

Instrumental Track Electives (7 credits)

Graduate Music Courses
1-2 Graduate Ensemble Courses

Vocal Track Electives (7 credits)

MUS 619A, Vocal Pedagogy (2)
2 Graduate Ensemble Credits
Graduate Music Courses

*Voice performance majors with fewer than 2 semesters study of French, German, or Italian must complete 2 semesters of undergraduate study in one of those languages.

** Students must follow departmental policies in preparing and presenting the graduate performance recital.

Master of Arts with an Emphasis in Music Composition (32 credits)

Required Courses (28 credits)

MUS 532, Electronic Music (2)
MUS 622, Styles and Analysis (3)
MUS 621, Music Research Methods (3)
MUS 640A, Music Theory (3)
MUS 641, Counterpoint (3)
MUS 655, Music Since 1900 (3)
MUS 645, Composition (8)
MUS 681, Thesis-Recital (3)

Electives (4 credits)

MUS 640B, Music Theory (3)
MUS 646, Choral Arranging (2)
MUS 647, Instrumental Arranging (2)
MUS 648, Orchestration (2)
MUS 649, Advanced Jazz Arranging (2)
Additional courses from applied, history, theory, technology
1-4 credits in Applied Music
1-2 credits in ensembles

* Students must follow departmental policies in preparing and presenting the graduate performance recital.

NURSING (NUR)

The College of Health Professions currently offers the Master of Science in Nursing degree with the area of emphasis in: Family Nurse Practitioner, Family Nurse Practitioner with School Nurse Practitioner Specialization, Nursing Administration, or Nursing Education. The College of Health Professions also offers Post Master's Certificates in Family Nurse Practitioner, Nursing Administration, and Nursing Education.

MASTER OF SCIENCE IN NURSING

The purpose of the Master of Science in Nursing program is to prepare graduates for advanced practice nursing in a variety of practice settings, particularly in rural and/or underserved communities. The program also prepares nurses for leadership roles in the administration of clinical services in a variety of community based or acute care provider agencies.

Coursework in the Master of Science in Nursing program incorporates the classroom, laboratory, and clinical modes of instruction. All nursing students have experiences with rural and/or underserved populations as part of the state initiatives for primary health care. The Master of Science in Nursing program requires the completion of a minimum of 42 credit hours for the family nurse practitioner area of emphasis, and 36 credit hours for the nursing administration and nursing education areas of emphasis. Upon successful completion of the MSN-FNP program, and depending on area of emphasis, graduates are eligible to take the American Academy of Nurse Practitioners (AANP) Certification Examination for Adult and Family Nurse Practitioners and/or the American Nurses' Credentialing Center (ANCC) Certification for Family Nurse Practitioners. Graduates of the Post Master's Certificate in Family Nurse Practitioner program are eligible to take the AANP Certification, for Adult and Family Nurse Practitioners and/or the ANCC Certification Examination for Family Nurse Practitioners. Graduates of the MSN-NUR ADM program are eligible to take

the ANCC Certification Examination for Nursing Administration or Nursing Administration Advanced, depending on their experience and stage of professional development. The Master of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006. Phone (212) 363-5555, ext. 153, FAX (212) 989-8264. In addition, the NLNAC is a source for information regarding tuition, fees, and length of the program.

The program purpose is achieved through three program components. The core component (12 credits) focuses on knowledge and skills related to nursing theory, advanced nursing research, leadership, and health care issues.

The area of emphasis component (18 or 24 credits) allows the student to specialize in a particular area. The family nurse practitioner area of emphasis (24 credits) provides students with the opportunity to develop competency as a family nurse practitioner. Students in this area of emphasis may also opt to specialize as school nurse practitioners. The nursing administration area of emphasis (18 credits) provides students with the opportunity to acquire knowledge and skills necessary to administer/manage rural/underserved primary care agencies, home health care, and other health care agencies or units. The Nursing Education area of emphasis (18 credits) gives the student the opportunity to gain the knowledge and skills necessary to be a nurse educator.

The elective component (6 credits) allows students to choose one of four options: 1) thesis, 2) role development courses in teaching, 3) school nurse practitioner courses, or 4) elective courses related to the student's area of interest.

The MSN-FNP program can be completed in two academic years of full-time study or over a period not to exceed 7 calendar years from date of first class enrollment. The MSN-NUR ADM program can be completed in one calendar year of full-time study or over a period not to exceed 7 calendar years from date of first class enrollment. The MSN NUR-NE programs can be completed in 4 semesters of study. Graduate nursing courses are open only to those students admitted to the nursing program.

Course Requirements: Family Nurse Practitioner

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602 Theoretical Foundations in Nursing	3
NUR 604 Leadership in Nursing	3
NUR 606 Advanced Nursing Research	3
NUR 608 Issues in Health Care	3
Area of Emphasis Component Courses (24 credits)	<i>Hours</i>
NUR 622 Advanced Family Nursing I	5
NUR 624 Advanced Family Nursing II	5
NUR 626 Advanced Family Nursing III	5
NUR 695 Internship: Advanced Family Nursing	6
NUR 662 Pharmacology for Nurses in Advanced Practice	3
Elective Component Courses (Select 6 credits from the following offerings)	<i>Hours</i>
NUR 681 Thesis	6
NUR 616 Curriculum Development in Nursing	3
NUR 618 Teaching in Nursing	3
NUR 642 Organizational Dynamics in Nursing	3
NUR 644 Financial Strategies in Nursing Administration	3
or Other Electives	6
TOTAL	42

Course Requirements: Family Nurse Practitioner with School Nurse Practitioner Specialization

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602 Theoretical Foundations in Nursing	3
NUR 604 Leadership in Nursing	3
NUR 606 Advanced Nursing Research	3
NUR 608 Issues in Health Care	3
Area of Emphasis Component Courses (24 credits)	
NUR 622 Advanced Family Nursing I	5
NUR 624 Advanced Family Nursing II	5

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NUR 626 Advanced Family Nursing III	5
NUR 695 Internship: Advanced Family Nursing	6
NUR 662 Pharmacology for Nurses in Advanced Practice	3
Elective Component Courses (6 credits)	
NUR 632 School Nurse Practitioner Role in School Health I	3
NUR 634 School Nurse Practitioner Role in School Health II	3
TOTAL	42

Course Requirements: Nursing Administration

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602 Theoretical Foundations in Nursing	3
NUR 604 Leadership in Nursing	3
NUR 606 Advanced Nursing Research	3
NUR 608 Issues in Health Care	3
Area of Emphasis Component Courses (18 credits)	
NUR 642 Organizational Dynamics in Nursing	3
NUR 644 Financial Strategies in Nursing Administration	3
NUR 646 Nursing Management in Health Care Settings I	6
NUR 648 Nursing Management in Health Care Settings II	6
Elective Component Courses (Select 6 credits from the following offerings)	
NUR 681 Thesis	6
NUR 616 Curriculum Development in Nursing	3
NUR 618 Teaching in Nursing	3
NUR 632 School Nurse Practitioner Role in School Health I	3
NUR 634 School Nurse Practitioner Role in School Health II	3
or Other Electives	6
TOTAL	36

Course Requirements: Nursing Education

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602, Theoretical Foundations in Nursing	3
NUR 604, Nursing Leadership in Health Care Settings	3
NUR 606, Advanced Nursing Research	3
NUR 608, Issues in Health Care	3
Area of Concentration Component Courses (18 credits)	
NUR 616, Curriculum Development in Nursing	3
NUR 618, Teaching in Nursing	3
NUR 619, Practicum: Teaching in Nursing	3
EDF 535, Tests and Measurements	3
CIEC 600, Computing and Instructional Design	3
EDF 619, Educational Psychology	3
Elective Course Options	
NUR 681, Thesis	6
OR	
Electives	6

Admission Requirements for MSN Applicants

All applicants must meet the admission requirements of the Marshall University Graduate College. The nursing program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for regular admission to the program, applicants must meet the following admission requirements:

1. Baccalaureate degree with a major in nursing from an NLNAC accredited program.
2. Undergraduate course credit for 3 semester hours of basic statistics and 3 semester hours of basic research.
3. Scholastic achievement as evidenced by an overall undergraduate/graduate Grade Point Average and scores on the Graduate Record Examination as follows:
Before October 2002: GPA 2.5 (4.0=A) and GRE 1500 (total of 3 subtests) *or* GPA 3.0 (4.0=A) and GRE 1200 (total of 3 subtests)
After October 2002: GPA 2.5 (4.0=A) and GRE 800 (total of 2 subtests) and Analytical Writing score of 3 or greater
Note: the GRE requirement is waived for applicants with an undergraduate GPA of 3.25 or higher.
4. Evidence of a current unincumbered license as a registered nurse in a U.S. jurisdiction.
5. It is strongly recommended that all MSN students have two years of full-time nursing practice prior to application to the program. Those who do not meet this criterion will be considered on an individual basis.

An applicant who has a baccalaureate degree in nursing and a master's degree in any field is eligible for regular admission.

Registered nurse applicants with a Master of Science in Nursing degree from an NLNAC accredited program are eligible for regular admission to the MSN program to take any portion of the MSN program, provided space is available.

An applicant may be considered for provisional admission if the:

1. Baccalaureate degree does not meet the criteria for regular admission.
2. Undergraduate/graduate Grade Point Average and Graduate Record Examination (taken before October 2002) fall within the following range:
 GPA 2.25 (4.0=A) and GRE 1500 (total of 3 subtests) *or*
 GPA 2.5 (4.0=A) and GRE 1400 (total of 3 subtests) *or*
 GPA 2.75 (4.0=A) and GRE 1300 (total of 3 subtests) *or*
 GPA 3.5 (4.0=A) and GRE 1100 (total of 3 subtests)
For GRE taken after October 2002:
 GPA 2.25 (4.0=A) and GRE 1000 (total of 2 subtests) and an Analytical Writing score of 3 or higher.
 GPA 2.5 (4.0=A) and GRE 950 (total of 2 subtests) and an Analytical Writing score of 3 or higher
 GPA 2.75 (4.0=A) and GRE 850 (total of 2 subtests) and an Analytical Writing score of 3 or higher
 GPA 3.5 (4.0=A) and GRE 750 (total of 2 subtests) and an Analytical Writing score of 3 or higher
3. Prerequisite coursework or records are incomplete. If a student is accepted for provisional admission, the terms for reclassification as a regular student will be stated in the letter of admission. The provision(s) and the time frame will be stated in the letter of admission. Under no circumstances will the provisional terms be extended beyond the 12th credit hour. The student must maintain a minimum Grade Point Average of 3.0 in all graduate coursework taken during the provisional period. The student who does not meet the provision(s) as stated will be dropped from the program.

Admission Process for MSN Applicants

To apply for admission to the program, the applicant must submit a complete application to the Marshall University Admissions Office by March 1 for the Family Nurse Practitioner area of emphasis and July 1 for the nursing administration area of emphasis. Application must include:

1. Graduate application.
2. Official transcripts of all undergraduate and graduate coursework. These must be sent directly from the college/university to the Admissions Office.

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3. Graduate Record Examination scores. Information regarding this examination may be obtained from the Graduate College or the Admissions Office.
4. Verification of a current unencumbered license as a registered nurse in a U.S. jurisdiction. Verification form may be obtained from the Graduate Nursing Office.

In addition, applicants must submit application and resume to the Graduate Nursing Office on form provided by the College of Health Professions.

POST MASTER'S CERTIFICATE IN FAMILY NURSE PRACTITIONER PROGRAM

The purpose of the Post Master's Certificate in Family Nurse Practitioner program is to prepare nurses, who have a Master of Science in Nursing degree, as family nurse practitioners. The graduates of this program are eligible to take the American Nurses' Credentialing Center Certification Examination for Family Nurse Practitioners.

Course Requirements: Post Master's Certificate in Family Nurse Practitioner Program

NUR 622 Advanced Family Nursing I	5
NUR 624 Advanced Family Nursing II	5
NUR 626 Advanced Family Nursing III	5
NUR 695 Internship: Advanced Family Nursing	6
NUR 662 Pharmacology for Nurses in Advanced Practice	3
TOTAL	24

Additional courses may be taken after consultation with the graduate faculty advisor for family nurse practitioners.

POST MASTER'S CERTIFICATE IN NURSING ADMINISTRATION PROGRAM

The purpose of the Post Master's Certificate in Nursing Administration program is to prepare nurses who have Master of Science in Nursing degrees as nurse administrators. The graduates of this program are eligible to take the American Nurses' Credentialing Center Certification Examination for Nursing Administration or Nursing Administration Advanced.

Course Requirements: Post Master's Certificate in Nursing Administration Program

NUR 642 Organizational Dynamics	3
NUR 644 Financial Strategies	3
NUR 646 Nursing Management in Healthcare Settings I	6
NUR 648 Nursing Management in Healthcare Settings II	6
TOTAL	18

Additional courses may be taken after consultation with the graduate faculty advisor for nursing administration.

POST MASTER'S CERTIFICATE IN NURSING EDUCATION PROGRAM

The purpose of the Post Master's Certificate in Nursing Education program is to prepare nurses who have Master of Science in Nursing degrees as nurse educators.

Course Requirements: Post Master's Certificate in Nursing Education Program

NUR 616 Curriculum Development in Nursing	3
NUR 618 Teaching in Nursing	3
NUR 619 Practicum: Teaching in Nursing	3
EDF 535 Tests and Measurements	3
CIEC 600 Computing and Instructional Design	3
EDF 619 Educational Psychology	3
TOTAL	18

Additional courses may be taken after consultation with the graduate faculty advisor for nursing education.

Admission Requirements for a Post Master's Certificate Program in Family Nurse Practitioner, Nursing Administration, or Nursing Education

All applicants must meet the admission requirements of the Marshall University Graduate College. The Post Master's Certificate program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. Applicants must meet the following minimum requirements.

1. Master of Science in Nursing from an NLNAC accredited program. Applicants who are graduates of programs outside the NLNAC jurisdiction will be evaluated on an individual basis.
2. Evidence of a current unincumbered license as a registered nurse in a U.S. jurisdiction.

Admission Process for Post Master's Certificate program in Family Nurse Practitioner, Nursing Administration, or Nursing Education

To apply for admission to the Post Master's Certificate program, the applicant must submit the following to the Marshall University Admissions Office.

1. Graduate application.
2. Official transcript(s) of graduate coursework. Transcript(s) must be sent directly from the college/university to the Admissions Office.
3. Verification of a current unincumbered license as a registered nurse in a U.S. jurisdiction. Verification form may be obtained from the Graduate Nursing Office.

In addition, applicants must submit application and resume to the Graduate Nursing Office on form provided by the College of Health Professions.

POLICIES

Students in both the MSN and Post Master's Certificate programs are governed by policies stated in the **Marshall University Graduate College Catalog**. Policies specific to the nursing programs are as follows:
Academic Policies:

1. The College of Health Professions reserves the right to require withdrawal from nursing of any student whose health, academic record, clinical performance, or behavior in nursing is judged unsatisfactory.
2. Students who earn more than 6 hours of C may be subject to dismissal from the program.
3. Students may repeat one required course in which they have earned less than a C.
4. Students whose Grade Point Average falls below 3.0 may not progress in nursing courses with a clinical component until a grade point average of 3.0 is attained, and only when space is available.
5. No more than 12 course hours may be accepted as transfer credit.
6. Only 1 re-examination of the comprehensive examination may be taken.
7. Students enrolled in the Post Master's Certificate program must complete the program with a 3.0 Grade Point Average or better on a 4.0 scale.

Other Policies

1. Each student must submit a satisfactory health record prior to registering for his/her first nursing course with a clinical component.
2. Each student is required to have an annual PPD screening test for Tuberculosis.
3. Each student must show evidence of the following prior to registering for any nursing course with a clinical component: Current unincumbered professional nurse licensure in Ohio and West Virginia (both state licenses are required).
4. Current certification in cardiopulmonary resuscitation.
5. Students are responsible for own transportation to and from all clinical assignments.
6. Students are required to be in professional attire for all clinical practica and to wear a name pin. In addition, selected clinical agencies require a white lab coat.
7. For additional policies, see Graduate Nursing Student Handbook.

PHILOSOPHY (PHL)

The Philosophy Department offers a minor at the graduate level.

**PHYSICAL EDUCATION
(See Exercise Science, Sport, and Recreation)**

PHYSICAL SCIENCE (PS)
(Physics and Physical Science Department)

The Master of Science in Physical Science, offered in cooperation with the Departments of Chemistry, Geology, Integrated Science and Technology, and Mathematics, is intended to provide the opportunity for students with diverse qualifications to improve the depth and breadth of their knowledge in the Physical Sciences. The degree offered is a M.S. in Physical Science, with an Area of Emphasis in one of the following: Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics.

The area of emphasis in Geobiophysical Modeling is interdisciplinary, with core courses in Remote Sensing and GIS Modeling. Thereafter, students may chose from areas of concentration in Aquatic, Terrestrial or Biophysical Systems and Models.

Programs will be designed to meet individual needs. Students must consult with their advisor for specific requirements. The writing of a thesis is required in the Geology area of emphasis (see section on geology), but is optional in the other areas. If the thesis option is chosen, a minimum of 32 hours is required, including not more than 6 hours for the thesis. Without the thesis, 36 hours are required.

NOTE: These are general guidelines. Individual departments may have their own requirements.

	<i>Hours</i>
Minimum requirements	32-36
Area of Emphasis (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics)	12-18
Minor area (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics)	6
Electives	12-18

The Department of Physics and Physical Science also offers minor fields in physical science and in physics.

POLITICAL SCIENCE (PSC)

The Master of Arts in political science provides a wide range of opportunities for students of various interests or goals. The M.A. program affords both concentration and flexibility so that majors may acquire in-depth knowledge in selected aspects of politics as well as appropriate skills in political analysis. Majors may arrange a program to prepare themselves for such endeavors as law school, further graduate work, teaching, or government service. The curriculum also serves interested students in other majors, such as business, education, economics, English, geography, history, journalism, psychology, social studies or sociology, who wish to enhance their backgrounds by taking a minor or specific coursework.

Completion of the master's degree in political science entails fulfillment of both the general Graduate College requirements, and the specific departmental requirements listed below. A major may select either the thesis, or coursework only option. Once an option has been selected, any change in the option must be approved by the department.

The graduate curriculum in political science is divided into six fields of specialization. The student who elects to write a thesis must take at least nine course hours in one of these, and the topic must be within the field. Under the non-thesis options, at least twelve course hours must be taken within a single field.

Under the non-thesis options the candidate must take a comprehensive written examination. All candidates must take a general oral examination.

General Departmental Requirements

Admission to the graduate program requires the GRE Exam and completion of 12 hours of undergraduate political science coursework with a GPA of 2.5. Each student works closely with a graduate advisor throughout his or her program. Before completion of 18 hours of graduate coursework with at least a 3.0 GPA, the student must file a Plan of Study with the Graduate College. At this time, a specific program for the student is projected which will lead to the M.A. degree.

	<i>Hours</i>
Minimum requirements	32-36
1. Political Science 600 and 604 (required of all majors)	6
2. Field of Concentration (minimum)	9-12
3. Second field	6
4. Minor or cognate	6
5. Thesis	6
6. Electives	6

GRADUATE FIELD CONCENTRATIONS

American State, Local and Urban Politics: 536, 540, 561, 606, 611, 612, 621, 648, 675.
American National Politics: 517, 523, 533, 536, 540, 542, 560, 584, 606, 611, 612, 652.
Constitutional Democracy: See separate section below.
Comparative Politics: 507, 508, 509, 510, 511, 522, 524, 529, 614, 652.
International Politics: 505, 506, 510, 512, 515, 520, 523, 524, 529, 531, 609.
Political Theory: 518, 519, 521, 525, 526, 528, 529, 530, 531, 556, 629.
Public Administration and Public Policy: 531, 533, 550, 552, 553, 554, 618, 660.

Courses numbered Political Science 580 through 583, 601, 650, and 651 may be counted in an appropriate area of specialization upon the approval of the advisor.

The Dr. Simon D. Perry Program on Constitutional Democracy

The Dr. Simon D. Perry Program on Constitutional Democracy, a senior/graduate level program, serves as the academic centerpiece of the John Marshall Research Center. The program, which consists of five core courses as well as eleven other carefully selected offerings from a variety of academic disciplines, represents a unique and dynamic field in constitutional studies, employing a new approach in political science called "historical institutionalism." This program consists of the core and elective courses below and all other requirements of the Department of Political Science and the College of Liberal Arts.

Requirements

Core courses: Any three of the following: PSC 527, PSC 536, PSC 544, PSC 546, PSC 622

Elective courses: Any three of the following: PSC 521, PSC 529, PSC 560, PSC 484; HST 509, HST 562, HST 620; PHL 451; SOC 523

MASTER OF PUBLIC ADMINISTRATION (M.P.A.) (offered by West Virginia University in cooperation with Marshall)

The Master of Public Administration degree program provides graduate coursework to prepare and develop public sector management professionals. The degree program will provide competencies and understanding in public management theory and practice, public financial management, methods for public administration research, legal and political foundations, public budgeting, applied research in public administration, human resource systems, and related areas. These abilities and skills are critical to the effectiveness of individuals who work in public sector organizations and to the effectiveness of the organizations themselves.

The Master of Public Administration degree is the recognized professional preparation for management and leadership positions in state government, county and local governments and the federal government. It also directly addresses professional development for other public sector administrators in public service groups, regional arrangements, non-profit organizations, government relations functions and social service agencies.

The cooperative M.P.A. program offered in Charleston will enhance public management competence and organizational impact, particularly in those individuals working in public organizations and functions.

The M.P.A. degree program serves the traditional students directly out of undergraduate school and nontraditional students who graduated some time ago but desire to enter or upgrade in the job market.

The curriculum of the Master of Public Administration degree is directly focused to:

- Improve professional preparation for public sector employees.
- Provide continuing education for state, local and federal employees.
- Enhance advancement and promotion, particularly for those in public sector.
- Hone public management skills and thus make public sector managers more effective in their important areas of service.

Application Information

Application items:

1. West Virginia University's Application to Graduate School
2. Transcripts of courses and Grade Point Average
3. Graduate Record Examination Scores
4. Three letters of evaluation (references should be from academic and professional sources)
5. Resume (vita)

The Admission Committee prefers the submission of Graduate Record Examination (GRE) scores as part of the application for admission. An exception to this policy may be granted under one of these circumstances:

- Law School Admissions Test (LSAT) or Graduate Management Admissions Test (GMAT) scores may be substituted. A waiver will automatically be granted if LSAT or GMAT scores are submitted.

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Evidence of graduate level competence is demonstrated by previous graduate work. Persons holding a graduate degree or who have completed at least 18 semester hours in another accredited graduate program may formally request waiver of the GRE requirement by submitting a letter. The Admissions Committee will review the request. Their approval will be based on the quality of the graduate program in question and how successful performance within it evidences aptitude for graduate work in public administration.

M.P.A. Curriculum

The curriculum requirements for the Master of Public Administration program (South Charleston campus) are the same as the accredited West Virginia University M.P.A. program. The course requirements fall into five categories (1) integrative seminars at the beginning and end of the program, (2) foundation courses which are required before advanced and more specialized courses, (3) advanced required courses, (4) specialized and elective courses, and (5) a Public Administration internship. The M.P.A. degree requires completion of 47 semester credit hours. Students with substantial professional experience may have the internship waived (and graduate with 38 credit hours).

	<i>Hours</i>
<i>Minimum Requirements</i>	<i>47*</i>
1. Integrative Seminar: PA 600	2
2. Foundation Courses: PA 610, 620, 630, 640	13
3. Advanced Courses: (required) PA 720, 730, 741	9
(electives) can be taken from other courses offered in Charleston from both West Virginia University and Marshall University. This can include a specialization in programs offered by WVU such as legal studies, social work, healthcare administration, etc., and by MU such as leadership, health care administration, political science, etc.	12
4. Internship: PA 751, 752 **	9
5. Integrative Seminar: PA 700	2

* 38 hours with internship waived for those with professional experience
 ** may be waived for students with substantial professional experience

The courses are planned to be offered over a two year cycle. Although some modifications may be required the general schedule for course offerings in Charleston is planned as follows:

Year I

Fall Semester

PA 600, Professional Skills Seminar
 PA 610, Public Management Theory and Practice
 PA 741, Human Resource Systems

Spring Semester

PA 600, Professional Skills Seminar
 PA 640, Legal and Political Foundations
 PA 620, Public Financial Management

Year II

Fall Semester

PA 600, Professional Skills Seminar
 PA 630, Methods for Public Administration Research
 PA 720, Public Budgeting

Spring Semester

PA 600, Professional Skills Seminar
 PA 730 Applied Research in Public Administration
 PA 700, Capstone Seminar: Strategies for Change

Note: The above courses in the PA series are West Virginia University courses. Course descriptions and further information are available in the Political Science department office.

PSYCHOLOGY (PSY)

The Department of Psychology offers the Master of Arts degree in Psychology and the Psy.D. degree in Clinical Psychology (see page 147). Admissions procedures and criteria, curriculum, and other program requirements are distinct for each degree program. Please read the appropriate sections below for information on the program of interest. The following two statements are applicable to all psychology graduate programs:

1. *2-C Rule:* Psychology students cannot be admitted to, or continue in, a graduate program in psychology if they earn more than one grade of “C” or lower in any graduate course in psychology or any course included in the plan of study. Such students will not be permitted to continue taking courses or to work on a thesis.
2. *Ethics and Student Behavior:* Students in all programs are expected to behave in accordance with the APA Ethical Principles and Code of Conduct. Consequences for violations may include

suspension or dismissal from the student's program of study. When students in the clinical area of emphasis (M.A. program) or the Psy.D. program exhibit behavior indicating inability or limited capacity to successfully perform clinical roles and functions, they may be suspended or dismissed from their program of study.

M.A. PROGRAM IN PSYCHOLOGY

1. The M.A. program requires a minimum of 36 graduate credit hours, though students may complete significantly more, depending upon their objectives. A common "core" of 24 credits (see below) is required of all students. The remaining hours are selected in consultation with an advisor to help meet students' academic and professional goals. The Clinical Psychology area of emphasis (see below) requires a minimum of 23 specified credits beyond the core.
2. Admissions Criteria include:
 - a. Completion of the following prerequisite courses: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology.
 - b. A minimum undergraduate GPA of 3.0.
 - c. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.
 - d. Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a *B*. A student who earns a *C* or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department.

Students receiving provisional admittance must take:

Statistics (PSY 517)

Psychometrics (PSY 506)

And two of the following: Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672) Advanced or Applied Social Psychology (PSY 502 or 503) Advanced or Applied Developmental (PSY 615 or 617)

No student may take more than 18 hours in the psychology department nor take any courses in the clinical concentration without receiving full admission to the department.

Provisional students will be assigned an advisor who must approve all course registrations.

Provisional students will have a departmental hold placed on their registration to assure advisor approval and compliance with this policy. This hold will be permanently removed upon full admittance.

Students who meet criteria in b and c above but who are missing no more than two of the required undergraduate prerequisite classes listed above may also receive provisional admission. They will then be able to take some graduate classes with the approval of their advisors while completing the prerequisites. However, they may only enroll in graduate classes for which there is no expectation of having had a required "missing" undergraduate course as a prerequisite. For example, a student who has not had elementary statistics cannot enroll in Intermediate Statistics (PSY 517); a student without an undergraduate social psychology course cannot take Advanced Social Psychology, etc. Students receiving provisional admission only because of missing prerequisites will be fully admitted to the program upon successful completion of the missing prerequisites and of any graduate courses taken during the provisional period.

3. Comprehensive Evaluation: A written comprehensive examination is required of all students in the M.A. program. Details about the exam are available from advisors and the program coordinator. In addition, students in the Clinical Psychology area of emphasis must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.
4. Thesis: Students have the option of completing a research thesis. The department has established a set of criteria and procedures for doing a thesis; these are available from advisors. Theses may be good choices for students intending to continue their education in research-oriented Ph. D. programs. This

issue should be carefully discussed with the advisor. Up to 6 credits of PSY 681 (Thesis) may be included as “additional coursework” discussed below.

5. Curriculum

a. Core Requirements:

Intermediate Behavioral Statistics (PSY 517). NOTE: if PSY 417 or its equivalent was completed with a *B* or better as an undergraduate, an additional statistics course must be substituted, in consultation with the student’s advisor.

Biological Bases of Behavior (PSY 674)

Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 502 or PSY 503); NOTE: if either course or its equivalent was completed with a *B* or better as an undergraduate, the student must take the other course at the graduate level.

Advanced or Applied Developmental Psychology (PSY 615 or PSY 617)

Psychometrics (PSY 506). NOTE: If PSY 406 or its equivalent was completed with a *B* or better as an undergraduate, an acceptable alternative must be substituted, in consultation with the student’s advisor.

Ethical and Legal Issues in Psychology (PSY 605)

M.A. Research Seminar (PSY 692)

Total: 24 credits

- b. Additional Coursework: A minimum of 12 additional credit hours from the following list are to be selected in consultation with the advisor. Students may, and often do, take more than 36 credit hours as part of their degree programs; in preparing their plans of study, students should carefully discuss their academic and career goals with their advisors and other faculty members.

Advanced Social Psychology - PSY 502

Applied Social Psychology - PSY 503

Psychometrics - PSY 506

Abnormal Psychology - PSY 508

Child Psychology - PSY 515

Psychology of Personnel - PSY 518

Industrial/Organizational Psychology - PSY 520

Cross Cultural Psychology - PSY 526

Current Models of Psychotherapy - PSY 533

Physiological Psychology - PSY 540

Health Psychology - PSY 543

History and Systems - PSY 560

Teaching of Psychology - PSY 600

Differential Diagnosis and Treatment Planning - PSY 608

Advanced Developmental - PSY 615

Applied Developmental - PSY 617

Experimental Design - PSY 623

Multivariate Analysis - PSY 624

Social Psychological Bases of Groups - PSY 627

Child and Family Diagnosis and Therapy - PSY 635

Seminar in Performance Appraisal - PSY 650

Thesis - PSY 681

Internship in Industrial Organization - PSY 683

With the advisor’s approval, courses from other departments that are consistent with the student’s academic and career goals may be included in the required 12 additional credits.

- c. Clinical Psychology area of emphasis: The Clinical Psychology area of emphasis consists of 23 credit hours of clinical coursework and supervised clinical experience beyond the required department core. (Note: These 23 credits will meet the requirements for 12 additional credits as noted in *b* above.) It is designed to prepare graduates for master’s degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may choose to enroll in the clinical psychology area of emphasis. **However, it is important to note that students choosing the clinical area of emphasis *must* complete the entire track to receive any letters of support or other indication from individual faculty**

members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for any indication of the clinical specialty track to appear on their transcripts. A form for enrolling in this specialty track is available from advisors and from the Clinical area coordinator. The following courses are required for the Clinical Psychology area of emphasis. Those marked with * are restricted only to students in the clinical track. Students in the M.A. clinical area of emphasis must take their specialty track courses in South Charleston.

Current Models of Psychotherapy (PSY 533; 3 cr.)
Diagnosis and Treatment Planning (PSY 608; 3 cr.)
Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)*
Assessment of Adults (PSY 610; 3 cr.)*
Assessment of Children (PSY 611; 3 cr.)*
Adult Assessment Practicum (PSY 620; 1 cr.)*
Child Assessment Practicum (PSY 621; 1 cr.)*
Group Therapy (PSY 634, 3 cr.)*
Clinical Practicum (PSY 670; 3 cr.)*
Clinical Internship (PSY 680; 3 cr.)*

DOCTOR OF PSYCHOLOGY (PSY.D.) PROGRAM

Clinical Psychology (Psy.D.) Program Mission

The primary mission of the Clinical Psychology (Psy.D.) Program at Marshall University is to train doctoral-level psychologists who are highly skilled generalists. Training within the program will foster an appreciation for the importance of critical inquiry at all levels of clinical practice. There is a specific emphasis on developing a sensitivity to the needs of rural and underserved people.

Model and Goals

The philosophy of the program follows a practitioner-scholar model of education and training; consequently, graduates of the program are trained as practitioners of clinical psychology as an empirically informed field. Education and training within the program emphasize the importance of critical inquiry at all levels of clinical practice, including treatment planning for individual clients, assessment of program outcomes, and the design and execution of rigorous research. The program is dedicated to educating students for professional practice careers; therefore, the Psy.D. degree is offered. The program faculty has set forth several pertinent goals and objectives to be obtained by students during their time in the program. These goals and objectives are founded on the core competencies of clinical education and training stated by the National Council of Schools in Professional Psychology (NCSPP).

The program exposes students to the following primary clinical orientations: integrative, behavioral, cognitive behavioral, and psychodynamic. In the context of this exposure, we encourage each student to develop an orientation that is best suited to his or her style and situation. We endeavor to support students in their development, whether they prefer to remain eclectic or choose to invest in a particular theoretical orientation. The fact that the faculty represents a variety of orientations fits well with this model. Although the perspectives of clinical faculty vary, they share a common mission to provide education and training that is solidly grounded empirically. We also emphasize that multiple systemic and individual factors must be considered in developing a cooperative relationship between client and therapist that will ultimately lead to more positive life experiences for the client. There is a sharp focus on the impacts of community and culture from a biopsychosocial model of influence on human development. As such, the generalist orientation of the program serves as a model to students that the field of clinical psychology is as diverse as the human population it serves.

Education and Training Goals and Objectives

1. The primary goal of the program is to provide high quality graduate education and training in clinical psychology with an emphasis on the role of empirical knowledge as it pertains to clinical practice. As such, students will develop the specific competencies that are the foundation of the education and training model developed by NCSPP.

Objective 1.1: Relationship competence: Students are expected to develop the ability to form productive partnerships with clients, peers, supervisors, faculty, and community members.

Objective 1.2: Assessment competence: Students are expected to develop competency in clinical assessment as evidenced by knowledge of basic psychometric theory and sound test administration and interpretation skills. In addition, students should be able to demonstrate the use of sound

assessment methodologies that allow them to describe their client as a fully functioning person, to plan a course of intervention, and to assess intervention outcomes.

Objective 1.3: Intervention competence: Students are expected to demonstrate the ability to form a coherent, theoretically based, empirically-supported treatment plan that is refined during the course of intervention.

Objective 1.4. Research and evaluation competence: Students must demonstrate the ability to conceptualize as appropriate a logical research question, frame it in terms of an operational definition, and develop a sound method for addressing the question. Students must be able to execute the plan and analyze the quantitative and/or qualitative data in a rigorous and systematic manner.

Objective 1.5: Consultation and education competence: A rural behavioral health practitioner may often find that the most important function s/he can serve is as a consultant within existing systems. Students will demonstrate competence in distinguishing various types of consultation from direct intervention.

Objective 1.6: Management and supervision competence: Students will become knowledgeable in the areas of organization and supervision of psychological services. Students will demonstrate this knowledge in their ability to provide formal and information supervision to less experienced students. They will also demonstrate this knowledge in their ability to function professionally in at least two different agency settings.

Objective 1.7: Legal and Ethical competence: Students are expected to understand and abide by the APA Code of Ethics in all professional and academic settings.

Objective 1.8: Cultural/Diversity competence: Students will understand the significant impact cultural differences have on clinical practice and be able to articulate those impacts in reference to specific clinical cases. Students will be able to identify cultural differences in an academic sense and demonstrate through program planning and service delivery that the differences are appreciated.

2. The second goal is to ensure that the clinical training of students is thoroughly grounded in the broad scientific areas of psychology.

Objective 2.1: Students will demonstrate knowledge in the following broad areas of scientific psychology: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;

Objective 2.2: Students will demonstrate knowledge in the following scientific, methodological, and theoretical areas of psychology: individual differences in behavior, human development, dysfunctional behavior and analysis, and professional standards of ethics.

3. Rural areas are characterized by unique needs that are not often met by service delivery models and therapeutic modalities developed primarily in urban settings. Therefore, a third goal is to promote an understanding regarding the impact of rural culture on clinical practice.

Objective 3.1: Students will develop an understanding of the diverse forces at work in rural areas that can and do impact various aspects of human development and community functioning.

Objective 3.2: Students will be able to articulate alternative service delivery models that may improve access and use of behavioral health services in rural areas.

Objective 3.3: Students will be encouraged to seek internships in settings that serve rural populations.

4. Finally, the program seeks to nurture in students the spirit of lifelong learning. In the service of this goal, the faculty strives to create an atmosphere of inquiry in which students are encouraged to utilize a variety of means to answer complex questions related to human nature.

Objective 4.1: Faculty and students will regularly engage in formal and informal discussions of current literature and pertinent research issues.

Objective 4.2: Faculty and students will be encouraged to regularly attend conferences and workshops that promote critical thinking regarding issues pertinent to the broad field of psychology.

Program Goals and Objectives

1. The primary program goal is to enhance the scope and quality of services available in rural areas by increasing the likelihood that doctoral students graduating the program will choose to work in rural and underserved regions, particularly those regions in West Virginia.

Objective 1.1: As research has shown that students who are native to rural areas and who train there are more likely to return to those areas to practice, the department has determined that 50% of the slots be reserved within the program for residents of West Virginia and the surrounding region.

Objective 1.2: Quality practicum placements are cultivated in rural settings to allow students to be trained in alternative service delivery models.

2. The second program goal is to promote an understanding of the impact(s) of rural culture, particularly Appalachian culture, on human behavior and behavioral health needs.

Objective 2.1: Faculty and students are encouraged to develop research projects that permit the examination of the impact of rural/Appalachian culture.

Objective 2.2: Faculty and students are encouraged to present their work in conferences and workshops that address issues pertinent to rural populations.

Applying to the Psy. D. Program

Prerequisite Coursework. Applicants must have completed a minimum of 18 undergraduate semester hours of psychology, including statistics, experimental psychology or research methods, personality, abnormal psychology, and psychometrics in order to be considered for admission.

Application Deadline and Materials. Students are admitted to the Psy. D. program once per year for classes starting in the Fall semester. Applicants are required to submit the completed application form with all requested supplemental materials, official transcripts of all previous coursework, official report of the Graduate Record Examination (GRE) General and Psychology Subject tests, and three letters of recommendation. Completed applications along with all supporting materials must be received by the January 15 deadline to be considered for admission the following fall. It should be noted that the application process is competitive. Average scores for successful applicants for the verbal and quantitative sections for the GRE are around 550 and 540 respectively. Grade point averages for successful candidates typically range from 3.2 to 3.6. Application materials and current program information can be obtained by contacting the Marshall University Psychology Department, the Marshall University Graduate College Admissions office, or by consulting the Psychology Department Web site at www.marshall.edu/psych.

Applicant review process. Applicants are divided into two groups as follows:

1. **Post-B.A.:** This track is designed for students who either possess no graduate degree or whose graduate degree is in an area other than psychology. Students who have completed some graduate work towards a master's degree in psychology but will not have completed the degree prior to admission to the Psy. D. program would also be a part of this track. Students accepted into this track are expected to enroll as full-time students throughout the program. A student accepted through this track will earn a master's degree in psychology as he or she makes successful progress toward the Psy.D.
2. **Advanced Standing:** A student who already has a master's degree in psychology can apply for advanced standing in the Psy.D. program. In order to apply for advanced standing, a student must have completed a master's degree in psychology from a regionally accredited institution. Students who are admitted with advanced standing must select to enter in either a full-time track or a part-time track by the end of their first semester of enrollment. These tracks are described below:

Full-time track: Students who apply for advanced standing and the full-time track must be able to document coursework and practicum equivalencies equal to approximately 36 hours of coursework required in the Psy.D. program at Marshall University. Review of equivalencies is described in the next section. Students in the full-time track must commit to a minimum of 9 hours of coursework and practica per semester during the entire time of their enrollment. They must also commit to taking summer coursework as needed. As such, these students can anticipate completing the program in approximately four years. This would assume 5-6 semesters of coursework and a full year for the pre-doctoral internship. Students admitted to the full-time track can apply to change to the part-time track if their circumstances warrant such a change. Although students with extenuating circumstances may drop below full-time for a given semester without changing tracks, they should recognize that this change may impact the time it will take to complete the program. Students in this track desiring to attend part time for more than one semester may be required to switch formally to the part-time track.

Part-time track: Students who apply for advanced standing and the part-time track are not required to document equivalencies at any particular level, although they must still possess a master's degree in psychology from an accredited institution. Students in the part-time track may enroll either full-time or part-time in any given semester with the exception of the residency year, described in the next section. During the residency year, full-time enrollment is required. Students in this track

should anticipate completing the program in no fewer than 5 years and no more than 7 years from the date of enrollment.

Preference will be given to applicants who demonstrate a commitment to delivering services in rural areas as evidenced by career goals, current practice in, or other meaningful connection to such areas. Although several places will be reserved for strong candidates who are West Virginia residents, the department anticipates admitting students who represent a wide range of geographic backgrounds and interests.

Vertical Team Practica: Practica in the program are arranged according to vertical teams. Each team is lead by a clinical faculty member who is a licensed psychologist. Teams are organized around a particular orientation to clinical conceptualization and treatment planning. Teams include students at all levels of training and allow newer students to be exposed to practica in which they may be placed as they progress through the program. Vertical team arrangements also allow more experienced students to become mentors to more junior students.

Comprehensive Evaluation Process: All students admitted to the program must complete the portfolio evaluation review as part of the comprehensive evaluation process. Students who are admitted immediately after their Bachelor's degree will take a written comprehensive prior to being awarded the master's degree.

Doctoral Research Project: All students are required to complete a doctoral research project prior to receiving their Psy.D. degree. Details of the doctoral research process are discussed in the Psy. D. Student Handbook.

Internship Requirement: All students are required to complete a one year, full time (or two year, half time) internship in clinical psychology at an approved internship training site. There are a very limited number of local approved sites and students should anticipate the possibility of relocation during this portion of the training period. Please contact the Psy.D. program coordinator for additional information concerning this requirement.

Residency Requirement: Students in both tracks are required to enroll as full time students for a one year "residency" period. For most students, this will be the 4th year, when students focus on their doctoral research and their rural practicum placements.

Rural Practicum Placement: A key component of our program is training in and supervised delivery of psychological services in rural settings. All students will spend at least one academic year (two sequential full semesters) placed in an approved rural training site. This placement will require driving to the site and may require an overnight stay each week. More information about this part of the program is available from the Psy. D. program coordinator and/or the Practicum Coordinator.

Scheduling of Coursework: Courses are offered during Fall, Spring and Summer terms, with most courses offered no more than once per year. Students must plan to take courses during each term to make appropriate progress through the curriculum.

Other information about program (e.g. comprehensive exams, specific procedures for requesting evaluation of prior graduate coursework, graduate assistantships and other student funding opportunities; the doctoral program fee charged to students each semester of enrollment) are available from the psychology department; please contact the Psy. D. Program Coordinator.

Accreditation

Marshall University's Psy.D. is fully accredited by the American Psychological Association. In addition, Marshall University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504). The Psy.D. program has also been recognized as a designated program by the National Register/Association of State and Provincial Boards of Professional Psychology.

Course Requirements

Below are the courses required for the Psy.D. program. A curriculum by year can be found by visiting the Web site at www.marshall.edu/psych.

I. Foundational Psychotherapy

PSY 633, Individual Interviewing & Psychotherapy (3 cr.)

II Foundational Assessment

PSY 706, Integrated Assessment I (3 cr.)

PSY 707, Integrated Assessment I Practicum (1 cr.)

PSY 708, Integrated Assessment II (3 cr.)

PSY 709, Integrated Assessment II Practicum (1 cr.)

Optional: PSY 710, Advanced Assessment (3 cr.)

III Biological Bases of Behavior

PSY 674, Biological Bases of Behavior (3 cr.)
PSY 618, Psychopharmacology (1 cr.)
PSY 750, Behavioral Health Psychology (3cr.)

IV. Cognitive and Affective Aspects of Behavior

PSY 672, Cognitive Psychology (3 cr.)

V. History and Systems of Behavior

PSY 560, History and Systems of Psychology (3 cr.)

VI. Research Methodology and Data Analysis

PSY 517, Intermediate Statistics (3 cr.)
PSY 723, Clinical Research Methods (3 cr.)

Choose one of the following:

PSY 7__, Advanced Quantitative Methods (3 cr.)
EDF 625, Qualitative Research in Education (3 cr.)
PSY 799, Doctoral Research (6 or more cr.)

VII. Human Development and Individual Differences

PSY 615, Advanced Developmental Psychology (3 cr.)
PSY 712, Geropsychology (3 cr.)
PSY 764, Human Sexuality and Dysfunction (3 cr.)

VII. Psychopathology

PSY 608, Differential Diagnosis and Treatment Planning (3 cr.)

IX. Professional Standards and Ethics

PSY 605, Ethics, Legal, and Professional Issues (3 cr.)

X Social Aspects of Behavior

PSY 502, Advanced Social Psychology (3 cr.)

XI. Cultural and Individual Diversity

PSY 755, Rural/Community Psychology I (3 cr.)
PSY 726, Cross-Cultural Psychology (3 cr.)

XII. Advanced Psychotherapy

PSY 635, Child and Family Therapy (3 cr.)
PSY 732, Behavior Therapy (3 cr.)
PSY 731, Psychodynamic Therapy (3 cr.)
PSY 733, Cognitive Psychotherapy (3 cr.)
PSY 752, Rural/Community Psychology II (3 cr.)
PSY 634, Group Therapy (3 cr.)
PSY 7__, Advanced Seminar in Psychotherapy (3cr.)

XIII. Consultation and Supervision

PSY 753, Supervision in Clinical Psychology (3 cr.)

XIV. Clinical Practica

PSY 670, Practicum I (3 cr.)
PSY 671, Practicum II (3 cr.)
PSY 769, Practicum in Clinical Psychology (3 cr.)
PSY 713, Advanced Assessment Practicum (2 cr.)
PSY 714, Advanced Assessment Practicum (2 cr.)
PSY 770, Advanced Practicum in Clinical Psychology (3 cr.)
PSY 771, Advanced Practicum in Clinical Psychology (3 cr.)
PSY 772, Rural Practicum I (3 cr.)
PSY 773, Rural Practicum II (3 cr.)

XV. Internship

PSY 780-783, Pre-Doctoral Internship (3-9 cr.)

(continued)

XVI. Clinical Seminar

PSY 790-796, Clinical Seminars (1 cr each/4 required)

XVII. Teaching Experience (Optional)

PSY 600, Teaching Seminar (3 cr.)

GRADUATE CERTIFICATE IN BEHAVIORAL STATISTICS

Psychology and behavioral research are based, in part, upon the assumption of an orderly analysis of empirical data. Within psychology, behavioral statistics offer the foundation for discovery and advancement of the profession and provide the support for the demonstrability of treatment programs and other forms of psychological intervention.

The Graduate Certificate in Behavioral Statistics offers a comprehensive array of statistical tools and analyses that will enable those who complete the certificate both private and public sector opportunity. The certificate represents a balance between the large sample parametric statistics of experimental design [ANOVA] and regression and the areas of non-parametric and small or single subject design.

Certificate holders will be able to create, design, and implement real-world statistical paradigms. Employers will benefit from the breadth of the program in the graduates' ability to apply behavioral statistical paradigms to their knowledge base.

Requirements: 12 hours

PSY 517, Intermediate Behavioral Statistics 3 hours

PSY 623, Experimental Design 3 hours

PSY 624, Multivariate Analysis 3 hours

And *one* of the following:

PSY 651, Advanced Nonparametric Statistics 3 hours

PSY 654, Single Subject Analysis 3 hours

Admission Standards:

Admission standards are the same as for the master's degree. All credits earned in the Graduate Certificate Program in Behavioral Statistics may be applied to a master's degree. For example, PSY 517 is a current requirement for the master's degree in Psychology. Other credits earned in the behavioral statistics program may be applied in part to the elective hours required for the M.A. degree in Psychology.

RELIGIOUS STUDIES (RST)

The Department of Religious Studies offers a minor field of study which is open to all majors in all fields.

SAFETY (SFT)

(See Information Technology and Engineering [CITE])

SCHOOL PSYCHOLOGY (Ed.S.)

The Ed.S. program in School Psychology is designed to prepare students to meet the Department of Education requirements for certification in West Virginia and other states. The program consists of 75 hours of required coursework and field experiences. Students who possess graduate degrees in psychology or education are encouraged to apply and enter with advanced standing. The program faculty will review such students' transcripts and determine the extent of credit to be awarded for previous coursework.

Admission is competitive because of the limited number of available internships. Applicants to the Ed.S. program must have a minimum undergraduate and/or graduate GPA of 3.0. Students must also obtain GRE (General Test) scores of no lower than 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on those two sections. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40). In addition, students must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

Creating a diverse student body is a priority and minority applicants are encouraged to apply. Graduate assistantships are available. Students can be accepted into the school psychology program throughout the school year; however, school psychology competency classes begin in the fall semester of each academic year.

Students are expected to have previous coursework in abnormal psychology, tests & measurements, and statistics. Any prerequisite courses must be completed prior to fall enrollment. In addition, each student is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adopting school (the adoptive school is a public school that has agreed to serve as a “home” for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist) at the time of admission. Program faculty will help potential students connect with potential mentors in their own areas if needed.

Students are admitted to the Ed.S. program with the expectation that they will complete the program within three to five years, depending on the number of classes in which they enroll each semester. Students are expected to enroll in all three semesters. Failure to make the expected amount of progress may result in reassignment to another internship year.

During the first year, each student is required to complete five courses in the core competencies of school psychology. The final year begins with the summer semester preceding internship in which the student takes the final practicum and completes the thesis requirement. The student then completes the 1200 hour (12 credit hours) internship that is required for certification in school psychology. The internship requires a commitment to a school system for a full academic year. A maximum of 18 students will be admitted to this final-year experience.

The program consists of 63 hours of coursework followed by a year-long internship earning 12 hours of graduate credit. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. In addition, students must pass written comprehensive examinations, complete a thesis, and earn a passing score on Praxis I and Praxis II Specialty Area Test in School Psychology before graduation.

Plan of Study: Ed.S. in School Psychology

Requirements:

<i>Course Number/Course Title</i>	<i>Hours</i>
SPSY 616, Psy Foundations I: Typical & Atypical Child Development	3
SPSY 618, Direct Service Delivery I: Instruction & Behavior Mod	3
SPSY 601, Professional Competence I: Schools as Systems	3
CISP 535, Educational Foundations I: General Special Ed Programming	3
PSY 517, Research I: Statistics or EDF 517	3
SPSY 621, Data-Based Decision Making I	3
PSY 674, Psy Foundations II: Biological Bases of Behavior or SPSY 675	3
SPSY 675, Psy Foundations III: Psych Foundations of School Psych	3
PSY 623, Research II: Experimental Design or EDF 621	3
PSY 526, Psy Foundations IV: Cross Cultural Psychology or COUN 574	3
SPSY 603, Professional Competence II: Professional School Psych	3
SPSY 622, Data-Based Decision Making II	3
SPSY 738, Practicum I	3
SPSY 617, Indirect Service Delivery I: Consultation	3
CIRG 636, Educational Foundations II: Developmental Reading	3

Take Comprehensive Written Examination

SPSY 624, Data-Based Decision Making III	3
SPSY 739, Practicum II	3
SPSY 619, Direct Service Delivery II: Individual & Group Counseling	3
SPSY 620, Indirect Service Delivery II: Primary Prevention	3
SPSY 740, Practicum III	3
SPSY 750, Research III: Thesis	3

Defend Thesis

SPSY 745, Internship	6
SPSY 745, Internship	6

Take Praxis II Specialty Examination in School Psychology

Total of 75 hours required

SOCIOLOGY (SOC)

The Department of Sociology focuses on applied sociology and anthropology, especially the analysis of social and cultural issues, policies and trends in Appalachia. We also offer courses in social theory, with an emphasis on inequality.

Applicants for admission to the graduate program are expected to present a minimum of twelve hours of undergraduate sociology courses and Graduate Record Examination. A student must file a Plan of Study with the advisor and the Graduate College office no later than the completion of 12 credit hours, including Sociology 503 and 545.

To complete the requirements for the master's degree, graduate students must select either the thesis or the non-thesis option. The thesis option requires completion of 32 hours of work, including 1-6 hours of thesis in Sociology 681 and a minor of 6 hours. The non-thesis option requires completion of 36 hours, including Sociology 679 and a minor of 6 hours. Sociology 503, 521, 545, and 601 are required for either option.

A minor in sociology is earned by presenting at least two 500- or 600-courses (at least 6 hours total) in Sociology as approved by the student's advisor and the Sociology Department.

SPANISH (SPN)

The Department of Modern Languages offers a minor field of study in Spanish. These courses can also be used in conjunction with a major in Secondary Education.

SPECIAL EDUCATION (See Curriculum and Instruction)

SPEECH (See Communication Studies)

SPEECH PATHOLOGY (See Communication Disorders)

SPORT ADMINISTRATION (See Exercise Science, Sport, and Recreation)

TEACHING (See Education)

TECHNOLOGY MANAGEMENT (TM) (See Information Technology and Engineering [CITE])

THEATRE (THE)

At present the Department of Theatre does not offer a graduate major. Courses in theatre are taken as minors by students in other departments, such as Music, Communication Studies, History, and English. Courses in theatre are also taken by teachers in service who wish to enhance their competence in theatre and to qualify for a higher salary.