit hours of electives must be an elementary reading or language arts course.

Focus Areas in School Administration

A focus area is a cluster of courses that concentrate on a specific area of specialization within a larger academic discipline. The School Administration degree program has a focus area in Athletic Administration and Special Education Supervision. Students may utilize courses from the focus area as electives within the Professional Core Electives required for each degree. The focus area is not an independent degree program but may be a part of one of the school administration degree programs. Students are not required to have a focus area as part of their degree program.

Focus Area in Special Education Supervision: 12 hours

Note: Students wishing to complete a Focus in Special Education Supervision will take the following 12 hours. Students may use the hours in this focus as substitution for the Professional Core Electives in any of the School Administration/Educational Leadership programs of study. Persons completing this focus seeking a Special Education Supervisor endorsement in Nebraska must currently hold a teaching certificate with an endorsement in Special Education.

SPD 611 Organization and Administration of Special Education (3)

SPD 636 Social/Emotional Behavior (3)

SPD 652 Collaboration and Co-Teaching in the Field (3)

SPD 690 Internship in Special Education Supervision PK-12 (3)

Core and Major Area Course Descriptions:

EDU 603 Introduction to Educational Research and Design (3) 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.

EDU 604 Language Arts in the Elementary and Middle School (3) A course designed to enhance instruction and assessment of elementary and middle level students' communication skills.

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 627 Current Issues and Trends in Education (3) This course offers intensive study of specific issues and trends that have 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 students to examine relevant topics affecting education in breadth and depth.

EDU 652 Instructional Theory and Practice (3) 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.

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.

EDU 610 Elementary School Administration PK-8 (3) A study of the role and responsibility of the elementary principal to lead by establishing a school vision; striving for educational equity; implementing a rigorous and coherent elementary curriculum; cultivating an inclusive, caring, and supportive school community; promoting professional capacity; and fostering a professional community to promote the academic success of elementary and middle school students. Topics include engaging families and community organizations, student personnel policies, student activities, guidance services, class scheduling, integrating technology, and evaluating the education program.

EDU 611 Secondary School Administration 7-12 (3) The study of the role and responsibility of the secondary school principal to lead by establishing a school vision, striving for educational equity; implementing a rigorous and coherent secondary curriculum; cultivating an inclusive, caring, and supportive school community; promoting professional capacity; and fostering a professional community to promote the academic success of middle and high school students. Topics include engaging families and community organizations, student personnel policies, student activities, guidance services, class scheduling, integrating technology, and evaluating the education program.

EDU 645 The Principal as an Instructional Leader (3) This course examines the different areas of emphases and roles that are central to promoting effective instructional leadership in schools, especially as they apply to the principal. This will include the study of instructional leadership as it relates to the improvement of instruction, effective schools and ongoing effective program delivery by personnel. Areas to be explored and discussed include significant and recent research and best practices of instructional leadership, high reliability schools, learning theory, the change process, school climate and culture, school improvement and the use of data, effective teaching methods and the relationship of instruction to curriculum.

EDU 655 School Law: Constitutional Aspects and Cases (3) This course explores the legal, ethical, and political issues of school administration and implementing equity of educational opportunity and culturally responsive practices. The course will examine the principles of PK-12 education law and the management of school operations through the study of the legal system and student and employee rights.

EDU 657 School Organization and Community Relations (3) A study of school leadership, the organization and administration of public schools, and the meaningful engagement of families and communities to promote each student's academic success and well-being. The Study shall include an examination of leadership styles, political and legal structure of schooling in the United States, and how to interact with and build partnerships with families and the community; as well as how to advocate for students and schools.

EDU 659 Finance/Facilities (3) A study of the management of a school's facilities and fiscal resources and the leadership skills necessary to cultivate a caring and supportive school community. Emphasis will be placed on acquiring and managing school resources, ethical stewardship of school funds, and maintenance of a safe, caring, and healthy school environment.

EDU 666 Supervision of Instruction (Elementary-Secondary) (3) A course designed to acquaint student with leadership strategy, which will help administrators, supervisors, department chairpersons, or others with supervisory responsibility for improving the effectiveness of the teacher-learning process. Emphasis on the conditions and process of supervision.

EDU 689 Internship in Administration PK-8 (3) A one semester experience and study concerning administrative functions in selected PK-8 school settings. Arranged cooperatively with public/private schools and Wayne State College. Course objectives prescribed in EDU 689 syllabus include 110 internship hours.

EDU 690 Internship in Administration 7-12(3) A one semester experience and study concerning administrative functions in selected 7-12 school settings. Arranged cooperatively with public/private schools and Wayne State College. Course objectives prescribed in EDU 690 syllabus include 110 internship hours

Special Education Focus Area Course Descriptions:

SPD 611 Organization and Administration of Special Education (3) Introduction to administrative procedures of special services. Emphasis on Nebraska and national laws governing special education. Processes of planning and implementing student programs as well as maintaining student records, identifying, selecting and using local and state resources for operating the special education program are studied.

SPD 636 Social/Emotional Behavior (3) Historical perspectives of emotional and behavior disorders. Understanding psychological, biological and environment factors that affect the social/emotional development of exceptional learners. Course objectives prescribed in SPD 636 syllabus include 20 field hours.

SPD 652 Collaboration and Co-Teaching in the Field (3) Effective techniques of working with parents, educators, paraprofessionals, related service providers, agencies and other professional personnel. A strong emphasis will be placed on the various models of co-teaching, forming co-teaching partnerships, and planning within a co-taught environment. Course objectives prescribed in SPD 652 syllabus include 10 field hours.

SPD 690 Internship in Special Education Supervision PK-12 (3) A one semester experience and study concerning special education administrative functions in selected PK-12 school settings. Arranged cooperatively with public/private schools and Wayne State College. Course objectives prescribed in SPD syllabus include 70 internship hours.

2. Centrality to Role and Mission

HISTORY OF WAYNE STATE COLLEGE

The community of Wayne demonstrated a commitment to higher education by establishing Nebraska Normal College in 1891. At that time there were four faculty members and seven aspiring future educators. Today, Wayne State College is approaching 4,000 students. The School of Education and Behavioral Sciences has 960 students pursuing a teaching career and 14 full-time faculty members and 26 adjunct faculty members. Wayne State College is still committed to preparing future teachers for our region and state.

Educator preparation at Wayne State College makes six commitments to our candidates, PK-12 students and their families, schools, and communities. Through our Six Commitments, graduates from Wayne State College's educator preparation program are professionals who demonstrate the necessary knowledge, strategies, and attitudes required for promoting student achievement and making positive impacts on students' lives and in school communities.

Six Commitments:

- High-Impact Instructional Support for Students
- Inclusive and Responsive Pedagogies
- Content Mastery
- Professionalism
- Data and Assessment Literacy
- Student-Centered Learning Environments

MISSION STATEMENT

Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering 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 collegial campus community.

CORE VALUES

- Learning Experience
- Student Success
- Regional Service

Wayne State College collaborates with our regional partners to elicit feedback in our continuous improvement process for education preparation programs. These partners include regional education services centers, Nebraska Department of Education, and faculty, principals, and superintendents from school districts. Our main stakeholder body for Educational Leadership and Foundations is our ACEP group (Advisory Council to Educator Preparation). It is through this group that we discuss how our programming can better serve our vast state college region.

VISION STATEMENT

Wayne State makes a notable difference to rural and community life through learning excellence, student success and regional service.

Alignment with Wayne State College's Mission, Core Values and Vision Statements

The MSE in Special Education Supervision program aligns with Wayne State College's mission to prepare students for careers and advanced study programs. Moving this program to MSE in School Administration will afford students the opportunity to focus on special education in the school administrative certification program. Additionally, this will allow students who want to supervise special education personnel a solid background in special education. Finally, the School of Education and Behavioral Sciences is committed to ensuring learning excellence and student success in this proposed program.

External Stakeholders

The School of Education and Behavioral Sciences collaborates with our regional partners to elicit feedback in our continuous improvement process for education preparation programs. These partners include regional education services centers, Nebraska Department of Education, and faculty, principals, and superintendents from school districts. In order to make these program changes, the School Administration and Special Education faculty collaborated to ensure the new program was the right choice for the needs of the state and the students. School administrators who have a special education focus will fill a need in schools. Special education can be a highly litigious program. These school administrators, who obtain a special education focus within their program, will be better prepared to handle the many issues of their special education program. This ensures the special education students on the campus will be properly served.

3. Evidence of Need and Demand

In the past, the MSE Special Education Supervisor Program has been a separate MSE under Special Education. The students receiving the Supervisor certification could only supervise special education personnel. Principals, on the other hand, can supervise both general and special education. Moving this program to the School/Administration program as a focus area will allow students who are in the principal program to get a focus in special education. They would have the tools to supervise and understand special education.

Need for the program:

Currently, 17.43% of the special education teacher positions were unfilled in 2019-2020 according to the Nebraska Department of Education. The number of students with disabilities in Nebraska increased 5,580 students from the 2015-2016 to the 2019-2020 school years. This increase creates a need for teachers who are certified in special education, as well as school administrators who have a background in special education. School administrators who have a focus in special education increases the effectiveness of school leadership and special education programs, and, with the help and support of the school district, might even lead to the increase in numbers of those within the district endorsed to meet the needs of students with disabilities and special needs.

Special education can be a highly litigious program. These principals, who obtain a special education focus within their program, will be better prepared to handle the many issues of their special education program. This ensures the special education students on the campus will be properly served. Our hope is that students who are products of special education in Nebraska will be contributing members to the Nebraska workforce.

Demand for the Program:

Currently, we have five students who are enrolled in the MSE Special Education Supervisor program. We have had two students complete the program. This program prepares students to supervise only special education personnel. The school administration certification with a special education focus will provide greater employment opportunities for students upon completion of the program and certification from NDE. The goal is to double this enrollment over the next five years. Specifically, we are hopeful that by producing graduates who are both endorsed as principals and special education supervisors, districts will have building leaders who can better serve the broader student populations in their schools and districts.

The minimum number of students required to make the program viable:

This program will not require additional faculty workload since the courses are already being taught by special education faculty for the MSE Special Education program.

4. Adequacy of Resources

A. Faculty and Staff Resources:

Current faculty and staff resources are adequate. All courses are currently delivered within current structure.

B. Physical Facilities:

Current physical facilities are adequate.

C. Instructional Equipment and Informational Resources:

Current instructional equipment and informational resources are adequate through. The curriculum resource center in the library along with the help from the embedded librarian as well as from the department of Teaching and Learning Technologies is adequate.

D. Budget Projections for the first five years of program:

This offering is a new packaging as to how WSC can produce graduates capable of taking on special education leadership roles in districts. This offering utilizes existing courses, instructors, and resources. Our hope in making this change is to help increase the number of school leaders in Nebraska who are also endorsed to hold administrative roles in special education. We do not anticipate that this will impact budgets in any fashion.

5. Avoidance of Unnecessary Duplication

As this change is really a re-packaging of curriculum from one program (special education) to another program (school administration), and because the curriculum at WSC leading to this endorsement has existed for the past five years, there is no concern about unnecessary duplication at the college, in the state, or in the region. And, acknowledging the fact that special education is a shortage area for Nebraska and other states (see Item 3.A.), duplication is also not a concern.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

This change is the outgrowth of change WSC made about five years ago when implementing the online MSE in Special Education. We feel the changes made in the past and the one proposed here nicely align with the Comprehensive Statewide Plan for Postsecondary Education as our proposal is a

response to workforce needs by “promoting degree or certificate programs in needed areas” (p. 38). It is apparent that this particular track is better housed in the school administration program and not the special education program. As mentioned above, our hope is that by putting this endorsement in the administrative programming, educators studying to become school leaders will be more inclined to add this to their programming; ours is a workforce initiative to an extent.

As indicated by the Statewide plan “Nebraska’s institutions and policymakers ... ensure that all Nebraskans are able to access and successfully complete postsecondary education appropriate to their individual needs and abilities, unrestricted by age, culture, *disabilities*, religion, race, ethnicity, gender, sexual orientation, gender identity, nationality, socioeconomic status, or geographic location.” Furthermore, the Plan suggests that postsecondary education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to build and sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state. Again, we feel that what is proposed satisfies the spirit found in the Plan.

Lastly, special education has been a shortage area in Nebraska schools for the past several years. According to a recent NDE teacher shortage survey report, special education is a shortage area for every region in Nebraska and has been for the past five years. By repackaging the curriculum into our school administration curriculum, our hope is that school leaders will be better poised in the future to guide their districts and help students with special needs, even if they are struggling to hire qualified teachers.