Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wvhepcdoc.wvnet.edu/resources/133-11.pdf.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD

Dept/Division: Special Education

Contact Person: Lori Howard

Phone: 304-746-2076

Degree Program | M.A. Special Education

Check action requested:　☐ Addition　☒ Deletion　☒ Change　*see attached emails.*

Effective Term/Year　Fall 20 |16|　Spring 20 |　|　Summer 20 |　|

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Joyce Meikamp_　*LH*	Date 3/4/16
College Curriculum Chair _____	Date 3/14/16
College Dean _Teresa Eagle_	Date 3-24-16
Graduate Council Chair _Christofero_	Date 5-23-16
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

This request is for a deletion of a course from the Program of Study. Specifically, this is to request the deletion of CISP 615 Special Education Research II from the master's degree requirements. This request is to address current trends in the field of teacher preparation for special education. Currently, teacher preparation is focused on classroom practice and research within the classroom. The CISP 611 Special Education Research I course is sufficient to meet this need for special educators. The deletion of this requirement will also align the total course hours more closely with other special education master's degrees within the state of West Virginia.

Please note that this request has been discussed with the Coordinator of the Deaf/Hard of Hearing)(DHH) and Vision Impairment (VI) programs. Please note the attached email correspondence concurring with this request.

Please describe any changes in curriculum:
List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)
There is no change in curriculum because the CISP 611 Special Education Research I course will continue to be focused on classroom or action research. This course is sufficient for special education teachers.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items.
NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

None

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

None

For catalog changes as a result of the above actions, please fill in the following pages.

3. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
(May attach separate page if needed)

Please note page 119 of the Graduate Course Catalog. We request that the CISP 615 Special Education Research II course be deleted from the Master's Degree Requirements.

4. *Edits* to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. *New* **Catalog Description**

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Program of Study- M.A. Special Education..............................6 hrs.

    CISP 611 Special Education Research I
    CISP 627 Trends and Issues in Special Education OR
    CISP 629 Special Education: Seminar

Please insert in the text box below your change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Major or Degree:
Type of Change: *(addition, deletion, change)*
Rationale:

Department: Special Education
Major or Degree: M.A. Special Education
Type of Change: Delete CISP 615 Special Education II course from program requirements
Rationale: The CISP 611 course is sufficient to meet the research needs of special educators. The course deletion will also bring the program's total hours into alignment with other master's degree programs within the state of West Virginia.

From:	Simonton, Molly
Sent:	Monday, February 22, 2016 1:33 PM
To:	Howard, Lori
Subject:	RE: Removal of CISP 615 from Requirements

Yes, ma'am. I am in full support.

MRS

Molly R. Simonton, M.S.
Coordinator, DHH/VI Teacher Certification Programs

Marshall University
College of Education and Professional Development
100 Angus E Peyton Drive, Room 237
South Charleston, WV 25303
(304) 746-8941 office
(304) 550-8901 cell

"Preparing the Experienced Professional as Specialist"

From: Howard, Lori
Sent: Saturday, February 20, 2016 2:24 PM
To: Simonton, Molly <stedman@marshall.edu>
Cc: Meikamp, Joyce <JMeikamp@marshall.edu>
Subject: Removal of CISP 615 from Requirements

M,

Per our previous conversations, I am getting ready to do the paperwork to remove CISP 615 from the Special Education Master's requirements. Since this will also impact your DHH/VI students getting a master's degree, can you please send me email confirming that you agree this is a preferred course of action?

I just need to make sure that I document that you and I discussed the removal of this course from the program requirements. I also need you to confirm your agreement with this course of action. If approved, I believe this action would be effective in Fall 2016.

Thank you!

L
Lori Howard, Ph.D.
Assistant Professor of Special Education
howardl@marshall.edu

Program of Study - M.A. in Special Education

1. **Master's Degree Requirements** .... 9 hrs.

        CISP 611   Special Education Research Part I

Delete CISP 613   Special Education Research Part II

        CISP 627   Trends and Issues in Special Education OR

        CISP 629   Special Education: Seminar

2. **Special Education Core:** .... 18 hrs.

        CISP 520   Introduction to Exceptional Children

        CIEC 534   Applications Software in the Classroom Curriculum Area

        CISP 606   Reading Strategies for Exceptional Children

        CISP 607   Math Strategies for Exceptional Children

        CIRG 644   Literacy in the Content Area

        CISP 626   Special Education: Diagnostic-Clinical Practices

3. **Certification Area (select one)**

    Autism

        CISP 527   Introduction to Autism

        CISP 662   Instructional Characteristics of Autism

        CISP 664   Practicum in Autism

    Deaf and Hard of Hearing (special education core not required)

        CIDH 501   American Sign Language (ASL) I

        CIDH 502   American Sign Language (ASL) II

        CIDH 504   Auditory Habilitation: Communication Approaches and Sensory Devices
                    for Children with Hearing Loss

        CIDH 505. Introduction to Deaf and Hard of Hearing

        CIDH 506   Curriculum and Methods for Deaf and Hard of Hearing Students

        CIDH 601   Teaching Internship and Practicum (Deaf/Hard of Hearing) I (Residential)

        CIDH 602   Teaching Internship and Practicum (Deaf/Hard of Hearing) I (Local School District)

        CIDH 607. Development and Remediation of Reading, Writing, and Discourse
                    for the Deaf and Hard of Hearing

        CISP 607   Math Strategies for Exceptional Students

        CIEC 534   Applications Software in the Classroom Curriculum Area

    Vision Impaired (special education core not required)

        CIVI 500   Introduction to Visual Impairments

        CIVI 501   Reading and Writing Strategies/Instruction for Students with Visual Impairments

        CIVI 502   Structures and Functions of the Human Visual Systems

        CIVI 503   Assessment and Program Planning of Students with Visual Impairments

        CIVI 504   Assessment and Program Planning of Students with Visual Impairments
                    and Additional Disabilities

        CIVI 505   Braille

        CIVI 600   Math Methods for Visually Impaired

        CIVI 601   Practicum in Visual Impairment I

        CIVI 602   Practicum in Visual Impairment II

        CIVI 603   Basic Orientation and Mobility Skills

        CIEC 534   Applications Software in the Classroom Curriculum Area

    Multicategorical

        CISP 553   Characteristics/Methods Intellectual Disabilities

        CISP 647   Characteristics/Methods Specific Learning Disabilities

        CISP 645   Characteristics/Methods Emotionally Disturbed

        CISP 655   Field Experience: Multicategorical: Mild/Moderate ID

4. Electives.. 0 - 9 hrs.

    Total hours... **36-39 hrs.**

5. **Preschool Special Education**

From:	Christofero, Tracy
Sent:	Thursday, June 09, 2016 12:10 PM
To:	Ferguson, Roberta
Cc:	Howard, Lori; Eagle, Teresa; Lloyd, Sandee; Pittenger, David; Cantrell, Sonja; Biggs, Billy; Meikamp, Joyce; Stroebel, Sandra
Subject:	Re: COEPD MA in Special Ed Deletion

Great! Thanks!

Sent from my iPad

On Jun 9, 2016, at 12:06 PM, Ferguson, Roberta <fergusor@marshall.edu> wrote:

> Done.
>
> **From:** Christofero, Tracy
> **Sent:** Thursday, June 09, 2016 12:03 PM
> **To:** Howard, Lori <howardl@marshall.edu>
> **Cc:** Eagle, Teresa <thardman@marshall.edu>; Ferguson, Roberta <fergusor@marshall.edu>; Lloyd, Sandee <lloyd@marshall.edu>; Pittenger, David <pittengerd@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>; Biggs, Billy <biggs12@marshall.edu>; Meikamp, Joyce <JMeikamp@marshall.edu>; Stroebel, Sandra <stroebel@marshall.edu>
> **Subject:** Re: COEPD MA in Special Ed Deletion
>
> Roberta... Please mark the change box. Thanks!
>
> Sent from my iPad
>
> On Jun 9, 2016, at 11:59 AM, Howard, Lori <howardl@marshall.edu> wrote:
>
>> T,
>>
>> Thank you for the save!
>>
>> L
>>
>> Lori Howard, Ph.D.
>>
>> Associate Professor of Special Education
>>
>> howardl@marshall.edu

304-746-2076

Marshall's special education program is now on social media! Like us on Facebook (https://www.facebook.com/MarshallSpecialEd) and follow us on Twitter (@Marshall_Sped) for the latest in program and special education news.

From: Eagle, Teresa
Sent: Thursday, June 9, 2016 11:50 AM
To: Ferguson, Roberta; Howard, Lori; Christofero, Tracy
Cc: Lloyd, Sandee; Pittenger, David; Cantrell, Sonja; Biggs, Billy; Meikamp, Joyce; Stroebel, Sandra
Subject: RE: COEPD MA in Special Ed Deletion

Okay, to all involved…..here's the situation……I am open to suggestions as to how to resolve.

Deleting the major or degree is incorrect.

Deleting the course is incorrect.

The intended request was only to remove the CISP 615 as a required course from the MA in Special Education. This is consistent with the additional information included on the form.

I believe this can be corrected by changing the x from the Deletion box to the change box.

Is this acceptable, or do we need to go through further approvals?

Thank you all for your help!

Teresa

From: Ferguson, Roberta
Sent: Thursday, June 09, 2016 11:41 AM
To: Howard, Lori <howardl@marshall.edu>; Christofero, Tracy <christofero@marshall.edu>
Cc: Lloyd, Sandee <lloyd@marshall.edu>; Pittenger, David <pittengerd@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>; Biggs, Billy <biggs12@marshall.edu>; Meikamp, Joyce <JMeikamp@marshall.edu>; Stroebel, Sandra <stroebel@marshall.edu>; Eagle, Teresa <thardman@marshall.edu>
Subject: RE: COEPD MA in Special Ed Deletion

Thank you.

From: Howard, Lori
Sent: Thursday, June 09, 2016 11:34 AM
To: Ferguson, Roberta <fergusor@marshall.edu>; Christofero, Tracy <christofero@marshall.edu>
Cc: Lloyd, Sandee <lloyd@marshall.edu>; Pittenger, David <pittengerd@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>; Biggs, Billy <biggs12@marshall.edu>; Meikamp, Joyce <JMeikamp@marshall.edu>; Stroebel, Sandra <stroebel@marshall.edu>; Eagle, Teresa <thardman@marshall.edu>
Subject: Re: COEPD MA in Special Ed Deletion

R,

I believe the form is in error. We want to change the plan of study to delete the CISP 615 from the program of study. I have copied Sandra and Teresa on this email.

Thank you!

L

Lori Howard, Ph.D.

Associate Professor of Special Education

howardl@marshall.edu

304-746-2076

Marshall's special education program is now on social media! Like us on Facebook (https://www.facebook.com/MarshallSpecialEd) and follow us on Twitter (@Marshall_Sped) for the latest in program and special education news.

From: Ferguson, Roberta
Sent: Thursday, June 9, 2016 11:32 AM
To: Christofero, Tracy
Cc: Lloyd, Sandee; Pittenger, David; Cantrell, Sonja; Biggs, Billy; Meikamp, Joyce; Howard, Lori
Subject: RE: COEPD MA in Special Ed Deletion

That is what I thought, but the form is marked to delete the major.

From: Christofero, Tracy
Sent: Thursday, June 09, 2016 11:31 AM
To: Ferguson, Roberta <fergusor@marshall.edu>
Cc: Lloyd, Sandee <lloyd@marshall.edu>; Pittenger, David <pittengerd@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>; Biggs, Billy <biggs12@marshall.edu>; Meikamp, Joyce <JMeikamp@marshall.edu>; Howard, Lori <howardl@marshall.edu>
Subject: Re: COEPD MA in Special Ed Deletion

It appears to me that they are changing the degree by deleting a course, but I'll leave it to the COEPD folks to confirm. Thanks... Tracy

Sent from my iPad

On Jun 9, 2016, at 11:27 AM, Ferguson, Roberta <fergusor@marshall.edu> wrote:

> As I prepared to enter this approval, I question whether the wrong box is checked on this form. **I suspect this is a major change, not a deletion.** Please let me know.

> Roberta

> **From:** Lloyd, Sandee
> **Sent:** Wednesday, May 25, 2016 2:28 PM
> **To:** Ferguson, Roberta <fergusor@marshall.edu>; Cantrell, Sonja <cantrel1@marshall.edu>; Biggs, Billy <biggs12@marshall.edu>; Meikamp, Joyce <JMeikamp@marshall.edu>; Howard, Lori <howardl@marshall.edu>

5

Cc: Tams, Susan <STams@marshall.edu>
Subject: COEPD MA in Special Ed Deletion

<COEPD MA in Special Ed Deletion.pdf>

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD _____   Dept/Division: Elem & Sec Ed _____

Contact Person: Lisa Heaton _____   Phone: 304.746.2026 _____

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MA in Education _____

Area of Emphasis Early Childhood Education _____

Effective Term/Year Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Yin A. Heaton_	Date	3-3-16
Registrar _Roberta Ferguson_	Date	3/9/16
College Curriculum Chair _____	Date	3/14/16
College Dean _Teresa Eagle_	Date	3-24-16
Graduate Council Chair _Christofero_	Date	5-23-16
Provost/VP Academic Affairs _____	Date	
President _____	Date	

Form updated 2/2012

Page 1 of 4

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
    Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

    See: POS - Early Childhood Education (Option 1 and Option 2)

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
    NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

    NOT APPLICABLE

4. **NON-DUPLICATION:**
    If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
    Enter NONE if not applicable.

    NONE

For catalog changes as a result of the above action, please fill in the following pages.

5. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

6. *Edits* to the Current Description

Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

7. *New* Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attachment 3: New Catalog Description

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: Early Childhood Education
Credit Hours: 18
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

Early Childhood Education – Option 1 (PK-K Licensed)

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
CIEC 534 or CIEC 600 or CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
CI 632	Early Childhood Education Programs			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIRG 653	Literacy Acquisition			3	
CI 631	Current Influences on Early Childhood Education			3	
CI 633	Adult Involvement in Early Education			3	
CI 634	Language and Cognition in Early Education			3	
EDF 513	Human Growth and Development: Birth to 8			3	
	advisor approved elective			3	

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
*CI 690	Capstone Experience			3	

Total Hours: 36

Early Childhood Education – Option 2 (K-6/K-8 Licensed)

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
*CIEC 534 or *CIEC 600 or *CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
*CI 632	Early Childhood Education Programs			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CI 633	Adult Involvement in Early Education			3	
CI 634	Language and Cognition in Early Education			3	
ECE 535	Administration of Early Childhood Programs			3	
EDF 513	Human Growth and Development: Birth to 8			3	
CI 630	ECE – Practicum in Early Childhood Education			3	
	advisor approved elective			3	
*In addition to the area of emphasis requirements, either CIEC 534, 600, or 635 and CI 634 are required for candidates seeking the added endorsement in Early Childhood Education.					

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton   Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MA in Education

Area of Emphasis Elementary Mathematics Specialist

Effective Term/Year   Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date	3-3-16
Registrar _Roberta Ferguson_	Date	3/9/16
College Curriculum Chair	Date	3/14/16
College Dean _Teresa Eagle_	Date	3-24-16
Graduate Council Chair _JChristofero_	Date	5-23-16
Provost/VP Academic Affairs	Date	
President	Date	

Form updated 2/2012   Page 1 of 4

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See: POS - Elementary Math Specialist

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

4. **NON-DUPLICATION:**
   If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
   Enter NONE if not applicable.

   NONE

For catalog changes as a result of the above action, please fill in the following pages.

---

5. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

6. *Edits* to the Current Description

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7. *New* Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attachment 3: New Catalog Description

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 4

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: Elementary Mathematics Specialist
Credit Hours: 18
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

Elementary Mathematics Specialist

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
*CIEC 534	Applications Software in the Classroom Curriculum Area			3	
*CIME 500	Mathematics for Elementary Teachers I			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIME 501	Mathematics for Elementary Teachers II			3	
CIME 555	Technical Mathematics for Mathematics Educators			3	
CIME 650	Algebra for Mathematics Educators			3	
CIME 658	Geometry for Mathematics Educators			3	
CIME 673	Elementary Mathematics Methods and Supervised Field Practicum K-6				
	advisor approved elective			3	
*In addition to these area of emphasis courses, CIEC 534 and CIME 500 are required for candidates seeking the added endorsement as an Elementary Mathematics Specialist.					

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1.Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2.E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3.**The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton   Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program   MA in Education

Area of Emphasis   Individualized Plan of Study

Effective Term/Year   Fall 20 **16**   Spring 20 ☐   Summer 20 ☐

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date _3-3-16_
Registrar _Roberta Ferguson_	Date _3/9/16_
College Curriculum Chair _____	Date _3/14/16_
College Dean _Teresa Eagle_	Date _3-24-16_
Graduate Council Chair _Christofero_	Date _5-23-16_
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See: POS - Individualized

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

4. **NON-DUPLICATION:**
   If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
   Enter NONE if not applicable.

   NONE

For catalog changes as a result of the above action, please fill in the following pages.

5. *Current* Catalog Description
Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

6. *Edits* to the Current Description
Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

7. *New* Catalog Description
Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attachment 3: New Catalog Description

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: Individualized Plan of Study
Credit Hours: 18
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

Individualized Plan of Study

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
CIEC 534 or CIEC 600 or CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
CI 623	Instructional Models & Assessment Techniques			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton   Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MA in Education

Area of Emphasis Instructional Processes & Strategies

Effective Term/Year Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date _3-3-16_
Registrar _Roberta Ferguson_	Date _3/9/16_
College Curriculum Chair _____	Date _3/14/16_
College Dean _Teresa Eagle_	Date _3-24-16_
Graduate Council Chair _TChristofero_	Date _5-23-16_
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See: POS - Instructional Processes and Strategies

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

4. **NON-DUPLICATION:**
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   Enter NONE if not applicable.

   NONE

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See Attachment 3: New Catalog Description

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: Instructional Processes and Strategies
Credit Hours: 18
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

Instructional Processes & Strategies

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
CIEC 534 or CIEC 600 or CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
CI 623	Instructional Models & Assessment Techniques			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CI 551	Writing to Learn in the Content Areas			3	
CI 559	Multicultural Influences in Education			3	
CI 638	Curriculum Planning			3	
CIEC 635	Using the Internet in the Classroom			3	
EDF 610	Trends & Issues in Education			3	
	Pick one advisor approved methods course: • CI 503 Methods and Materials of Teaching Middle Childhood OR • CI 515 Integrated Methods and Materials OR • CI 624 Advanced Instructional Strategies OR • CI 632 Early Childhood Education Programs OR • CIEC 600 Instructional Design and Technology OR • CIME 500 Mathematics for Elementary Teachers OR • CIRG 644 Literacy in the Content Areas OR • CISL 653 Methods/Materials ESL Language Development OR • CISP 510 Introduction to Exceptional Children OR • ITL 502 Library Materials for Adolescents			3	

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
*CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1.Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2.E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3.**The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton   Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MA in Education

Area of Emphasis Instructional Technology & Learning

Effective Term/Year Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date	3-3-16
Registrar _Roberta Ferguson_	Date	3/9/16
College Curriculum Chair	Date	3/14/16
College Dean _Teresa Eagle_	Date	3-24-16
Graduate Council Chair _JChristofero_	Date	5-23-16
Provost/VP Academic Affairs	Date	
President	Date	

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See: POS - Instructional Technology & Learning

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

4. **NON-DUPLICATION:**
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   Enter NONE if not applicable.

   NONE

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For edits see Attachment 2: Tracked Changes in Catalog Description

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See Attachment 3: New Catalog Description

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: Instructional Technology & Learning
Credit Hours: 18
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

Instructional Technology & Learning

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
*CIEC 534	Applications Software in the Classroom Curriculum Area			3	
*CIEC 600	Instructional Design & Technology			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIEC 610	Local Area Networks & Telecommunications in Schools			3	
CIEC 630	Authoring Systems & Multimedia			3	
CIEC 635	Using the Internet in the Classroom			3	
CIEC 699	Final Project in Educational Computing			3	
	advisor approved elective in educational computing			3	
	advisor approved elective			3	

*In addition to the area of emphasis requirements, CIEC 534 and CIEC 600 are required for candidates seeking the certificate in Educational Computing.

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1.Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2.E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3.*The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: COEPD   Dept/Division: Elem/Sec Ed

Contact Person: Kimberly McFall   Phone: 304-746-8975

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Degree Program MA in Education

Area of Emphasis School Library Media

Effective Term/Year Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:
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 2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date _4-4-16_
Registrar _Roberta Ferguson_	Date _4/11/16_
College Curriculum Chair _Lisa Burton_	Date _4/12/16_
College Dean _Teresa Eagle_	Date _4-13-16_
Graduate Council Chair _Christofero_	Date _5-23-16_
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

1. Please provide a rationale for addition, deletion, change:

Trends in school library cataloging focus on automation and quick cataloging skills needed to administer a school library program instead of in-depth cataloging language. Reference sections in school libraries are moving away from print to digital formats.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

The updated course merges current cataloging class which focus on MARC records from a professional cataloging pedagogy to a more appropriate skill set for practicing school library personnel and refreshes the look at digital reference options and materials needed for K-12 libraries. The streamlining of these two courses supports Standard 3: Information and Knowledge of the American Association of School Librarians (AASL) Initial Preparation of School Librarians, the program's NCATE accrediting body.

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

 not applicable

4. **NON-DUPLICATION:**
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5. *Current* **Catalog Description**

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6. *Edits* **to the Current Description**

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Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 4

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elem/Sec Ed

Area of Emphasis Title: School Library Media

Credit Hours: 3

Type of Change Requested: Course addition of ITL 627 Cataloging and Reference for School Librarians; Course deletions of ITL 515 Reference & Bibliography & ITL 622 Cataloging and Classification

Term to Take Effect: Fall 2016

Rationale: Introduce updated Cataloging & Reference skills to practicing school library media personnel. The focus is on quick cataloging guidelines, online support services, updated reference materials and databases for the school library in accordance with Standard 3 from AASL

School Library Media Specialist

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
CIEC 534 or CIEC 600 or CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
*ITL 502	Library Materials for Adolescents			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIRG 613	Children's Literature			3	
ITL 501	Libraries & the Learning Process			3	
ITL 627	Cataloging and Reference for School Librians			3	
ITL 625	Library Organization & Administration			3	
ITL 631	Technology & the Library			3	
ITL 650	Library Practice			3	
*In addition to these area of emphasis courses ITL 502, listed in the core requirements, is needed for candidates seeking the added endorsement in School Library Media.					

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

EDUCATION, M.A.
Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein *do not* result in *initial* licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.
Areas of Emphasis
Early Childhood Education
Educational Computing
Elementary Mathematics Specialist
Elementary Science
Individualized Plan of Study
Instructional Processes and Strategies
Math through Algebra I
Middle Childhood Education
School Library Media
Teaching English as a Second Language

SECONDARY, M.A.
Areas of Emphasis
Educational Computing
Individualized Plan of Study
Instructional Processes and Strategies
Math through Algebra I
Middle Childhood Education
School Library Media
Teaching English as a Second Language

Graduate Certificates
Early Childhood Education
Educational Computing
Elementary Mathematics Specialist
Elementary Science Education
Mathematics through Algebra I
Middle Childhood Education
Post-Baccalaureate Teacher Certificate
School Library Media Specialist
Teaching English as a Second Language

Program Description

The goal of the Early Childhood, Elementary and Secondary Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development:

- Graduate certificate programs,
- Master's degree (M.A.),
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.).

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission*

In addition:

- Submit directly to Graduate Admissions your Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 286 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria:

1. Undergraduate Grade Point Average;
2. GRE or MAT scores;
3. Performance in any prior graduate courses.

Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted

provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a 3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Early Childhood Education, M.A.
Program Requirements

The Master of Arts in Early Childhood Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Two options for advanced studies in Early Childhood are available:

1. Option 1, designed for those who are licensed Early Education (PreK-K) teachers.
2. Option 2, designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (PreK-K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (PreK-K) are required.

Option 1: The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (PreK-K) teachers

Core Subjects..15 hrs.
> EDF 621 Educational Research and Writing OR
> EDF 625 Qualitative Research in Education
> EDF 616 Advanced Studies in Human Development
> CIEC 534 Applications Software in the Classroom Curriculum Area OR
> CIEC 600 Instructional Design and Technology OR
> CIEC 635 Using the Internet in the Classroom
> CI 623 Instructional Models and Assessment Techniques OR
> CI 624 Advanced Instructional Strategies OR
> > Approved methods course
> EDF 612 Educational Evaluation OR
> CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
> CI 501 Middle Childhood Curriculum

Specialty: ....18 hrs.

CIRG 653 Literacy Acquisition
CI 631 Early Childhood Education: Current Influences on Early Childhood Education
CI 632 Early Childhood Education: Early Childhood Programs
CI 633 Early Childhood Education: Adult Involvement in Early Education
CI 634 Language and Cognition in Early Childhood
ECE 603 Current Issues in Child Development OR
EDF 513 Human Growth and Development

Capstone Experience.. 6 hrs.

TOTAL... 39 hrs.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects..15 hrs.
EDF 621 Educational Research and Writing OR
EDF 625 Qualitative Research in Education
EDF 616 Advanced Studies in Human Development
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom
CI 623 Instructional Models and Assessment Techniques OR
CI 624 Advanced Instructional Strategies OR
        Approved methods course
EDF 612 Educational Evaluation OR
CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
CI 501 Middle Childhood Curriculum

Specialty: ....18 hrs.
CI 632 Early Childhood Education: Early Childhood Programs
CI 633 Early Childhood Education: Adult Involvement in Early Education
CI 634 Language and Cognition in Early Childhood
ECE 535 Administration of Early Childhood Programs

EDF 513 Human Growth and Development
CI 630 Early Childhood Education: Practicum in Early Childhood Education

Capstone Experience.. 6 hrs.

TOTAL... 39 hrs.

Capstone Experience

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

Elementary Education, M.A.
Program Requirements

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects...15 hrs.
> EDF 621 Educational Research and Writing OR
> EDF 625 Qualitative Research in Education
> EDF 616 Advanced Studies in Human Development
> CIEC 534 Applications Software in the Classroom Curriculum Area OR
> CIEC 600 Instructional Design and Technology OR
> CIEC 635 Using the Internet in the Classroom
> EDF 612 Educational Evaluation OR
> CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
> CI 501 Middle Childhood Curriculum
> CI 623 Instructional Models and Assessment Techniques OR
> CI 624 Advanced Instructional Strategies OR
>> Approved methods course

Area of Emphasis...18 hrs.

Capstone Experience.. 6 hrs.

TOTAL.. 39 hrs.

Areas of Emphasis include (descriptions follow in section titled "Additional Certification for Teachers"):

> 1. Early Childhood Education
> 2. Educational Computing
> 3. Instructional Processes and Strategies
> 4. Math through Algebra I
> 5. Middle Childhood Education
> 6. School Library Media
> 7. Teaching English as a Second Language (ESL)
> 8. Individualized Plan of Study

Capstone Experience:
Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

Secondary Education , M.A.
Program Requirements

The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an Area of Emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects...15 hrs.
        EDF 621 Educational Research and Writing OR
        EDF 625 Qualitative Research in Education
        EDF 616 Advanced Studies in Human Development
        CIEC 534 Applications Software in the Classroom Curriculum Area OR
        CIEC 600 Instructional Design and Technology OR
        CIEC 635 Using the Internet in the Classroom
        CI 623 Instructional Models and Assessment Techniques OR
        CI 624 Advanced Instructional Strategies OR
            Approved methods course
        EDF 612 Educational Evaluation OR
        CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
        CI 501 Middle Childhood Curriculum

Area of Emphasis..18 hrs.

Capstone Experience... 6 hrs.

TOTAL... 39 hrs.

Areas of Emphasis include (descriptions are in the following section):

1. Educational Computing
2. Instructional Processes and Strategies
3. Math through Algebra I
4. Middle Childhood Education
5. School Library Media
6. Teaching English as a Second Language (ESL)
7. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a written comprehensive examination and six hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work OR a master's degree.

*+Early Childhood Education: This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master's degree with an emphasis in early childhood education, as well as teachers who wish to add a PreK-K endorsement to their professional licensure. This concentration is available to teachers who hold a valid K-6 or K-8 professional license and wish to pursue a master's degree with an early childhood education emphasis.

> CI 632 Early Childhood Education: Early Childhood Programs
> CI 633 Early Childhood Education: Adult Involvement in Early Education
> CI 634 Language and Cognition in Early Childhood
> ECE 535 Administration of Early Childhood Programs
> EDF 513 Human Growth and Development Birth-8
> CI 630 Early Childhood Education: Practicum in Early Childhood Education, plus
> CIEC 534 Applications Software in the Classroom Curriculum Area OR
> CIEC 600 Instructional Design and Technology OR
> CIEC 635 Using the Internet in the Classroom

TOTAL .... 21 hrs.

+Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing.

> CIEC 534 Applications Software in the Classroom Curriculum Area
> CIEC 600 Instructional Design and Technology

CIEC 610 Local Area Networks and Telecommunications in the School
CIEC 630 Authoring Systems and Multimedia
CIEC 635 Using the Internet in the Classroom
CIEC 699 Final Project in Curriculum Area
    An approved elective

TOTAL .... 21 hrs.

*+ Elementary Mathematics Specialist: This concentration is available to teachers who hold a valid professional license in Elementary Education that includes Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This program leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education West Virginia teaching license. Satisfactory completion of the required courses and state licensure requirements meet the requirements for certification.

CIME 500 Mathematics for the Elementary Teacher I
CIME 501 Mathematics for the Elementary Teacher II
CIME 555 Technical Mathematics for Mathematics Educators
CIME 650 Algebra for Mathematics Educators
CIME 658 Geometry for Mathematics Educators
CIME 673 Elementary Mathematics Methods and Supervised Field Practicum K-6
CIEC 534 Applications Software in the Classroom Curriculum Area

TOTAL .... 21 hrs.

Instructional Processes and Strategies:

EDF 610 Trends and Issues in Education
CI 623 Instructional Models and Assessment Techniques
CI 624 Advanced Instructional Strategies
CIEC 530 Computer Software and Methodology in Education OR
CIEC 534 Applications Software in the Classroom Curriculum Area
CI 639 Language Arts and Literature
CI 551 Writing to Learn in Content Areas
CI 657 Elementary Education: Advanced Techniques in Teaching Elementary Mathematics
CI 671 Elementary Education: Advance Techniques in Teaching Science

TOTAL .... 24 hrs.

*+Mathematics through Algebra I: This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.

CIME 555 Technical Mathematics for Mathematics Educators

CIME 556 Finite Mathematics for Mathematics Educators
CIME 650 Algebra for Mathematics Educators
CIME 657 Precalculus for Mathematics Educators
CIME 658 Geometry for Mathematics Educators
CIEC 600 Instructional Design and Technology
CIME 670 Teaching Mathematics
CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR
CIME 677 Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL .... 24 hrs.

*+Middle Childhood Education: The concentration in middle childhood education provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The endorsement will allow teachers to provide instruction in grades 5-9 within their area(s) of specialization.

The coursework in this program may be used as an area of emphasis within the master's degree program in Elementary Education or Secondary Education or may be completed as a separate Professional Development program. Individuals who wish to take the endorsement program but not pursue a master's degree should apply to the Professional Development program in middle childhood education. Teachers selecting this option must have an initial content specialization or complete a new one. Elementary Education is not a content area for 5-9 or 5-12. Passing the Praxis II is required.

CI 501 Middle Childhood Curriculum
CI 503 Methods and Materials of Teaching in the Middle Childhood Grades
EDF 502 Psychology of the Middle Childhood Student
CI 672 Practicum in Education
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom

TOTAL .... 15 hrs.

*+School Library Media Specialist: The concentration in Library Media provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The program will prepare K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy.

ITL 501 Libraries and the Learning Process
ITL 502 Library Materials for Adolescents
ITL 515 Reference and Bibliography
ITL 622 Cataloging
ITL 625 Library Organization and Administration
ITL 631 Technology and the Library
ITL 650 Library Practice (Field Work)

CIRG 613 Children's Literature

TOTAL.. 24 hrs.

*+Teaching English as a Second Language (ESL): The concentration in Teaching English as a Second Language provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English.

CISL 550 Second Language Acquisition

CISL 551, Linguistics for ESL
CISL 552 Intercultural Communication
CISL 653 Methods and Materials for ESL: Language Development
CISL 654 Methods and Materials for ESL: Literacy Acquisition
CISL 655 ESL Practicum for Teaching ESL, plus
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom

TOTAL.. 21 hrs.

Individualized Plan of Study: Students selecting a planned program must complete the curriculum course CI 501, CI 609, or CI 610 appropriate for their certification.

Certificate in Program Evaluation

Evaluation research--systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities--has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

Students may apply to this certificate program as either degree or non-degree students (in either case, students must apply for the certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional

continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

Curriculum for Certificate in Program Evaluation

CI 627 Program Planning and Evaluation
EDF 620 Mixed Methods Research
EDF 679 Problem Report

Local Cultural Literacy/Competency – Select one of the following:

CULS 610 Seminar in Appalachian Culture
CULS 611 Appalachian Studies: Themes and Voices
CULS 612 Time and Place in Appalachia

*Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

+Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

EDUCATION, M.A.

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching, the master's degree and professional development programs described herein *do not* result in *initial* licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EDUCATION, M.A.
Areas of Emphasis
Early Childhood Education
Elementary Mathematics Specialist
Individualized Plan of Study
Instructional Processes and Strategies
Instructional Technology and Learning
Math through Algebra I
School Library Media Specialist
Teaching English as a Second Language

Graduate Certificates
Early Childhood Education
Elementary Mathematics Specialist
Instructional Technology and Learning
Math through Algebra I
Post-Baccalaureate Teacher Certificate
Program Evaluation
School Library Media Specialist
Teaching English as a Second Language

Program Description
The goal of the Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide educators, and those in education-related fields, four venues for graduate level professional development:

- Graduate certificate programs,
- Master's degree (M.A.),
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.)

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or to meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. The Master's degree offers a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist and Doctor of Education in Curriculum and Instruction. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

Applicants to the MA in Education should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission*

For full admission, applications must have an undergraduate degree from a regionally accredited institution with an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale OR have a master's degree from a regionally accredited institution.

Applicants having an undergraduate degree from a regionally accredited institution with an undergraduate GPA of 2.5 or above, but below 3.0, may be granted provisional admission. Provisionally admitted applications will be granted full admission upon successful completion of 12 hours toward the approved plan of study with a GPA of 3.25 or higher, assuming that all other admission requirements are met.

Note: Some areas of emphasis are designed to lead to added endorsements for licensed teachers. Applicants may be asked to submit additional materials, such as documentation of current teacher licensure, before an admission decision is made.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Program Requirements

The Master of Arts in Education consists of a set of core course requirements, an area of emphasis requirement, and a capstone experience. All students must complete 15 hours of coursework in research, human growth and development, technology, instructional methods and assessment (the MA Core). Each student must also select an area of emphasis consisting of 18-21 hours of required coursework, depending on the area of emphasis. Students will meet the comprehensive assessment requirement through the framework of a 3-hour capstone experience.

Core Courses..15 hrs.

EDF 621 Educational Research and Writing OR
EDF 625 Qualitative Research in Education
EDF 616 Advanced Studies in Human Development OR
EDF 619 Educational Psychology
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom
CI 623 Instructional Models and Assessment Techniques OR
     Approved methods course from Area of Emphasis
EDF 612 Educational Evaluation

Area of Emphasis..18-21 hrs.

Capstone Experience.. 0-3 hrs.

TOTAL.. 36 hrs.

Capstone Experience

Students may meet the capstone experience requirement through either 1) the completion of CI 690 Capstone Experience or 2) satisfactorily completing a written comprehensive examination and three hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers with a valid West Virginia professional license who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and, where specified, acceptable scores on the appropriate Praxis II test. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select, on the application form, the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate coursework OR a master's degree.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with a plus sign (+) are available as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Plans of study marked with an asterisk (*) may lead to added endorsements for licensed teachers. Endorsement programs are available to teachers who hold a valid West Virginia professional license in any area other than the one for which endorsement is desired. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education

Early Childhood Education: This Area of Emphasis combines theory, research, and practical applications to child development and early childhood education. Options are available for licensed PreK-K teachers pursuing an advanced degree or licensed elementary teachers seeking an added endorsement.

*+ ECE Option 1 (K-6/K-8 Licensed): Option 1 is designed for teachers who hold a K-6 or K-8 professional license who wish to add a PreK-K endorsement. This option may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education..

> CI 632 Early Childhood Education Programs (approved methods course in the MA Core)
> CI 633 Early Childhood Education: Adult Involvement in Early Education
> CI 634 Language and Cognition in Early Childhood
> ECE 535 Administration of Early Childhood Programs
> EDF 513 Human Growth and Development Birth-8
> CI 630 Early Childhood Education: Practicum in Early Childhood Education
> CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL .... 21 hrs.

ECE Option 2 (PreK-K Licensed): Option 2 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree. This option may be completed as an Area of Emphasis within the MA in Education (36 hours). These 18 hours, plus 12 additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

> CIRG 653 Literacy Acquisition
> CI 631 Current Influences on Early Childhood Education
> CI 632 Early Childhood Education Programs (approved methods course in the MA Core)
> CI 633 Adult Involvement in Early Education
> CI 634 Language and Cognition in Early Childhood
> EDF 513 Human Growth and Development Birth-8

TOTAL .... 18 hrs.

*+ Elementary Mathematics Specialist: The goals of this Area of Emphasis are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This Area of Emphasis is designed for teachers who hold a valid professional license in Elementary Education. Satisfactory completion of the required courses and state licensure requirements leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education teaching license. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elelctive may be used to receive the MA in Education.

> CIME 500 Mathematics for the Elementary Teacher I (approved methods course in the MA Core)
> CIME 501 Mathematics for the Elementary Teacher II
> CIME 555 Technical Mathematics for Mathematics Educators
> CIME 650 Algebra for Mathematics Educators
> CIME 658 Geometry for Mathematics Educators
> CIME 673 Elementary Mathematics Methods and Supervised Field Practicum K-6
> CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)

TOTAL .... 21 hrs.

Individualized Plan of Study: Students selecting an individualized program must work with an advisor to develop a Plan of Study that includes the MA Core (15 hours), an individually tailored Area of Emphasis (18 hours), and the Capstone Experience (3 hours).

Instructional Processes and Strategies: This Area of Emphasis is designed to provide advanced preparation to enhance planning, teaching, and learning processes. These 18 hours, plus 15 hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education.

> CI 551 Writing to Learn in Content Areas
> CI 559 Multicultural Influences in Education
> CI 638 Curriculum Planning
> CIEC 635 Using the Internet in the Classroom
> EDF 610 Trends and Issues in Education
> Advisor approved methods elective

TOTAL .... 18 hrs.

+Instructional Technology and Learning: This Area of Emphasis focuses on instructional applications and classroom utilization of technology to improve teaching and learning. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in

the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

> CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)
> CIEC 600 Instructional Design and Technology (approved methods course in the MA Core)
> CIEC 610 Local Area Networks and Telecommunications in the School
> CIEC 630 Authoring Systems and Multimedia
> CIEC 635 Using the Internet in the Classroom
> CIEC 699 Final Project in Curriculum Area
> Advisor approved technology elective

TOTAL .... 21 hrs.

*+Mathematics through Algebra I: This Area of Emphasis is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses and passing the Praxis II meets the requirements for this added endorsement in West Virginia. The goals of this Area of Emphasis are to provide mathematical content knowledge and mathematical teaching methods to prepare middle school mathematics teachers. These courses may be completed as a Graduate Certificate (24 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 24 hours, plus nine additional hours in the MA Core and three hours in the MA Capstone may be used to receive the MA in Education.

> CIME 555 Technical Mathematics for Mathematics Educators
> CIME 556 Finite Mathematics for Mathematics Educators
> CIME 650 Algebra for Mathematics Educators
> CIME 657 Precalculus for Mathematics Educators
> CIME 658 Geometry for Mathematics Educators
> CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)
> CIME 670 Teaching Mathematics (approved methods course in the MA Core)
> CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR
> CIME 677 Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL .... 24 hrs.

*+School Library Media Specialist: The Area of Emphasis in Library Media provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The program prepares K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus 12 additional hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education

ITL 501 Libraries and the Learning Process
ITL 502 Library Materials for Adolescents
ITL 625 Library Organization and Administration
ITL 627 Cataloging and Reference for School Librarians
ITL 631 Technology and the Library
ITL 650 Library Practice (Field Work)
CIRG 613 Children's Literature

TOTAL.. 21 hrs.

*+Teaching English as a Second Language (ESL): The Area of Emphasis in Teaching English as a Second Language provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

CISL 550 Second Language Acquisition
CISL 551, Linguistics for ESL
CISL 552 Intercultural Communication
CISL 653 Methods and Materials for ESL: Language Development
CISL 654 Methods and Materials for ESL: Literacy Acquisition (approved methods course in the MA Core)
CISL 655 ESL Practicum for Teaching ESL, plus
CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL.. 21 hrs.

Certificate in Program Evaluation

Evaluation research--systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities--has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

Students may apply to this certificate program as either degree or non-degree students (in either case, students must apply for the certificate through Graduate Admissions). Also, as in

other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

Curriculum for Certificate in Program Evaluation

CI 627 Program Planning and Evaluation
EDF 620 Mixed Methods Research
EDF 679 Problem Report

Local Cultural Literacy/Competency – Select one of the following:

CULS 610 Seminar in Appalachian Culture
CULS 611 Appalachian Studies: Themes and Voices
CULS 612 Time and Place in Appalachia

EDUCATION, M.A.

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein *do not* result in *initial* licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EARLY CHILDHOOD, M.A.

ELEMENTARYEDUCATION, M.A.

Areas of Emphasis
Early Childhood Education
Educational Computing
Elementary Mathematics Specialist
Elementary Science
Individualized Plan of Study
Instructional Processes and Strategies
Instructional Technology and Learning
Math through Algebra I
Middle Childhood Education
School Library Media Specialist
Teaching English as a Second Language

SECONDARY, M.A.
Areas of Emphasis
Educational Computing
Individualized Plan of Study
Instructional Processes and Strategies
Math through Algebra I
Middle Childhood Education
School Library Media
Teaching English as a Second Language

Graduate Certificates
Early Childhood Education
Educational Computing
Elementary Mathematics Specialist
Elementary Science Education
Instructional Technology and Learning
Mathematics through Algebra I
Middle Childhood Education
Post-Baccalaureate Teacher Certificate

Program Evaluation
School Library Media Specialist
Teaching English as a Second Language

Program Description

The goal of the ~~Early Childhood, Elementary and Secondary~~ Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide ~~the~~ educators, and those in education-related fields, four venues for graduate level professional development:

- Graduate certificate programs,
- Master's degree (M.A.),
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.).

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or to meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. The Master's degrees offers a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist ~~program~~ and Doctor of Education in Curriculum and Instruction ~~program~~. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

Applicants to the MA in Education should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission*

For full admission, applications must have an undergraduate degree from a regionally accredited institution with an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale OR have a master's degree from a regionally accredited institution. ~~In addition:~~

~~• Submit directly to Graduate Admissions your Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 286 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.~~

Applicants having an undergraduate degree from a regionally accredited institution with an undergraduate GPA of 2.5 or above, but below 3.0, may be granted provisional admission. Provisionally admitted applications will be granted full admission upon successful completion of

12 hours toward the approved plan of study with a GPA of 3.25 or higher, assuming that all other admission requirements are met.

Note: Some areas of emphasis are designed to lead to added endorsements for licensed teachers. Applicants may be asked to submit additional materials, such as documentation of current teacher licensure, before an admission decision is made.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria:

1. Undergraduate Grade Point Average;
2. GRE or MAT scores;
3. Performance in any prior graduate courses.

Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a 3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Early Childhood Education, M.A.
Program Requirements

The Master of Arts in Early Childhood Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Two options for advanced studies in Early Childhood are available:

1. Option 1, designed for those who are licensed Early Education (PreK–K) teachers.
2. Option 2, designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (PreK–K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (PreK–K) are required.

Option 1: The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (PreK–K) teachers

Core Subjects...15 hrs.

  EDF 621 Educational Research and Writing OR
  EDF 625 Qualitative Research in Education
  EDF 616 Advanced Studies in Human Development
  CIEC 534 Applications Software in the Classroom Curriculum Area OR
  CIEC 600 Instructional Design and Technology OR
  CIEC 635 Using the Internet in the Classroom
  CI 623 Instructional Models and Assessment Techniques OR
  CI 624 Advanced Instructional Strategies OR
       Approved methods course
  EDF 612 Educational Evaluation OR
  CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
  CI 501 Middle Childhood Curriculum

Specialty: ....18 hrs.

  CIRG 653 Literacy Acquisition
  CI 631 Early Childhood Education: Current Influences on Early Childhood Education
  CI 632 Early Childhood Education: Early Childhood Programs
  CI 633 Early Childhood Education: Adult Involvement in Early Education
  CI 634 Language and Cognition in Early Childhood
  ECE 603 Current Issues in Child Development OR
  EDF 513 Human Growth and Development

Capstone Experience...6 hrs.

TOTAL.. 39 hrs.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects...15 hrs.

  EDF 621 Educational Research and Writing OR
  EDF 625 Qualitative Research in Education
  EDF 616 Advanced Studies in Human Development
  CIEC 534 Applications Software in the Classroom Curriculum Area OR
  CIEC 600 Instructional Design and Technology OR
  CIEC 635 Using the Internet in the Classroom
  CI 623 Instructional Models and Assessment Techniques OR
  CI 624 Advanced Instructional Strategies OR
       Approved methods course
  EDF 612 Educational Evaluation OR
  CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
  CI 501 Middle Childhood Curriculum

Specialty: ....18 hrs.

CI 632 Early Childhood Education: Early Childhood Programs
CI 633 Early Childhood Education: Adult Involvement in Early Education
CI 634 Language and Cognition in Early Childhood
ECE 535 Administration of Early Childhood Programs

EDF 513 Human Growth and Development
CI 630 Early Childhood Education: Practicum in Early Childhood Education

Capstone Experience...6 hrs.

TOTAL...39 hrs.

Capstone Experience

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

Elementary Education, M.A.
Program Requirements

The Master of Arts in Elementary Education consists of a set of core course requirements, an area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, human growth and development, technology, instructional methods and assessment (the MA Core). Each student must also select an area of emphasis consisting of 18-21 hours of required and elective coursework, depending on the area of emphasis. Students will meet the comprehensive assessment requirement through the framework of athe 3-hour capstone experience.

Core
SubjectsCourses...15 hrs.

EDF 621 Educational Research and Writing OR
EDF 625 Qualitative Research in Education
EDF 616 Advanced Studies in Human Development OR
    EDF 619 Educational Psychology
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom
CI 623 Instructional Models and Assessment Techniques OR
    Approved methods course from Area of Emphasis
EDF 612 Educational Evaluation OR
CI 609 Elementary Education: Curriculum in the Modern Elementary School OR
CI 501 Middle Childhood Curriculum
CI 623 Instructional Models and Assessment Techniques OR
CI 624 Advanced Instructional Strategies OR
    Approved methods course

Area of Emphasis..18- 21 hrs.

Capstone Experience.. 6-0-3 hrs.

TOTAL... ~~39~~ 36 hrs.

~~Areas of Emphasis include (descriptions follow in section titled "Additional Certification for Teachers"):~~

~~1. Early Childhood Education~~
~~2. Educational Computing~~
~~3. Instructional Processes and Strategies~~
~~4. Math through Algebra I~~
~~5. Middle Childhood Education~~
~~6. School Library Media~~
~~7. Teaching English as a Second Language (ESL)~~
~~8. Individualized Plan of Study~~

Capstone Experience:

Students may meet the capstone experience requirement through either 1) ~~through~~ the completion of CI 690 Capstone Experience ~~and 3 hours of approved coursework~~ or 2) ~~by~~ satisfactorily completing a written comprehensive examination and three ~~six~~ hours of approved coursework.

~~Secondary Education , M.A.~~
~~Program Requirements~~
~~The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an Area of Emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.~~

~~Core Subjects...15 hrs.~~
~~EDF 621 Educational Research and Writing OR~~
~~EDF 625 Qualitative Research in Education~~
~~EDF 616 Advanced Studies in Human Development~~
~~CIEC 534 Applications Software in the Classroom Curriculum Area OR~~
~~CIEC 600 Instructional Design and Technology OR~~
~~CIEC 635 Using the Internet in the Classroom~~
~~CI 623 Instructional Models and Assessment Techniques OR~~
~~CI 624 Advanced Instructional Strategies OR~~
~~Approved methods course~~

~~EDF 612 Educational Evaluation OR~~
~~CI 609 Elementary Education: Curriculum in the Modern Elementary School OR~~
~~CI 501 Middle Childhood Curriculum~~

~~Area of Emphasis...18 hrs.~~

~~Capstone Experience..6 hrs.~~

~~TOTAL...39 hrs.~~

~~Areas of Emphasis include (descriptions are in the following section):~~

~~1. Educational Computing~~
~~2. Instructional Processes and Strategies~~
~~3. Math through Algebra I~~
~~4. Middle Childhood Education~~
~~5. School Library Media~~
~~6. Teaching English as a Second Language (ESL)~~
~~7. Individualized Plan of Study~~

~~Capstone Experience:~~

~~Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a written comprehensive examination and six hours of approved coursework.~~

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers with a valid West Virginia professional license who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and, where specified, acceptable scores on the appropriate Praxis II test. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education.

~~**Plans of Study for Areas of Emphasis, Professional Development Programs**~~

~~Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.~~

~~Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.~~

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select, on the application form, the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university coursework OR a master's degree.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with a plus sign (+) are available as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Plans of study marked with an asterisk (*) may be used aslead to added endorsements for licensed teachersing certification. Endorsement programs are available only to teachers who hold a valid West Virginia professional license in any area other than the one for which endorsement is desired. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education

Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

*+**Early Childhood Education:** This Area of Emphasis concentration combines theory, research, and practical applications to child development and early childhood education. Options are available for licensed PreK-K teachers pursuing an advanced degree or licensed elementary teachers seeking an added endorsement.

*+ ECE Option 1 (K-6/K-8 Licensed):

Option 1 It is designed for teachers who hold a K-6 or K-8 professional license who wish to pursue a master's degree with an emphasis in early childhood education, as well as teachers who wish to add a PreK-K endorsement. to their professional licensure. This concentration option may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.is available to teachers who hold a valid K-6 or K-8 professional license and wish to pursue a master's degree with an early childhood education emphasis.

 CI 632 Early Childhood Education: Early Childhood Programs (approved methods course in the MA Core)
 CI 633 Early Childhood Education: Adult Involvement in Early Education
 CI 634 Language and Cognition in Early Childhood
 ECE 535 Administration of Early Childhood Programs
 EDF 513 Human Growth and Development Birth-8
 CI 630 Early Childhood Education: Practicum in Early Childhood Education. plus

CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL .... 21 hrs.

ECE Option 2 (PreK-K Licensed):
Option 2 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree. This option may be completed as an Area of Emphasis within the MA in Education (36 hours). These 18 hours, plus 12 additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

CIRG 653 Literacy Acquisition
CI 631 Current Influences on Early Childhood Education
CI 632 Early Childhood Education Programs (approved methods course in the MA Core)
CI 633 Adult Involvement in Early Education
CI 634 Language and Cognition in Early Childhood
EDF 513 Human Growth and Development Birth-8

TOTAL .... 18 hrs.

+Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing.

~~CIEC 534 Applications Software in the Classroom Curriculum Area~~
~~CIEC 600 Instructional Design and Technology~~
~~CIEC 610 Local Area Networks and Telecommunications in the School~~
~~CIEC 630 Authoring Systems and Multimedia~~
~~CIEC 635 Using the Internet in the Classroom~~
~~CIEC 699 Final Project in Curriculum Area~~
~~An approved elective~~

~~TOTAL .... 21 hrs.~~

*+ Elementary Mathematics Specialist: The goals of this ~~program~~Area of Emphasis are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This ~~concentration~~ Area of Emphasis is designed ~~available to~~for teachers who hold a valid professional license in Elementary Education. ~~that includes Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6.~~ Satisfactory completion of the required courses and state licensure requirements ~~meet the requirements for certification. This program~~ leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education ~~West Virginia~~ teaching license. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core,

three hours in the MA Capstone, and a three hour advisor approved elelctive may be used to receive the MA in Education. Satisfactory completion of the required courses and state licensure requirements meet the requirements for certification.

 CIME 500 Mathematics for the Elementary Teacher I (approved methods course in the MA Core)
 CIME 501 Mathematics for the Elementary Teacher II
 CIME 555 Technical Mathematics for Mathematics Educators
 CIME 650 Algebra for Mathematics Educators
 CIME 658 Geometry for Mathematics Educators
 CIME 673 Elementary Mathematics Methods and Supervised Field Practicum K-6
 CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)

TOTAL .... 21 hrs.

Individualized Plan of Study: Students selecting an individualized planned program must work with an advisor to develop a Plan of Study that includes the MA Core (15 hours), an individually tailored Area of Emphasis (18 hours), and the Capstone Experience (3 hours). complete the curriculum course CI 501, CI 609, or CI 610 appropriate for their certification.

Instructional Processes and Strategies:
This Area of Emphasis is designed to provide advanced preparation to enhance planning, teaching, and learning processes. These 18 hours, plus 15 hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education.

 CI 551 Writing to Learn in Content Areas
 CI 559 Multicultural Influences in Education
 CI 638 Curriculum Planning
 CIEC 635 Using the Internet in the Classroom
 EDF 610 Trends and Issues in Education
 Advisor approved methods elective
 CI 623 Instructional Models and Assessment Techniques
 CI 624 Advanced Instructional Strategies
 CIEC 530 Computer Software and Methodology in Education OR
 CIEC 534 Applications Software in the Classroom Curriculum Area
 CI 639 Language Arts and Literature
 CI 551 Writing to Learn in Content Areas
 CI 657 Elementary Education: Advanced Techniques in Teaching Elementary Mathematics
 CI 671 Elementary Education: Advance Techniques in Teaching Science

TOTAL .... 24 18 hrs.

+Educational Computing Instructional Technology and Learning: This concentration Area of Emphasis focuses on instructional applications and classroom utilization of computing technology to improve teaching and learning. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Edcucation.

CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)
CIEC 600 Instructional Design and Technology (approved methods course in the MA Core)
CIEC 610 Local Area Networks and Telecommunications in the School
CIEC 630 Authoring Systems and Multimedia
CIEC 635 Using the Internet in the Classroom
CIEC 699 Final Project in Curriculum Area
Advisor An approved technology elective

TOTAL .... 21 hrs.

*+Mathematics through Algebra I: This concentration Area of Emphasis is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification this added endorsement in West Virginia. The goals of this Area of Emphasis are to provide mathematical content knowledge and mathematical teaching methods to prepare middle school mathematics teachers. These courses may be completed as a Graduate Certificate (24 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 24 hours, plus nine additional hours in the MA Core and three hours in the MA Capstone may be used to receive the MA in Education.

CIME 555 Technical Mathematics for Mathematics Educators
CIME 556 Finite Mathematics for Mathematics Educators
CIME 650 Algebra for Mathematics Educators
CIME 657 Precalculus for Mathematics Educators
CIME 658 Geometry for Mathematics Educators
CIEC 600 Instructional Design and Technology534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)
CIME 670 Teaching Mathematics (approved methods course in the MA Core)
CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR
CIME 677 Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL .... 24 hrs.

*+Middle Childhood Education: The concentration in middle childhood education provides a certificate endorsement program for elementary and secondary teachers who have met initial

licensure requirements. The endorsement will allow teachers to provide instruction in grades 5-9 within their area(s) of specialization.

The coursework in this program may be used as an area of emphasis within the master's degree program in Elementary Education or Secondary Education or may be completed as a separate Professional Development program. Individuals who wish to take the endorsement program but not pursue a master's degree should apply to the Professional Development program in middle childhood education. Teachers selecting this option must have an initial content specialization or complete a new one. Elementary Education is not a content area for 5-9 or 5-12. Passing the Praxis II is required.

CI-501 Middle Childhood Curriculum
CI-503 Methods and Materials of Teaching in the Middle Childhood Grades
EDF-502 Psychology of the Middle Childhood Student
CI-672 Practicum in Education
CIEC-534 Applications Software in the Classroom Curriculum Area OR
CIEC-600 Instructional Design and Technology OR
CIEC-635 Using the Internet in the Classroom

TOTAL .... 15 hrs.

*+School Library Media Specialist: The concentration Area of Emphasis in Library Media provides an certificate added endorsement program for elementary and secondary teachers who have met initial licensure requirements. The program will prepares K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus 12 additional hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education

ITL 501 Libraries and the Learning Process
ITL 502 Library Materials for Adolescents
ITL 515 Reference and Bibliography
ITL 622 Cataloging
ITL 625 Library Organization and Administration
ITL 627 Cataloging and Reference for School Librarians
ITL 631 Technology and the Library
ITL 650 Library Practice (Field Work)
CIRG 613 Children's Literature

TOTAL .... 24 21 hrs.

*+Teaching English as a Second Language (ESL): The concentration Area of Emphasis in Teaching English as a Second Language provides an added certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language

other than English. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

CISL 550 Second Language Acquisition

CISL 551, Linguistics for ESL
CISL 552 Intercultural Communication
CISL 653 Methods and Materials for ESL: Language Development
CISL 654 Methods and Materials for ESL: Literacy Acquisition (approved methods course in the MA Core)
CISL 655 ESL Practicum for Teaching ESL, plus
CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL.. 21 hrs.

Individualized Plan of Study: Students selecting a planned program must complete the curriculum course CI-501, CI-609, or CI-610 appropriate for their certification.

Certificate in Program Evaluation

Evaluation research--systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities--has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

Students may apply to this certificate program as either degree or non-degree students (in either case, students must apply for the certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

Curriculum for Certificate in Program Evaluation

    CI 627 Program Planning and Evaluation
    EDF 620 Mixed Methods Research
    EDF 679 Problem Report

    Local Cultural Literacy/Competency – Select one of the following:

    CULS 610 Seminar in Appalachian Culture
    CULS 611 Appalachian Studies: Themes and Voices
    CULS 612 Time and Place in Appalachia

Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wvhepcdoc.wvnet.edu/resources/133-11.pdf.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Counseling Program

Contact Person: Robert L. Rubenstein   Phone: 304-746-1953

Degree Program | MA Counseling School Counseling Emphasis

Check action requested: ☐ Addition   ☐ Deletion   ☒ Change

Effective Term/Year   Fall 20 |16| Spring 20 ☐   Summer 20 ☐

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Robt L. Rubenstein_	Date 3/7/16
College Curriculum Chair _(signature)_	Date 3/14/16
College Dean _Teresa Eagle_	Date 3-24-16
Graduate Council Chair _Christofero_	Date 5-23-16
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

CIEC 534 as a technology-based course is no longer needed to provide School Counseling Emphasis students basic technology skills in educational instruction. The Counseling Program has integrated these skill components into several of the core and emphasis courses.

Please describe any changes in curriculum:
List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)
Removal of CIEC 534
Addition of Advisor Approved Elective

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items.
NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

None

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

None

For catalog changes as a result of the above actions, please fill in the following pages.

3. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
(May attach separate page if needed)

See Attached

4. *Edits* to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. *New* Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attached

Please insert in the text box below your change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Major or Degree:
Type of Change: *(addition, deletion, change)*
Rationale:

Department: Counseling Education
Major or Degree: MA Counseling, School Counseling Emphasis
Type of Change: Removal of CIEC and Addition of Advisor Approved Elective
Rationale: CIEC 534 as a technology-based course is no longer needed to provide School Counseling Emphasis students basic technology skills in educational instruction. The Counseling Program has integrated these skill components into several of the core and emphasis courses.

Current Catalogue

School Counseling

The School Counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

CIEC 534 Applications Software in the Classroom Curriculum Area

COUN 670 Interventions: Current Issues in School Counseling

COUN 672 Organization and Administration ....of School Counseling Programs

COUN 673 Counseling Children, Parents and Adolescents

COUN 675 Legal and Ethical Issues for School Counselors Emphasis

total.. 15
Total credit hours (including core)................................60

Revisions to Current Catalogue

School Counseling

The School Counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

~~CIEC 534 Applications Software in the Classroom Curriculum Area~~

COUN 670 Interventions: Current Issues in School Counseling

COUN 672 Organization and Administration ....of School Counseling Programs

COUN 673 Counseling Children, Parents and Adolescents

COUN 675 Legal and Ethical Issues for School Counselors Emphasis

total.. 15

Total credit hours (including core)...............................60

New Catalogue

School Counseling

The School Counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

Advisor

~~Advanced~~ Approved Elective

COUN 670 Interventions: Current Issues in School Counseling

COUN 672 Organization and Administration ....of School Counseling Programs

COUN 673 Counseling Children, Parents and Adolescents

COUN 675 Legal and Ethical Issues for ~~School~~ Counselors ~~Emphasis~~

total... 15

Total credit hours (including core)................................60

Marshall University COEPD Plan of Study for School Counseling
Preparing the Experienced Professional as Specialist
Plan of Study must be completed prior to registration of the first semester and returned to department.

Student Name: _____ ID#: _____ Date: _____

Address: _____ Advisor: _____

Catalog of Record: _____ **(Current Plan of Study – Attachment for Page 3)** _____ 7 Year Time Limit Date: _____

(*7 Year Time Limit – 22 Semesters from the date of the first course counted for graduation requirements.)

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEM COMPLETED	GRADE
COUN 600	Professional Orientation	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
EDF 621	Edu. Research & Writing	*	3		
CIEC 534	Applied Software Class Curriculum Area	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prev. & Treatment of Addictions	COUN 600 & 603	3		
COUN 675	Legal & Ethical Issues for ~~School~~ Counselors	COUN 600, 603	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Coun. & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 670	Issues in Sch. Coun	COUN 603, 607	3		
COUN 673	Coun Child., Adoles., & Parents	COUN 600, 603	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 608	Practicum	COUN 603, 604, 605, 607	3		
COUN 672	Org. & Adm. Sch. Coun Programs	COUN 670	3		
COUN 698	School Counseling Internship	COUN 608 & 673 w/min. grade "B"	6		
Total Hours			60		
*Alternative Certification for Non-Education Majors					
CISP 521	Behavior. Char. Except. Children	*	3		
EDF 665 or LS 532	Sociology of American Schools or Human Relations in Pub. Sector	*	3		
Total Hours	*(non-education majors only)*		66		

*No prerequisites required **Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

_____ _____   _____ _____
Student   Date   Advisor   Date

_____ _____   _____ _____
Department Chair   Date   Graduate Dean   Date

Please Return this to: Marshall University, Counseling Department, 100 Angus E. Peyton Dr., South Charleston, WV 25303

GS-Rev. 4/2015

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton   Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MA in Education

Area of Emphasis Mathematics through Algebra I

Effective Term/Year Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date	3-3-16
Registrar _Roberta Ferguson_	Date	3/9/16
College Curriculum Chair _____	Date	3/14/16
College Dean _Teresa Eagle_	Date	3-24-16
Graduate Council Chair _JChristofero_	Date	5-23-16
Provost/VP Academic Affairs _____	Date	
President _____	Date	

Form updated 2/2012   Page 1 of 4

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See: POS - Math through Algebra I

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

4. **NON-DUPLICATION:**
   If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
   Enter NONE if not applicable.

   NONE

For catalog changes as a result of the above action, please fill in the following pages.

5. *Current* Catalog Description
   Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
   (May attach separate page if needed)
   See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

6. *Edits* to the Current Description
   Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

7. *New* Catalog Description
   Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attachment 3: New Catalog Description

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: Mathematics through Algebra I
Credit Hours: 18
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

Mathematics through Algebra I

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
*CIEC 534	Applications Software in the Classroom Curriculum Area			3	
*CIME 670	Teaching Mathematics			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIME 555	Technical Mathematics for Mathematics Educators			3	
CIME 556	Finite Mathematics for Mathematics Educators			3	
CIME 650	Algebra for Mathematics Educators			3	
CIME 657	Precalculus for Mathematics Educators			3	
CIME 658	Geometry for Mathematics Educators			3	
CIME 675 or CIME 677	Supervised Field Practicum/Sem in Math Grades 5-9 or Supervised Field Practicum/Sem in Math Grades 5-12			3	

*In addition to these area of emphasis courses, CIEC 534, 600 or 635 and CIME 670 are required for candidates seeking the added endorsement in Mathematics through Algebra I.

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Non-Curricular Changes

PLEASE USE THIS FORM FOR ALL NON-CURRICULAR CHANGE REQUESTS (changes in admission requirements or requirements for graduation, changes in or new policies/procedures, changes in program descriptions in catalog, general language changes in catalog.)

SIGNATURES may not be required, depending on the nature of the request and from where it originates. Consult Graduate Council chair.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD   Dept/Division: Counseling

Contact Person: Lori Ellison   Phone: 304-746-2086

Rationale for Request

(May attach separate page if needed)

Our department is working on a self-study process for national accreditation for the Council for Accreditation of Counseling and Related Education Programs (CACREP). In reviewing the standards we must meet for this accreditation, we are aware of the need to make a few adjustments in our policies and procedures that currently do not meet the standards. On the advice of Dean Pitttenger, I am asking to include an Academic Standards statement to our Program Requirements to update the information for consistency with what is currently in our student handbook. This will help make the information in both sources consistent and accessible to both current and prospective students.
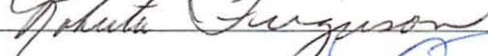
Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.
NOTE: all requests may not require all signatures.

Department/Division Chair _Lori Ellison_	Date 3/29/16
Registrar _Roberta Ferguson_	Date 4/1/16
College Curriculum Committee Chair _____ (or Dean if no college curriculum committee)	Date 4/11/16
Graduate Council Chair _JChristofero_	Date 5-23-16

NOTE: please complete information required on the following pages before obtaining signatures above.

1. Current Catalog Description (if applicable): Please insert the catalog description from the current catalog for entries you would like to change. (May attach separate page if needed)

Program Requirements
It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for courses. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

2. **Edits to current description:** Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

Program Requirements

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for courses. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

ACADEMIC STANDARDS:

Students in the counseling program are required to fulfill requirements set by the Graduate College as well as the Counseling Program. The University Standards are published in the *Graduate Catalog*. Students wishing to review these standards should review the catalog published the year of their admission to the program.

Counseling Program Standards:

In addition, all students in the program will be held to the following standards:

1. Students may use three (3) credits of C in Counseling Program courses to meet requirements of graduation. Once a student earns a grade of C, that student needs to meet with their advisor, and, perhaps, the instructor of that course to discuss the grade, the deficiencies that led to that grade, and prepare a plan to prevent a second C or lower grade. This plan will be put in writing and signed by the student, advisor, and the faculty member and submitted to the Program Director. A copy will be retained in the student's advising file. Any student earning a C in any of the clinical courses will be required to repeat that course, but the original C will stand as the first C (no grade will be replaced).
2. Students who earns six (6) credits of C or D in Counseling Program courses may be dismissed from the program. Students who earn an F, NC, or U in any Counseling course in their Plan of Study may be dismissed from the program.
3. Students dismissed from the program may not reapply to this program.

3. New Catalog Description: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

Program Requirements
It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to registering for courses. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

ACADEMIC STANDARDS:
Students in the counseling program are required to fulfill requirements set by the Graduate College as well as the Counseling Program. The University Standards are published in the Graduate Catalog. Students wishing to review these standards should review the catalog published the year of their admission to the program.
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In addition, all students in the program will be held to the following standards:
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2. Students who earn six (6) credits of C or D in Counseling Program courses may be dismissed from the program. Students who earn an F, NC, or U in any Counseling course in their Plan of Study may be dismissed from the program.
3. Students dismissed from the program may not reapply to this program.

Please insert in the text box below your proposed change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Type of change request:
Department:
Degree program:
Effective date *(Fall/Spring/Summer, Year)*

Type of change request: Non-Curricular Catalog Change
Department: Counseling
Degree Program: MA in Counseling (both emphases)
Effective date: Fall 2016

Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

An applicant must have earned at least a master's degree from an accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Details of all admission requirements and other pertinent information can be found at *www.marshall.edu/edd.*

EDUCATION, M.A.

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein *do not* result in *initial* licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.
Areas of Emphasis
- Early Childhood Education
- Educational Computing
- Elementary Mathematics Specialist
- Elementary Science
- Individualized Plan of Study
- Instructional Processes and Strategies
- Math through Algebra I
- Middle Childhood Education
- School Library Media
- Teaching English as a Second Language

SECONDARY, M.A.
Areas of Emphasis
- Educational Computing
- Individualized Plan of Study
- Instructional Processes and Strategies
- Math through Algebra I
- Middle Childhood Education
- School Library Media
- Teaching English as a Second Language

Graduate Certificates
- Early Childhood Education
- Educational Computing
- Elementary Mathematics Specialist
- Elementary Science Education
- Mathematics through Algebra I
- Middle Childhood Education
- Post-Baccalaureate Teacher Certificate
- School Library Media Specialist
- Teaching English as a Second Language

Program Description

The goal of the Early Childhood, Elementary and Secondary Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development:

- Graduate certificate programs,
- Master's degree (M.A.),
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.).

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at *www. marshall.edu/graduate/admissions/how-to-apply-for-admission*

In addition:

- Submit directly to Graduate Admissions your Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 286 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria:

1. Undergraduate Grade Point Average;
2. GRE or MAT scores;
3. Performance in any prior graduate courses.

Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a 3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

EARLY CHILDHOOD EDUCATION, M.A.

Program Requirements

The Master of Arts in Early Childhood Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instruction methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Two options for advanced studies in Early Childhood are available:

1. Option 1, designed for those who are licensed Early Education (PreK-K) teachers.
2. Option 2, designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (PreK-K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (PreK-K) are required.

Option 1: The Master's Degree in **Early Childhood Education designed for those who are licensed Early Education (PreK-K) teachers**

Core Subjects .... 15 hrs.

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education
EDF	616	Advanced Studies in Human Development
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom
CI	623	Instructional Models and Assessment Techniques OR
CI	624	Advanced Instructional Strategies OR
		Approved methods course
EDF	612	Educational Evaluation OR
	609	Elementary Education: Curriculum
		in the Modern Elementary School OR
CI	501	Middle Childhood Curriculum

Specialty: .... 18 hrs.

CI	653	Literacy Acquisition
CI	631	Early Childhood Education: Current Influences
		on Early Childhood Education
CI	632	Early Childhood Education: Early Childhood Programs
CI	633	Early Childhood Education: Adult Involvement
		in Early Education
CI	634	Language and Cognition in Early Childhood
EC	603	Current Issues in Child Development OR
EDF	513	Human Growth and Development

Capstone Experience .... 6 hrs.

TOTAL .... **39 hrs.**

Option 2: The Master's Degree in **Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement** in Early Education.

Core Subjects .... 15 hrs.

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education
EDF	616	Advanced Studies in Human Development
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CI		Instructional Design and Technology OR
CI	635	Using the Internet in the Classroom
CI	623	Instructional Models and Assessment Techniques OR
CI	624	Advanced Instructional Strategies OR
		Approved methods course
EDF	612	Educational Evaluation OR
		Elementary Education: Curriculum
		in the Modern Elementary School OR
	501	Middle Childhood Curriculum

Specialty: .... 18 hrs.

	632	Early Childhood Education: Early Childhood Programs
	633	Early Childhood Education: Adult Involvement
		in Early Education
	634	Language and Cognition in Early Childhood
	635	Administration of Early Childhood Programs

EDF 513 Human Growth and Development
CI 630 Early Childhood Education: Practicum
in Early Childhood Education

Capstone Experience .... 6 hrs.
TOTAL .... 39 hrs.

Capstone Experience

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

ELEMENTARY EDUCATION, M.A.

Program Requirements

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects .... 15 hrs.

EDF	521	Educational Research and Writing OR
EDF	575	Qualitative Research in Education
EDF		Advanced Studies in Human Development
CIEC		Applications Software in the Classroom Curriculum Area OR
CIEC		Instructional Design and Technology OR
CIEC	5	Using the Internet in the Classroom
EDF	2	Educational Evaluation OR
		Elementary Education: Curriculum
		in the Modern Elementary School OR
	1	Early Childhood Curriculum
CI		Instructional Models and Assessment Techniques OR
CI		Advanced Instructional Strategies OR
		Approved methods course

Area of Emphasis .... 18 hrs.
Capstone Experience .... 6 hrs.
TOTAL .... 39 hrs.

Areas of Emphasis (descriptions follow in section titled "Additional Certification for Teachers"):
1. Early Childhood Education
2. Educational Computing
3. Instruction and Assessment Strategies
4. Teaching through the Arts
5. Instructional Computing Education
6. School Library Media
7. Teaching English as a Second Language (ESL)
8. Individual Areas of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

SECONDARY EDUCATION, M.A.
Program Requirements

The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an Area of Emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects ....**15 hrs.**

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education
EDF	616	Current Studies in Human Development
CEC	534	Applications Software in the Classroom Curriculum Area OR
CEC	600	Instructional Design and Technology OR
CEC	635	Using the Internet in the Classroom
CI	623	Instructional Models and Assessment Techniques OR
CI	624	Advanced Instructional Strategies OR
		Approved methods course
EDF	612	Student Evaluation OR
CI	609	Secondary Education: Curriculum
		Teaching in the Elementary School OR
CI	501	Early Childhood Curriculum

Area of Emphasis...**18 hrs.**

Capstone Experience...**6 hrs.**

TOTAL...**39 hrs.**

Areas of Emphasis include (See course requirements in the following section):
1. Educational Computing
2. Instructional Process and Programs
3. Math through Algebra
4. Middle Childhood Education
5. School Library Media
6. Teaching English as a Second Language (ESL)
7. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactory passing of a written comprehensive examination and six hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add an additional teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

Plans of study marked with a right (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand alone program.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate coursework OR a master's degree.

*+Early Childhood Education: This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master's degree with an emphasis in early childhood education and teachers who wish to add a PreK-K endorsement to their professional licensure. This concentration is available to those who hold a valid K-6 or K-8 professional license and wish to pursue a master's degree with an early childhood emphasis.

C		Childhood Education: Early Childhood Programs
C		Childhood Education: Adult Involvement in Early Education
C		and Cognition in Early Childhood
EC		ation of Early Childhood Programs
E		Growth and Development Birth-8
(		Childhood Education: Practicum in Early Childhood Education, plus
CI		ns Software in the Classroom Curriculum Area OR
CIE		uctional Design and Technology OR
CIE		the Internet in the Classroom
TOTAL		.... 21 hrs.

+Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing.

CI		ns Software in the Classroom Curriculum Area
CI		uctional Design and Technology
CI		I A Networks and Telecommunications in the School
CIF		or Systems and Multimedia
CIE		the Internet in the Classroom
CIE		Project in Curriculum Area
An		elective
TOTAL		.... 21 hrs.

*+ Elementary Mathematics Specialist: This concentration is available to teachers who hold a valid professional license in Elementary Education Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching of elementary teachers, Grades K-6. This program leads to the addition of an Elementary Mathematics Specialist to an existing, current, regular, elementary education West Virginia teaching license. Satisfactory completion of the courses and state licensure requirements meet the requirements for certification.

CIM		thematics for the Elementary Teacher I
CIM		thematics for the Elementary Teacher II
CIM		Mathematics for Mathematics Educators
CIM		for Mathematics Educators
CI		for Mathematics Educators
CI		y Mathematics Methods and Supervised Field Practicum K-6
CIF		ns Software in the Classroom Curriculum Area
TOTAL		.... 21 hrs.

Instructional Process and Design:

EI		n's and Issues in Education
		nal Models and Assessment Techniques
		Instructional Strategies

(continued)

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+Plans of study marked with a (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone certification.

CISL		for ESL
CISL		...al Communication
CISL		...and Materials for ESL: Language Development
CISL		...and Materials for ESL: Literacy Acquisition
CISL		...culum for Teaching ESL, plus
CIEC		...ions Software in the Classroom Curriculum Area OR
CIEC		...onal Design and Technology OR
CIEC		...Internet in the Classroom
TOTAL		.... **21 hrs.**

Individualized Plan of ... ...ecting a planned program must complete the curriculum course CI 501, CI 609, or CI 610 appropriate ...

Certificate in Program ...

Evaluation research ... ...h principles and procedures for determining the success of policies, programs, projects, community ... ...r activities–has grown exponentially over the past several decades, especially as foundations, granting ... governmental and other organizations and agencies increasingly expect and require the evaluation ... ...s, and projects. The need for researchers trained in both the theories and methods of evaluation research. ...ly. The Certificate in Program Evaluation emphasizes the practical application of program planning, ass... ...on through frames of mixed methods research, local cultural contexts, and project-based ap...ations of ...

Students may a... ...rogram as either degree or non-degree students (in either case, students must apply for the certifica... ...ate Admissions). Also, as in other certificate programs, to make an application, students must possess ... ...te B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an o... ...grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be ... ...te and the credit may not be more than 7 years old), to be applied only to the local cultural agency ... ...n ...tudents may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits ... ...graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be det... ...ing students' programs of study. Credits earned in the proposed certificate can potentia... ...ment and other professional continuing education as well; again, depending on individu... ...ppr...al of faculty in GSEPD and/or the Graduate Humanities Program.

Curriculum for Cer...

...Evaluation
...Planning and Evaluation
...ds Research
...rt
...ncy – Select one of the following:
...palachian Culture
...hian Studies: Themes and Voices
...d Place in Appalachia

FAMILY AND ... SCIENCES

Interested p... ...all the College of Education and Professional Development at 304-696-3131

LEADERSHIP ... M.A., Ed.S., Ed.D.

Leadership ...
Areas of ...
...Education ... ...ip (School Principal)
Justice ...
Leaders ... t
Education ...
Areas of ...

(continued)

Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria.

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EDUCATION, M.A.

Teacher Licensure in West Virginia

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EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.
Areas of Emphasis
Early Childhood Education
Educational Computing
Elementary Mathematics Specialist
Elementary Science
Individualized Plan of Study
Instructional Processes and Strategies
Math through Algebra I
Middle Childhood Education
School Library Media
Teaching English as a Second Language

SECONDARY, M.A.
Areas of Emphasis
Educational Computing
Individualized Plan of Study
Instructional Processes and Strategies
Math through Algebra I
Middle Childhood Education
School Library Media
Teaching English as a Second Language

Graduate Certificates
Early Childhood Education
Educational Computing
Elementary Mathematics Specialist
Elementary Science Education
Mathematics through Algebra I
Middle Childhood Education
Post-Baccalaureate Teacher Certificate
School Library Media Specialist
Teaching English as a Second Language

Program Description

The goal of the Early Childhood, Elementary and Secondary Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development:

- Graduate certificate programs,
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- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.).

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Admission Requirements to Master's Degree Programs

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at *www. marshall.edu/graduate/admissions/how-to-apply-for-admission*

In addition:

- Submit directly to Graduate Admissions your Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 286 or above on the verbal and quantitative sections of the GRE or at least 387 on the MAT.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria:

1. Undergraduate Grade Point Average;
2. GRE or MAT scores;
3. Performance in any prior graduate courses.

Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a 3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.

Plan of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

EARLY CHILDHOOD EDUCATION, M.A.

Program Requirements

The Master of Arts in Early Childhood Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Two options for advanced studies in Early Childhood are available:

1. Option 1, designed for those who are licensed Early Education (PreK-K) teachers.
2. Option 2, designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (PreK-K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (PreK-K) are required.

Option 1: The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (PreK-K) teachers

Core Subjects ....15 hrs.

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education
EDF	616	Advanced Studies in Human Development
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom
CI	623	Instructional Models and Assessment Techniques OR
CI	624	Advanced Instructional Strategies OR
		Approved methods course
EDF	612	Educational Evaluation OR
CI	609	Elementary Education: Curriculum in the Modern Elementary School OR
CI	501	Middle Childhood Curriculum

Specialty: ....18 hrs.

CIRC	653	Literacy Acquisition
CI	631	Early Childhood Education: Current Influences on Early Childhood Education
CI	632	Early Childhood Education: Early Childhood Programs
CI	633	Early Childhood Education: Adult Involvement in Early Education
CI	634	Language and Cognition in Early Childhood
ECE	603	Current Issues in Child Development OR
EDF	513	Human Growth and Development

Capstone Experience ....6 hrs.

TOTAL .... 39 hrs.

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects ....15 hrs.

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education
EDF	616	Advanced Studies in Human Development
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom
CI	623	Instructional Models and Assessment Techniques OR
CI	624	Advanced Instructional Strategies OR
		Approved methods course
EDF	612	Educational Evaluation OR
CI	609	Elementary Education: Curriculum in the Modern Elementary School OR
CI	501	Middle Childhood Curriculum

Specialty: ....18 hrs.

CI	632	Early Childhood Education: Early Childhood Programs
CI	633	Early Childhood Education: Adult Involvement in Early Education
CI	634	Language and Cognition in Early Childhood
ECE	535	Administration of Early Childhood Programs

EDF	513	Human Growth and Development
CI	630	Early Childhood Education: Practicum
		in Early Childhood Education

Capstone Experience .... 6 hrs.

TOTAL .... **39 hrs.**

Capstone Experience

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

ELEMENTARY EDUCATION, M.A.

Program Requirements

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects .... 15 hrs.

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education
EDF	616	Advanced Studies in Human Development
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom
EDF	612	Educational Evaluation OR
CI	609	Elementary Education: Curriculum
		in the Modern Elementary School OR
CI	501	Middle Childhood Curriculum
CI	623	Instructional Models and Assessment Techniques OR
CI	624	Advanced Instructional Strategies OR
		Approved methods course

Area of Emphasis .... 18 hrs.

Capstone Experience .... 6 hrs.

TOTAL .... **39 hrs.**

Areas of Emphasis include (descriptions follow in section titled "Additional Certification for Teachers"):
1. Early Childhood Education
2. Educational Computing
3. Instructional Processes and Strategies
4. Math through Algebra I
5. Middle Childhood Education
6. School Library Media
7. Teaching English as a Second Language (ESL)
8. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a comprehensive examination and six hours of approved coursework.

SECONDARY EDUCATION, M.A.
Program Requirements

The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an Area of Emphasis consisting of 18 hours of required and elective coursework. Students will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects			15 hrs.
EDF	621	Educational Research and Writing OR	
EDF	625	Qualitative Research in Education	
EDF	616	Advanced Studies in Human Development	
CIEC	534	Applications Software in the Classroom Curriculum Area OR	
CIEC	600	Instructional Design and Technology OR	
CIEC	635	Using the Internet in the Classroom	
CI	623	Instructional Models and Assessment Techniques OR	
CI	624	Advanced Instructional Strategies OR	
		Approved methods course	
EDF	612	Educational Evaluation OR	
CI	609	Elementary Education: Curriculum in the Modern Elementary School OR	
CI	501	Middle Childhood Curriculum	

Area of Emphasis	18 hrs.
Capstone Experience	6 hrs.
TOTAL	**39 hrs.**

Areas of Emphasis include (descriptions are in the following section):
1. Educational Computing
2. Instructional Processes and Strategies
3. Math through Algebra I
4. Middle Childhood Education
5. School Library Media
6. Teaching English as a Second Language (ESL)
7. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement either through completion of CI 690 and 3 hours of approved coursework or by satisfactorily completing a written comprehensive examination and six hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

Plans of Study for Areas of Emphasis, Professional Development Programs

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Certificate Program Admission Requirements

Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:

- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work OR a master's degree.

*+Early Childhood Education: This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master's degree with an emphasis in early childhood education, as well as teachers who wish to add a PreK-K endorsement to their professional licensure. This concentration is available to teachers who hold a valid K-6 or K-8 professional license and wish to pursue a master's degree with an early childhood education emphasis.

CI	632	Early Childhood Education: Early Childhood Programs
CI	633	Early Childhood Education: Adult Involvement in Early Education
CI	634	Language and Cognition in Early Childhood
ECE	535	Administration of Early Childhood Programs
EDF	513	Human Growth and Development Birth-8
CI	630	Early Childhood Education: Practicum in Early Childhood Education, plus
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom

TOTAL .... **21 hrs.**

+Educational Computing: This concentration focuses on instructional applications and classroom utilization of computing.

CIEC	534	Applications Software in the Classroom Curriculum Area
CIEC	600	Instructional Design and Technology
CIEC	610	Local Area Networks and Telecommunications in the School
CIEC	630	Authoring Systems and Multimedia
CIEC	635	Using the Internet in the Classroom
CIEC	699	Final Project in Curriculum Area
		An approved elective

TOTAL .... **21 hrs.**

*+ Elementary Mathematics Specialist: This concentration is available to teachers who hold a valid professional license in Elementary Education that includes Grades K-6. The goals of this program are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This program leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education West Virginia teaching license. Satisfactory completion of the required courses and state licensure requirements meet the requirements for certification.

CIME	500	Mathematics for the Elementary Teacher I
CIME	501	Mathematics for the Elementary Teacher II
CIME	555	Technical Mathematics for Mathematics Educators
CIME	650	Algebra for Mathematics Educators
CIME	658	Geometry for Mathematics Educators
CIME	673	Elementary Mathematics Methods and Supervised Field Practicum K-6
CIEC	534	Applications Software in the Classroom Curriculum Area

TOTAL .... **21 hrs.**

Instructional Processes and Strategies:

EDF	600	Trends and Issues in Education
CI	623	Instructional Models and Assessment Techniques
CI	624	Advanced Instructional Strategies

(continued)

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*Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Endorsement programs are available only to teachers who hold a valid professional license in any area other than the one for which endorsement is desired.

+Plans of study marked with a plus sign (+) may be used as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

CIEC	530	Computer Software and Methodology in Education OR
CIEC	534	Applications Software in the Classroom Curriculum Area
CI	639	Language Arts and Literature
CI	551	Writing to Learn in Content Areas
CI	657	Elementary Education: Advanced Techniques in Teaching Elementary Mathematics
CI	671	Elementary Education: Advance Techniques in Teaching Science

TOTAL .... **24 hrs.**

*+Mathematics through Algebra I: This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.

CIME	555	Technical Mathematics for Mathematics Educators
CIME	556	Finite Mathematics for Mathematics Educators
CIME	650	Algebra for Mathematics Educators
CIME	657	Precalculus for Mathematics Educators
CIME	658	Geometry for Mathematics Educators
CIEC	600	Instructional Design and Technology
CIME	670	Teaching Mathematics
CIME	675	Supervised Field Practicum/Seminar in Mathematics, 5-9 OR
CIME	677	Supervised Field Practicum/Seminar in Mathematics, 5-12

TOTAL .... **24 hrs.**

*+Middle Childhood Education: The concentration in middle childhood education provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The endorsement will allow teachers to provide instruction in grades 5-9 within their area(s) of specialization.

The coursework in this program may be used as an area of emphasis within the master's degree program in Elementary Education or Secondary Education or may be completed as a separate Professional Development program. Individuals who wish to take the endorsement program but not pursue a master's degree should apply to the Professional Development program in middle childhood education. Teachers selecting this option must have an initial content specialization or complete a new one. Elementary Education is not a content area for 5-9 or 5-12. Passing the Praxis II is required.

CI	501	Middle Childhood Curriculum
CI	503	Methods and Materials of Teaching in the Middle Childhood Grades
EDF	502	Psychology of the Middle Childhood Student
CI	672	Practicum in Education
CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom

TOTAL .... **15 hrs.**

*+School Library Media Specialist: The concentration in Library Media provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The program will prepare K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy.

ITL	501	Libraries and the Learning Process
ITL	502	Library Materials for Adolescents
ITL	515	Reference and Bibliography
ITL	627	Cataloging
ITL	603	Library Organization and Administration
ITL	601	Technology and the Library
ITL	650	Library Practice (Field Work)
CIRG	613	Children's Literature

TOTAL .... **24 hrs.**

*+Teaching English as a Second Language (ESL): The concentration in Teaching English as a Second Language provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English.

| CISL | 550 | Second Language Acquisition |

CISL 551, Linguistics for ESL
CISL 552 Intercultural Communication
CISL 653 Methods and Materials for ESL: Language Development
CISL 654 Methods and Materials for ESL: Literacy Acquisition
CISL 655 ESL Practicum for Teaching ESL, plus
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom

TOTAL .... 21 hrs.

Individualized Plan of Study: Students selecting a planned program must complete the curriculum course CI 501, CI 609, or CI 610 appropriate for their certification.

Certificate in Program Evaluation

Evaluation research-systematic research principles and procedures for determining the success of policies, programs, projects, community development and other activities–has grown exponentially over the past several decades, especially as foundations, granting agencies, non-profits, governmental and other organizations and agencies increasingly expect and require the evaluation of services, programs, and projects. The need for researchers trained in both the theories and methods of evaluation research has grown accordingly. The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based application of skills and knowledge.

Students may apply to this certificate program as either degree or non-degree students (in either case, students must apply for the certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess an undergraduate B.A. or B.S. degree from a regionally accredited college or university, with a minimum of an overall undergraduate grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the proposed certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural literacy/competency requirement (students may not transfer CI 627, EDF 620, or EDF 629). Students may apply credits earned in the proposed certificate to graduate degrees in GSEPD as well as in the Graduate Humanities Program as electives, to be determined by faculty advising students' programs of study. Credits earned in the proposed certificate can potentially be applied to professional development and other professional continuing education as well; again, depending on individual programs of study and the approval of faculty in GSEPD and/or the Graduate Humanities Program.

Curriculum for Certificate in Program Evaluation

CI 627 Program Planning and Evaluation
EDF 620 Mixed Methods Research
EDF 679 Problem Report
Local Cultural Literacy/Competency – Select one of the following:
CLS 610 Seminar in Appalachian Culture
CLS 611 Appalachian Studies: Themes and Voices
CLS 612 Time and Place in Appalachia

FAMILY AND CONSUMER SCIENCES

Interested persons should please call the College of Education and Professional Development at 304-696-3131

LEADERSHIP STUDIES, M.A., Ed.S., Ed.D.

Leadership Studies, M.A.
Areas of Emphasis:
Educational **Leadership (School Principal)**
Justice Leadership
Leadership Specialist
Education Specialist, Ed.S.
Areas of Emphasis:

(continued)

Request for Additions of Graduate Areas of Emphasis in the MA in Education (includes full text for MA degree and eight Areas of Emphasis)
COEPD, Elementary & Secondary Education
March 4, 2016

Attachment 3 – Clean Copy of Proposed Description

EDUCATION, M.A.

Teacher Licensure in West Virginia
With the exception of the Master of Arts in Teaching, the programs described herein do not result in initial licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

Master of Arts in Education
Areas of Emphasis include (descriptions are in the following sections):
>   Early Childhood Education
>   Elementary Mathematics Specialist
>   Individualized Plan of Study
>   Instructional Processes and Strategies
>   Instructional Technology and Learning
>   Math through Algebra I
>   School Library Media Specialist
>   Teaching English as a Second Language

Program Description
The goal of the Education Programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide educators, and those in education-related fields, four venues for graduate level professional development:
- Graduate certificate programs
- Master's degree (M.A.)
- Education Specialist degree (Ed.S.)
- Doctor of Education degree (Ed.D.)

In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or to meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree with an Area of Emphasis in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist and Doctor of Education in Curriculum and Instruction. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. For more information on these post-master's degrees please see individual listings in this catalog.

Admission Requirements to Master's Degree Programs

Applicants to the MA degrees in education should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission

For full admission, applicants must have an undergraduate degree from a regionally accredited institution with an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale OR have a master's degree from a regionally accredited institution.

Applicants having an undergraduate degree from a regionally accredited institution with an undergraduate GPA of 2.5 or above but below 3.0 may be granted provisional admission. Provisionally admitted applicants will be granted full admission upon successful completion of 12 hours toward the approved plan of study with a GPA of 3.25 or higher, assuming that all other admission requirements are met.

Note: Some areas of emphasis are designed to lead to added endorsements for licensed teachers. Applicants may be asked to submit additional materials, such as documentation of current teacher licensure, before an admission decision is made.

Plans of Study

A Plan of Study approved by the student's advisor must be on file before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

Program Requirements

The Master of Arts in Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. All students must complete 15 hours of coursework in research, human growth and development, technology, instructional methods, and assessment (the core course requirements). Each student must also select an area of emphasis consisting of 18 – 21 hours of required coursework, depending on the area of emphasis. Students will meet the comprehensive assessment requirement through the framework of a 3 hour capstone experience.

Core Courses .... 15 hrs.

> EDF 621 Educational Research and Writing OR EDF 625 Qualitative Research in Education
>
> EDF 616 Advanced Studies in Human Development OR EDF 619 Educational Psychology
>
> CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC635 Using the Internet in the Classroom
>
> CI 623 Instructional Models and Assessment Techniques OR approved methods course from Area of Emphasis
>
> EDF 612 Educational Evaluation

Area of Emphasis .... 18-21 hrs.

Capstone Experience .... 0-3 hrs.

TOTAL .... 36 hrs.

Capstone Experience:
Students may meet the capstone experience requirement through either 1) the completion of CI 690 Capstone Experience or 2) satisfactorily completing a written comprehensive examination and three hours of approved coursework.

ADDITIONAL CERTIFICATION FOR TEACHERS
Teachers with a valid West Virginia professional license who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and, where specified, acceptable scores on the appropriate Praxis II test. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education.

Certificate Program Admission Requirements
Prospective certificate-only students should apply for admission to Marshall University as a Certificate/Professional Development student and select on the application form the certificate they wish to pursue. Education certificate programs require:
- A baccalaureate degree from a regionally accredited college or university; and
- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate coursework OR a master's degree.

Plans of Study for Areas of Emphasis and Graduate Certificate Programs
Plans of study marked with a plus sign (+) are available as graduate certificate programs. Certificate coursework may be taken as a stand-alone program.

Plans of study marked with an asterisk (*) may lead to added endorsements for licensed teachers. Endorsement programs are available to teachers who hold a valid West Virginia professional license in any area other than the one for which endorsement is desired. Applicants from other states should verify eligibility for added endorsements through their state's Department of Education.

Early Childhood Education:
This Area of Emphasis combines theory, research, and practical applications to child development and early childhood education. Options are available for licensed PreK-K teachers pursuing an advanced degree or licensed elementary teachers seeking the added endorsement.

*+ ECE Option 1 (K-6/K-8 Licensed):
Option 1 is designed for teachers who hold a K-6 or K-8 professional license who wish to add a PreK-K endorsement. This option may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

> CI 632 Early Childhood Education Programs (approved methods course in the MA Core)
> CI 633 Adult Involvement in Early Education
> CI 634 Language and Cognition in Early Childhood
> ECE 535 Administration of Early Childhood Programs
> EDF 513 Human Growth and Development Birth-8
> CI 630 Early Childhood Education: Practicum in Early Childhood Education

CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL .... **21 hrs.**

ECE Option 2 (PreK-K Licensed):

Option 2 is designed for teachers who hold a PreK-K professional license who wish to pursue an advanced degree. This option may be completed as an Area of Emphasis within the MA in Education (36 hours). These 18 hours, plus 12 additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

CI 632 Early Childhood Education Programs (approved methods course in the MA Core)
CI 633 Adult Involvement in Early Education
CI 634 Language and Cognition in Early Childhood
ECE 535 Administration of Early Childhood Programs
EDF 513 Human Growth and Development Birth-8
CI 630 Practicum in Early Childhood Education

TOTAL .... **18 hrs.**

*+ Elementary Mathematics Specialist:

The goals of this Area of Emphasis are to strengthen mathematical content knowledge and mathematical teaching methods of elementary teachers, Grades K-6. This Area of Emphasis is designed for teachers who hold a valid West Virginia professional license in Elementary Education. Satisfactory completion of the required courses and state licensure requirements leads to the addition of an Elementary Mathematics Specialist endorsement on an existing, current, regular, elementary education West Virginia teaching license. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

CIME 500 Mathematics for the Elementary Teacher I (approved methods course in the MA Core)
CIME 501 Mathematics for the Elementary Teacher II
CIME 555 Technical Mathematics for Mathematics Educators
CIME 650 Algebra for Mathematics Educators
CIME 658 Geometry for Mathematics Educators
CIME 673 Elementary Mathematics Methods and Supervised Field Practicum K-6 (approved methods course in the MA Core)
CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)

TOTAL .... **21 hrs.**

Individualized Plan of Study:

Students selecting an individualized program must work with an advisor to develop a Plan of Study that includes the MA Core (15 hours), an individually tailored Area of Emphasis (18 hours), and the Capstone Experience (3 hours).

Instructional Processes and Strategies:
This Area of Emphasis is designed to provide advanced preparation to enhance planning, teaching, and learning processes. These 18 hours, plus 15 additional hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education.

> CI 551 Writing to Learn in Content Areas
> CI 559 Multicultural Influences in Education
> CI 638 Curriculum Planning
> CIEC 635 Using the Internet in the Classroom
> EDF 610 Trends and Issues in Education
> Advisor approved methods elective

TOTAL .... **18 hrs.**

+ Instructional Technology and Learning:
This Area of Emphasis focuses on instructional applications and classroom utilization of technology to improve teaching and learning. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

> CIEC 534 Applications Software in the Classroom Curriculum Area (approved technology course in the MA Core)
> CIEC 600 Instructional Design and Technology (approved methods course in the MA Core)
> CIEC 610 Local Area Networks and Telecommunications in the School
> CIEC 630 Authoring Systems and Multimedia
> CIEC 635 Using the Internet in the Classroom
> CIEC 699 Final Project in Curriculum Area
> Advisor approved technology elective

TOTAL .... **21 hrs.**

*+ Mathematics through Algebra I: This Area of Emphasis is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of required courses and passing the Praxis II meets the requirements for this added endorsement in West Virginia. The goals of this Area of Emphasis are to provide mathematical content knowledge and mathematical teaching methods to prepare middle school mathematics teachers. These courses may be completed as a Graduate Certificate (24 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 24 hours, plus nine additional hours in the MA Core and three hours in the MA Capstone may be used to receive the MA in Education.

> CIME 555 Technical Mathematics for Mathematics Educators
> CIME 556 Finite Mathematics for Mathematics Educators
> CIME 650 Algebra for Mathematics Educators
> CIME 657 Precalculus for Mathematics Educators
> CIME 658 Geometry for Mathematics Educators

CIEC 534 Instructional Design and Technology (approved technology course in the MA Core)
CIME 670 Teaching Mathematics (approved methods in the MA Core)
CIME 675 Supervised Field Practicum/Seminar in Mathematics, 5-9 OR CIME 677 Supervised
Field Practicum/Seminar in Mathematics, 5-12

TOTAL .... **24 hrs.**

*+ School Library Media Specialist: The concentration in Library Media provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The program prepares K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus twelve additional hours in the MA Core, and three hours in the MA Capstone may be used to receive the MA in Education.

ITL 501 Libraries and the Learning Process
ITL 502 Library Materials for Adolescents (approved methods in the MA Core)
ITL 625 Library Organization and Administration
ITL 627 Cataloging and Reference for School Librarians
ITL 631 Technology and the Library
ITL 650 Library Practice (Field Work)
CIRG 613 Children's Literature

TOTAL .... **21 hrs.**

*+ Teaching English as a Second Language (ESL): The concentration in Teaching English as a Second Language provides an added endorsement for elementary and secondary teachers who have met initial licensure requirements. The purpose of the program is to prepare teachers who work with learners who enter schools with a language other than English. These courses may be completed as a Graduate Certificate (21 hours) or may be used as an Area of Emphasis within the MA in Education (36 hours). These 21 hours, plus nine additional hours in the MA Core, three hours in the MA Capstone, and a three hour advisor approved elective may be used to receive the MA in Education.

CISL 550 Second Language Acquisition
CISL 551 Linguistics for ESL
CISL 552 Intercultural Communication
CISL 653 Methods and Materials for ESL: Language Development
CISL 654 Methods and Materials for ESL: Literacy Acquisition (approved methods course in the MA Core)
CISL 655 ESL Practicum for Teaching ESL
CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC 635 Using the Internet in the Classroom (approved technology course in the MA Core)

TOTAL .... **21 hrs.**

School Library Media Specialist

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
CIEC 534 or CIEC 600 or CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
*ITL 502	Library Materials for Adolescents			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIRG 613	Children's Literature			3	
ITL 501	Libraries & the Learning Process			3	
ITL 627	Cataloging and Reference for School Librarians			3	
ITL 625	Library Organization & Administration			3	
ITL 631	Technology & the Library			3	
ITL 650	Library Practice			3	
*In addition to these area of emphasis courses ITL 502, listed in the core requirements, is needed for candidates seeking the added endorsement in School Library Media.					

Capstone Experience (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
**CI 690	Capstone Experience			3	

Total Hours: 36

Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: http://wvhepcdoc.wvnet.edu/resources/133-11.pdf.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: COEPD   Dept/Division: Elementary and Secondary Education

Contact Person: Tina Allen   Phone: 68958

Degree Program | Master of Arts in Teaching (MAT)

Check action requested: ☐ Addition   ☐ Deletion   ☒ Change

Effective Term/Year   Fall 20 ☐   Spring 20 ☐   Summer 20 |16|

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head *Yria A. Heaton*	Date 3-1-16
College Curriculum Chair	Date 3/14/16
College Dean *Teresa Eagle*	Date 3-24-16
Graduate Council Chair *Christofero*	Date 5-23-16
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Form updated 3/2012

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

In keeping with current MA program revisions, which are streamlining programs and credit hours, the MAT program proposes to reduce its required hours from 39 to 36 and to consolidate the Plans of Study for the three developmental levels into one Plan of Study for all students in the MAT program. These changes will allow the MAT to align its core with the MA Program core, and will help it to compete with other regional MAT programs, the majority of which offer 30-36 credit hour programs. Consolidating the three Plans of Study into one common Plan of Study will allow for the addition of CI 549 Classroom Management in Secondary Schools to be required of all students. Managing a classroom has been identified as a weakness for preservice teachers and many new teachers blame their teacher education program for lack of preparation in classroom management. The addition of this course as a requirement for all MAT students will help better prepare the teacher candidates in our program.

Please describe any changes in curriculum:
List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

See attached plans of study. Old plans - MAT POS Grades 5-Adult with changes.pdf, MAT POS Grades 9-Adult with changes.pdf, and MAT POS Grades PreK-Adult with changes.pdf. New plan - MAT POS - Proposed.pdf.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items.
NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

No additional resources are required

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

None

For catalog changes as a result of the above actions, please fill in the following pages.

3. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

see attached (Pages from GR_2015-16_published - current.pdf)

see attached (Pages from GR_2015-16_published - edited.pdf)

4. *Edits* to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

5. *New* Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

see attached (Pages from GR_2015-16_published - new.pdf)

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 5

Please insert in the text box below your change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Major or Degree:
Type of Change: *(addition, deletion, change)*
Rationale:

Department: Elementary and Secondary Education
Major or Degree: Master of Arts in Teaching
Type of Change: Change
Rationale: In keeping with current MA program revisions which are streamlining programs and credit hours, the MAT program proposes to reduce its required hours from 39 to 36 and to consolidate the Plans of Study for the three developmental levels into one Plan of Study for all students in the MAT program. These changes will allow the MAT to align its core with the MA Program core, and will help it to compete with other regional MAT programs, the majority of which offer 30-36 credit hour programs. Consolidating the three Plans of Study into one common Plan of Study will allow for the addition of CI 549 Classroom Management in Secondary Schools to be required of all students. Managing a classroom has been identified as a weakness for preservice teachers and many new teachers blame their teacher education program for lack of preparation in classroom management. The addition of this course as a requirement for all MAT students will help better prepare the teacher candidates in our program.

MARSHALL UNIVERSITY

Graduate School of Education and Professional Development
Preparing the Experienced Professional as Specialist
PLAN OF STUDY: Master of Arts in Teaching

NAME:
ADDRESS:

MUID:
EMAIL:

PHONE: HOME:
WORK:
CELL:

Graduate Catalog of Record:

Projected Date of Graduation:

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree. Please note the following items are required:

(1) Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.

(2) Candidates must initiate application for graduation by the published deadline in the semester they expect to graduate. The application is available online @ http://www.marshall.edu/wpmu/bms/files/2012/10/Application-for-Graduation_all.pdf

(3) Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.

(4) **Candidates seeking licensure must pass the appropriate PRAXIS II content exam(s) prior to student teaching and the Principles of Teaching and Learning (PLT) prior to applying for certification.**

(5) All coursework that candidates wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

Foundation Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 665 or EDF 615	Sociology of American Schools or History of Education in the United States	Fall, Spr, Smr		3	
EDF 616 or EDF 619	Advanced Studies in Human Development OR Educational Psychology	Fall, Spr, Smr		3	
CIEC 534 or CIEC 635	Applications Software in the Classroom Curric Area or Using the Internet in the Classroom	Fall, Spr, Smr		3	
EDF 612	Educational Evaluation	Fall, Spr, Smr		3	

Curriculum & Instruction (18 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CI 549	Classroom Management in Secondary Schools	Smr		3	
CI 515 or methods and EDF 537	Integrated Methods in Secondary Education or specialized methods (see advisor) AND MAT Level I Clinical with CI 515	Fall, Spr Fall, Spr		3	
EDF 637	MAT Level II (prerequisite CI 515 and EDF 537)	Fall, Spr		0	
CI 624	Advanced Instructional Strategies (prerequisite CI 515)	Fall, Spr, Smr		3	
CISP 510	Introduction to Instructional Practices/ Exceptional Children	Fall, Spr, Smr		3	
CISP 520	Introduction to Exceptional Children	Fall, Spr, Smr		3	
CIRG 644	Literacy in the Content Areas	Fall, Spr, Smr		3	

Supervised Student Teaching (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 677	MAT Level III Clinical (Student Teaching) ALL COURSES AND PRAXIS CONTENT EXAM(S) MUST BE COMPLETED PRIOR TO STUDENT TEACHING. NO MORE THAN ONE ADDITIONAL COURSE MAY BE TAKEN DURING THE STUDENT TEACHING SEMESTER.	Fall, Spr		3	

Total 36 Hours

Content Course Requirement (36-48 hours; varies by content)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
Various	See attached			36-48	

Candidate	Date	Advisor	Date

Program Coordinator	Date	Dean	Date

MARSHALL UNIVERSITY

Graduate School of Education and Professional Development
Preparing the Experienced Professional as Specialist
PLAN OF STUDY: Master of Arts in Teaching (Grades PK-Adult) – Art, Wellness, Music

NAME: MUID: PHONE: HOME:
ADDRESS: EMAIL: WORK:
                                                                                   CELL:

Graduate Catalog of Record: Projected Date of Graduation:

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree. Please note the following items are required:
(1) Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.
(2) Candidates must initiate application for graduation by the published deadline in the semester they expect to graduate.
The application is available online @ http://www.marshall.edu/wpmu/bms/files/2012/10/Application-for-Graduation_all.pdf
(3) Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
(4) **Candidates seeking licensure must pass the appropriate PRAXIS II content exam(s) prior to student teaching and the Principles of Teaching and Learning (PLT) prior to seeking certification.**
(5) All coursework that candidates wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

Foundation Courses (12 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 665 or EDF 615	Sociology of American Schools or History of Education in the United States	Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 and *EDF 537	Advanced Studies in Human Development OR Educational Psychology AND MAT Level I Clinical with EDF 616 or EDF 619	Fall, Spr, Smr Fall, Spr		3	
*EDF 612 ~~or~~ ~~*EDF 636~~	Educational Evaluation ~~or~~ ~~Classroom Assessment~~	Fall, Spr, Smr		3	Delete 636 option

Curriculum & Instruction (24 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
~~CI 503~~	~~Methods & Materials of Teaching Middle Childhood~~	Fall, Spr, Smr		3	Delete
CI 549	Classroom Management in Secondary Schools				Add
*CI 515 or methods and *EDF 637	Integrated Methods in Secondary Education or Specialized methods (see advisor) and MAT Level II Clinical with CI 515	Fall, Spr Fall, Spr		3	
CI 624	Advanced Instructional Strategies	Fall, Spr, Smr		3	
~~CI 631~~	~~Current Influences on Early Childhood Education~~	Fall, Spr, Smr		3	delete
*CISP 510	Introduction to Instructional Practices/Exceptional Children	Fall, Spr, Smr		3	
~~*CISP 521~~ *CISP 520	~~Children with Exceptionalities~~ Introduction to Instructional Practices/Exceptional Children	Fall, Spr, Smr		3	Replace with CISP 520
*CIRG 644	Literacy in the Content Areas	Fall, Spr, Smr		3	
*CIEC 534 or *CIEC 635	Applications Software in the Classroom Curric Area or Using the Internet in the Classroom	Fall, Spr, Smr		3	

Supervised Student Teaching (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
*EDF 677	MAT Level III Clinical (Student Teaching) ALL COURSES AND PRAXIS EXAM(S) MUST BE COMPLETED PRIOR TO STUDENT TEACH. NO MORE THAN ONE ADDITIONAL COURSE MAY BE TAKEN DURING THE STUDENT TEACHING SEMESTER.	Fall, Spr		3	

Total ~~39~~ 36 Hours

_____   _____   _____   _____
Candidate   Date   Advisor   Date

_____   _____   _____   _____
Program Director   Date   Dean   Date

*Courses Required for Certification.   Spring 2016

Graduate School of Education and Professional Development
Preparing the Experienced Professional as Specialist
PLAN OF STUDY: Master of Arts in Teaching (Grades 5-Adult)
English, General Science, Mathematics, Social Studies, Spanish, Japanese

MARSHALL UNIVERSITY

NAME: MUID: PHONE: HOME:

ADDRESS: EMAIL: WORK:

CELL:

Graduate Catalog of Record: Projected Date of Graduation:

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree. Please note the following items are required:

(1) Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.

(2) Candidates must initiate application for graduation by the published deadline in the semester they expect to graduate. The application is available online @ http://www.marshall.edu/wpmu/bms/files/2012/10/Application-for-Graduation_all.pdf

(3) Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.

(4) **Candidates seeking licensure must pass the appropriate PRAXIS II content exam(s) prior to student teaching and the Principles of Teaching and Learning (PLT) prior to seeking certification.**

(5) All coursework that candidates wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

Foundation Courses (12 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 665 or EDF 615	Sociology of American Schools or History of Education in the United States	Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 and *EDF 537	Advanced Studies in Human Development OR Educational Psychology AND MAT Level I Clinical with EDF 616 or EDF 619	Fall, Spr, Smr / Fall, Spr		3	
*EDF 612 ~~or~~ ~~*EDF 636~~	Educational Evaluation or ~~Classroom Assessment~~	Fall, Spr, Smr		3	Delete 636 option

Curriculum & Instruction (24 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
~~CI 501~~	~~Middle Childhood Curriculum~~	Fall, Spr,Smr		3	Delete
~~CI 503~~	~~Methods & Materials of Teaching Middle Childhood~~	Fall,Spr, Smr		3	Delete
CI 549	Classroom Management in Secondary Schools			3	Add
*CI 515 or methods and *EDF 637	Integrated Methods in Secondary Education or specialized methods (see advisor) and MAT Level II Clinical with CI 515	Fall, Spr / Fall, Spr		3	
CI 624	Advanced Instructional Strategies	Fall, Spr, Smr		3	
*CISP 510	Introduction to Instructional Practices/ Exceptional Children	Fall, Spr, Smr		3	
~~*CISP 521~~ *CISP 520	~~Children with Exceptionalities~~ Introduction to Instructional Practices/Exceptional Children	Fall, Spr, Smr		3	Replace with CISP 520
*CIRG 644	Literacy in the Content Areas	Fall, Spr, Smr		3	
*CIEC 534 or *CIEC 635	Applications Software in the Classroom Curric Area or Using the Internet in the Classroom	Fall, Spr, Smr		3	

Supervised Student Teaching (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
*EDF 677	MAT Level III Clinical (Student Teaching) ALL COURSES AND PRAXIS EXAM(S) MUST BE COMPLETED PRIOR TO STUDENT TEACH. NO MORE THAN ONE ADDITIONAL COURSE MAY BE TAKEN DURING THE STUDENT TEACHING SEMESTER.	Fall, Spr		3	

Total ~~39~~ 36 Hours

Candidate _____ Date _____   Advisor _____ Date _____

Program Coordinator _____ Date _____   Dean _____ Date _____

*Courses Required for Certification.   Spring 2016

Graduate School of Education and Professional Development
Preparing the Experienced Professional as Specialist
PLAN OF STUDY: Master of Arts in Teaching (Grades 9-Adult)
Biology, Chemistry, Physics

MARSHALL UNIVERSITY

NAME: MUID: PHONE: HOME:
ADDRESS: EMAIL: WORK:
       CELL:

Graduate Catalog of Record: Projected Date of Graduation:

The purpose of this plan of study is to outline the courses and clinical experiences needed to complete the MAT degree. Please note the following items are required:
(1) Coursework included as a part of the plan of study must not be older than seven years at the time of graduation.
(2) Candidates must initiate application for graduation by the published deadline in the semester they expect to graduate.
The application is available online @ http://www.marshall.edu/wpmu/bms/files/2012/10/Application-for-Graduation_all.pdf
(3) Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study.
(4) **Candidates seeking licensure must pass the appropriate PRAXIS II content exam(s) prior to student teaching and the Principles of Teaching and Learning (PLT) prior to seeking certification.**
(5) All coursework that candidates wish to transfer in to the Plan of Study from other institutions must be approved by Marshall University.

Foundation Courses (12 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 665 or EDF 615	Sociology of American Schools or History of Education in the United States	Fall, Spr, Smr		3	
*EDF 616 or *EDF 619 and *EDF 537	Advanced Studies in Human Development OR Educational Psychology AND MAT Level I Clinical with EDF 616 or EDF 619	Fall, Spr, Smr Fall, Spr		3	
*EDF 612 or *EDF 636	Educational Evaluation or Classroom Assessment	Fall, Spr, Smr		3	Delete 636 option

Curriculum & Instruction (24 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
*CI 515 or methods and *EDF 637	Integrated Methods in Secondary Education or specialized methods (see advisor) and MAT Level II Clinical with CI 515	Fall, Spr Fall, Spr		3	
CI 549	Classroom Management in Secondary Schools	Smr		3	
CI 624	Advanced Instructional Strategies	Fall, Spr, Smr		3	
*CISP 510	Introduction to Instructional Practices/ Exceptional Children	Fall, Spr, Smr		3	
*CISP 521 *CISP 520	Children with Exceptionalities Introduction to Instructional Practices/Exceptional Children	Fall, Spr, Smr		3	Replace with CISP 520
*CIRG 644	Literacy in the Content Areas	Fall, Spr, Smr		3	
*CIEC 534 or *CIEC 635	Applications Software in the Classroom Curric Area or Using the Internet in the Classroom	Fall, Spr, Smr		3	
EDF or CI	Elective – needs advisor approval			3	Delete elective

Supervised Student Teaching (3 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
*EDF 677	MAT Level III Clinical (Student Teaching) ALL COURSES AND PRAXIS EXAM(S) MUST BE COMPLETED PRIOR TO STUDENT TEACH. NO MORE THAN ONE ADDITIONAL COURSE MAY BE TAKEN DURING THE STUDENT TEACHING SEMESTER.	Fall, Spr		3	

Total ~~39~~ 36 Hours

Candidate   Date   Advisor   Date

Program Coordinator   Date   Dean   Date

*Courses Required for Certification.   Spring 2016

TEACHING, M.A.T.
Post-Baccalaureate Teacher Certificate

Program Description: Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree program is an alternative means for college graduates with degrees in liberal arts, fine arts, and professional fields to attain teacher certification. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. Program completion results in the awarding of a Master of Arts in Teaching degree. Recommendation for certification typically takes place at the same time, unless there are West Virginia Department of Education requirements still pending. Please note that the M.A.T. program does not offer certification in Elementary Education or Special Education.

Admission and Program Requirements: Master of Arts in Teaching

Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 50% of the required content courses.

1. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission* Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.

3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.

4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.

5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.

6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).

8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.

9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

1. Master of Arts in Teaching - Grades PreK-Adult
   - Art Education
   - Japanese
   - Music Education
   - Wellness

(continued)

Foundations of Education and Technology... 15 Hours
Research and Writing (3 hrs.)
        EDF   621   Educational Research and Writing OR
        EDF   625   Qualitative Research in Education
Social and Cultural Foundations (3 hrs.)
        EDF   665   Sociology of American Schools OR
        EDF   615   History of Education in the United States
Development or Psychology (3 hrs.)
        EDF   616   Advanced Studies in Human Development..OR
        EDF 619,   Educational Psychology
        EDF   537   Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)
        CIEC 534   Applications Software in the Classroom Curriculum Area OR
        CIEC 600   Instructional Design and Technology OR
        CIEC 635   Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)
        EDF   612   Educational Evaluation
        EDF   636   Classroom Assessment
Curriculum and Instruction .... 24 Hours
        CI   503   Methods and Materials of Teaching
                      in the Middle Childhood Grades
        CISP 510   Intro. to Instructional Practices/Exceptional Children
        CISP 521   Children with Exceptionalities
        CI   515   Integrated Methods and Materials
        EDF   637   Clinical II - Lab to accompany CI 515
        CI   624   Advanced Instructional Strategies
        CI   631   Current Influences on Early Childhood
        CIRG 644   Literacy in the Content Area
        *EDF 677   Clinical III - Student Teaching

In addition to the preceding courses, students must also complete all courses
in their teaching specialization.

TOTAL .... **39 Hours**

*Requires minimum of 90% completion of content courses
and passing score(s) on the Praxis content examination(s).

2.   Master of Arts in Teaching - Grades 5-Adult
   •   English
   •   Mathematics
   •   General Science
   •   Social Studies
   •   Spanish

Foundations of Education and Technology... 15 Hours
Research and Writing (3 hrs.)
        EDF   621   Educational Research and Writing OR
        EDF   625   Qualitative Research in Education
Social and Cultural Foundations (3 hrs.)
        EDF   665   Sociology of American Schools OR
        EDF   615   History of Education in the United States
Development or Psychology (3 hrs.)
        EDF   616   Advanced Studies in Human Development OR
        EDF 619,   Educational Psychology

<pre>
          EDF 537   Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)
          CIEC 534   Applications Software in the Classroom Curriculum Area
          CIEC 600   Instructional Design and Technology
          CIEC 635   Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)
          EDF 612   Educational Evaluation
          EDF 636   Classroom Assessment
</pre>

Curriculum and Instruction .... 24 Hours

<pre>
          CI   501   Middle Childhood Curriculum
          CI   503   Methods and Materials of Teaching
                     in the Middle Childhood Grades
          CISP 510   Intro. to Instructional Practices/Exceptional Children
          CISP 521   Children with Exceptionalities
          CI   515   Integrated Methods and Materials
          EDF 637   Clinical II - Lab to accompany CI 515
          CI   624   Advanced Instructional Strategies
          CIRG 644   Literacy in the Content Area
         *EDF 677   Clinical III - Student Teaching
</pre>

In addition to the above courses, students must also complete all courses
in their teaching specialization.

TOTAL ....**39 Hours**

*Requires minimum of 90% completion of content courses and passing score(s) on Praxis content examination(s).

3. Master of Arts in Teaching - Grades 9-Adult
    *   Biology
    *   Chemistry
    *   Physics

Foundations of Education and Technology... 15 Hours
<pre>
Research and Writing (3 hrs.)
          EDF 621   Educational Research and Writing OR
          EDF 625   Qualitative Research in Education
Social and Cultural Foundations (3 hrs.)
          EDF 665   Sociology of American Schools OR
          EDF 615   History of Education in the United States
Development or Psychology (3 hrs.)
          EDF 616   Advanced Studies in Human Development...OR
          EDF 619, Educational Psychology
          EDF 537   Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)
          CIEC 534   Applications Software in the Classroom Curriculum Area OR
          CIEC 600   Instructional Design and Technology OR
          CIEC 635   Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)
          EDF 612   Educational Evaluation OR
          EDF 636   Classroom Assessment
</pre>

Curriculum and Instruction .... 24 Hours
<pre>
          CISP 510   Intro. to Instructional Practices/Exceptional Children
                                        (continued)
</pre>

CISP	521	Children with Exceptionalities
CI	515	Integrated Methods and Materials
EDF	637	Clinical II - Lab to accompany CI 515
CI	624	Advanced Instructional Strategies
CIRG	644	Literacy in the Content Area
CI	549	Instructional and Classroom Management in Secondary Education
		EDF or CI Elective (3 hrs.)
*EDF	677	Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses in their teaching specialization.

TOTAL..**39 Hours**

*Requires minimum of 90% completion of content courses and passing score on Praxis content examination.

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.

2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/ how-to-apply-for-admission* Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement.

4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.

5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.

6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.

7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).

8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.

9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution

TEACHING, M.A.T.
Post-Baccalaureate Teacher Certificate

Program Description: Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree program is an alternative means for college graduates with degrees in liberal arts, fine arts, and professional fields to attain teacher certification. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. Program completion results in the awarding of a Master of Arts in Teaching degree. Recommendation for certification typically takes place at the same time, unless there are West Virginia Department of Education requirements still pending. Please note that the M.A.T. program does not offer certification in Elementary Education or Special Education.

Admission and Program Requirements: Master of Arts in Teaching

Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 50% of the required content courses.

1. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission* Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.

3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.

4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.

5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.

6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).

8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.

9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

1. ~~Master of Arts in Teaching - Grades PreK-Adult~~

Grades PreK-Adult

- Art Education
- Japanese
- Music Education
- Wellness

(continued)

Grades 5-Adult
- English
- Mathematics
- General Science
- Social Studies
- Spanish

Grades 9-Adult
- Biology
- Chemistry
- Physics

Foundations of Education and Technology.. 15 Hours

Research and Writing (3 hrs.)

EDF	621	Educational Research and Writing OR
EDF	625	Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF	665	Sociology of American Schools OR
EDF	615	History of Education in the United States

Development or Psychology (3 hrs.)

EDF	616	Advanced Studies in Human Development OR
EDF	619,	Educational Psychology
EDF	537	Clinical I - Lab to accompany EDF 616 or EDF 619

Instructional Technology (3 hrs.)

CIEC	534	Applications Software in the Classroom Curriculum Area OR
CIEC	600	Instructional Design and Technology OR
CIEC	635	Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

EDF	612	Educational Evaluation
EDF	636	Classroom Assessment

Curriculum and Instruction .... 21 24 Hours

CI	503	Methods and Materials of Teaching in the Middle Childhood Grades
CISP	510	Intro. to Instructional Practices/Exceptional Children
CISP	520	Introduction to Exceptional Children
CISP	521	Children with Exceptionalities
CI	515	Integrated Methods and Materials
EDF	537	Clinical II - Lab to accompany CI 515
EDF	637	Clinical II Lab to accompany CI 515
CI	549	Instructional and Classroom Management in Secondary Education
CI	624	Advanced Instructional Strategies
CI	631	Current Influences on Early Childhood
CIRG	644	Literacy in the Content Area
*EDF	677	Clinical III - Student Teaching

In addition to the preceding courses, students must also complete all courses in their teaching specialization.

TOTAL .... 36 39 **Hours**

*Requires minimum of 90% completion of content courses and passing score(s) on the Praxis content examination(s).

2. Master of Arts in Teaching - Grades 5-Adult
- English
- Mathematics
- General Science

- Social Studies
- Spanish

Foundations of Education and Technology.. 15 Hours
Research and Writing (3 hrs.)
        EDF 621 Educational Research and Writing OR
        EDF 625 Qualitative Research in Education
Social and Cultural Foundations (3 hrs.)
        EDF 665 Sociology of American Schools OR
        EDF 615 History of Education in the United States
Development or Psychology (3 hrs.)
        EDF 616 Advanced Studies in Human Development OR
        EDF 619, Educational Psychology

EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)
CIEC 534 Applications Software in the Classroom Curriculum Area
CIEC 600 Instructional Design and Technology
CIEC 635 Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)
EDF 612 Educational Evaluation
EDF 636 Classroom Assessment

Curriculum and Instruction .... 24 Hours
CI 501 Middle Childhood Curriculum
CI 503 Methods and Materials of Teaching
in the Middle Childhood Grades
CISP 510 Intro. to Instructional Practices/Exceptional Children
CISP 521 Children with Exceptionalities
CI 515 Integrated Methods and Materials
EDF 637 Clinical II - Lab to accompany CI 515
CI 624 Advanced Instructional Strategies
CIRG 644 Literacy in the Content Area
*EDF 677 Clinical III - Student Teaching

In addition to the above courses, students must also complete all courses
in their teaching specialization.

TOTAL .... 39 Hours

*Requires minimum of 90% completion of content courses and passing score(s) on Praxis content examination(s).

3. Master of Arts in Teaching - Grades 9-Adult
• Biology
• Chemistry
• Physics

Foundations of Education and Technology .... 15 Hours
Research and Writing (3 hrs.)
EDF 621 Educational Research and Writing OR
EDF 625 Qualitative Research in Education
Social and Cultural Foundations (3 hrs.)
EDF 665 Sociology of American Schools OR
EDF 615 History of Education in the United States
Development or Psychology (3 hrs.)
EDF 616 Advanced Studies in Human Development .... OR
EDF 619, Educational Psychology
EDF 537 Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)
CIEC 534 Applications Software in the Classroom Curriculum Area OR
CIEC 600 Instructional Design and Technology OR
CIEC 635 Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)
EDF 612 Educational Evaluation OR
EDF 636 Classroom Assessment

Curriculum and Instruction .... 24 Hours
CISP 510 Intro. to Instructional Practices/Exceptional Children
(continued)

~~CISP 521 Children with Exceptionalities~~
~~CI 515 Integrated Methods and Materials~~
~~EDF 637 Clinical II—Lab to accompany CI 515~~
~~CI 624 Advanced Instructional Strategies~~
~~CIRG 644 Literacy in the Content Area~~
~~CI 549 Instructional and Classroom Management~~
~~in Secondary Education~~
~~EDF or CI Elective (3 hrs.)~~
~~*EDF 677 Clinical III—Student Teaching~~

~~In addition to the above courses, students must also complete all courses in their teaching specialization.~~

~~**TOTAL** .... 39 Hours~~

~~*Requires minimum of 90% completion of content courses and passing score on Praxis content examination.~~

Post-Baccalaureate Teacher Certificate Program

In West Virginia the license to teach is granted by the West Virginia Department of Education and is typically issued upon the completion of a four-year undergraduate program of study that included content and professional education courses. The Post-Baccalaureate Teacher Certificate (PBC) program offers an accelerated route to teacher certification for persons who already have undergraduate degrees in content areas such as chemistry, music, and other liberal and fine arts, or professional fields. Using the previously completed content courses as a foundation, this program provides the required professional education courses at the graduate level. Additional undergraduate classes may be needed in the content area.

Upon successful completion of the PBC program, all content courses, and testing requirements, the candidate earns a recommendation to the West Virginia Department of Education for a teaching certificate at the secondary level and is eligible to apply for a certificate from the university. The PBC does not include Elementary Education or Special Education certification.

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.

2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissions/how-to-apply-for-admission* Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement.

4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.

5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.

6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.

7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).

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TEACHING, M.A.T.
Post-Baccalaureate Teacher Certificate

Program Description: Master of Arts in Teaching

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CIRG	644	Literacy in the Content Area
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TOTAL   ....   **36 Hours**

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Request for Graduate Addition, Deletion, or Change of a Certificate

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**
NOTE: *If proposing a new certificate, please read this first:* www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: COEPD   Dept/Division: Elem/Sec Ed

Contact Person: Kimberly McFall   Phone: 304.746.8975

Name of Certificate School Library Media

Check action requested: ☐ Addition   ☐ Deletion   ☒ Change

Effective Term/Year   Fall 20 |16| Spring 20 ☐   Summer 20 ☐

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Ynia A. Heston_	Date _4-4-16_
College Curriculum Chair _Roberta Ferguson_ _Lisa Burton ees_	Date _4/11/16_
College Dean _Teresa Eagle_	Date _4-13-16_
Graduate Council Chair _Christofero_	Date _5-23-16_
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

Form updated 10/2011   Page 1 of 4

Please provide a rationale for addition, deletion, change:

Trends in school library cataloging f...s on automation and quick cataloging skills needed to run a school library instead of the in-depth cataloging skill set provided by curr...ITL 622 Cataloging and Classification course that is more appropriate for academic librarians or professional catalogers. ITL 515 Ref...ice and Bibliography focuses on print materials for reference selections which is an outdated. The proposed current course: ITL 627 n...es the two, focusing on up-to-date pedagogical practices and explores more digital reference options and quick cataloging skill s...for school library personnel.

Please describe any changes in curr...im:
List course number, title, credit hour...ote whether each course is required or optional. Enter NONE if no change.

Delete: ITL 622 Cataloging and Clas...ration
Delete: ITL 515 Reference and Bibl...phy
Addition: ITL 627 Cataloging and R...nce for School Librarians

1. ADDITIONAL RESOURCE REQU...ENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this certificate, attach an...ate of the time and money required to secure these items.
NOTE: Approval of this form does n...ply approval for additional resources. Enter NONE if not applicable.

NONE

2. NON-DUPLICATION: If a ques...possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the re...nd any response received from them. Enter NONE if not applicable.

NONE

For catalog changes as a result of...above actions, please fill in the following pages.

3. *Current* Catalog Description
  Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
  May attach separate page if needed.
see attachment

4. *Edits* to the Current Description
  Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use
  the highlight function to indicate proposed new text.

5. *New* Catalog Description
  Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are
  proposing for the new description (May attach separate page if needed).

See attachement

Please insert in the text box below your change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Name of Certificate:
Credit Hours:
Type of Change: *(addition, deletion, change)*
Rationale:

Department: Elem/Sec Ed

Name of Certificate: School Library Media

Credit Hours: 3

Type of Change: Change

Rationale: Merging and Updating Cataloging and Reference in accordance with AASL Standard 3: Reference and Information

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: COEPD   Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton   Phone: 304.746.2026

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MA in Education

Area of Emphasis School Library Media Specialist

Effective Term/Year Fall 20 |16| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Lisa A. Heaton_	Date	3-3-16
Registrar _Roberta Ferguson_	Date	3/9/16
College Curriculum Chair _____	Date	3/14/16
College Dean _Teresa Eagle_	Date	3-24-16
Graduate Council Chair _Christofero_	Date	5-23-16
Provost/VP Academic Affairs _____	Date	
President _____	Date	

Form updated 2/2012   Page 1 of 4

1. Please provide a rationale for addition, deletion, change:

This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See: POS - School Library Media Specialist

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   NOT APPLICABLE

4. **NON-DUPLICATION:**
   If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
   Enter NONE if not applicable.

   NONE

For catalog changes as a result of the above action, please fill in the following pages.

5. *Current* **Catalog Description**
   Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
   (May attach separate page if needed)
   See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

6. *Edits* **to the Current Description**
   Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the
   highlight function to indicate proposed new text.

7. *New* **Catalog Description**
   Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are
   proposing for the new description. (May attach separate page if needed)

See Attachment 3: New Catalog Description

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: Elementary and Secondary Education
Area of Emphasis Title: School Library Media Specialist
Credit Hours: 21
Type of Change Requested: Addition
Term to Take Effect: Fall 2016
Rationale: This was an Area of Emphasis under the Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, or Master of Arts in Secondary Education that the COEPD Elementary and Secondary Education Program has deleted. We propose to add this Area of Emphasis under the new Master of Arts in Education.

School Library Media Specialist

Core Courses (15 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
EDF 621 or EDF 625	Educational Research & Writing Qualitative Research in Education			3	
EDF 616 or EDF 619	Advanced Studies in Human Development or Educational Psychology			3	
CIEC 534 or CIEC 600 or CIEC 635	Applications Software in the Classroom Curriculum Area or Instructional Design and Technology or Using the Internet in the Classroom			3	
*ITL 502	Library Materials for Adolescents			3	
EDF 612	Educational Evaluation			3	

Area of Emphasis Courses (21 hours)

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
CIRG 613	Children's Literature			3	
ITL 501	Libraries & the Learning Process			3	
ITL 515	Reference & Bibliography			3	
ITL 622	Cataloging & Classification			3	
ITL 625	Library Organization & Administration			3	
ITL 631	Technology & the Library			3	
ITL 650	Library Practice			3	

*In addition to these area of emphasis courses ITL 502, listed in the core requirements, is needed for candidates seeking the added endorsement in School Library Media.

Capstone Experience

COURSE	TITLE	SEM/YR	GRADE	HOURS	NOTES
Comprehensive exam					

Total Hours: 36