



Graduate Council

MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council *TC*

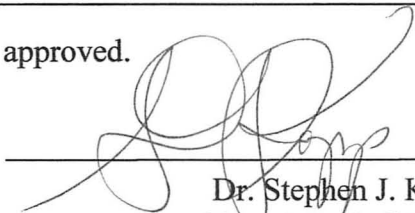
Date: November 8, 2010

Subject: **Approval of Graduate Council Minutes: October 29, 2010**

Minutes of the October Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

Please advise if you have any comments/concerns/questions.

Minutes approved.



Dr. Stephen J. Kopp
President, Marshall University

11/17/10
Date

Note to President's secretary:

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus

Marshall University Graduate Council Minutes

October 29, 2010

John Spotts Room, Huntington Campus

Members Present: Christofero, Trzyna, Mader, Mulder, Brammer, Stroebel, McComas, Sottile, Krieg, Securro, Heaton, Midkiff, Edington, Gruetter,

Members Absent: Swindell, Watts, Zanter

Ex-Officio Members Present: Spindel, Ormiston, Hensley

Ex-Officio Members Absent: Maher

Guests: Lassiter, Comeau, Hossler, Berhie

Christofero convened the meeting at 1:00 pm.

Agenda

Christofero	Welcome, Introductions, Announcements
Mader	Approval of Minutes
Christofero	Report of Graduate Faculty Status candidates (Attachment 2)
Mulder	Curriculum Committee business (Attachment 3)
Trzyna	Academic Planning, Standards, & Policies Committee business
Gruetter	Credentialing Committee business
Securro	Program Review & Assessment Committee business
Christofero	Miscellaneous business of the Council

Welcome, Introductions, Announcements: Christofero welcomed all and noted several guests were in attendance regarding curriculum business.

Minutes Approved: Minutes for the September 24, 2010 meeting were pending the President's approval. They will be included in the agenda of the next meeting.

Graduate Faculty Status: Graduate Faculty List (Attachment 1) was approved.

Curriculum Committee Business: Mulder presented curriculum change requests (Attachment 2) as follows:

College	Request	Results
GSEPD	Addition of a Certificate Program: Certificate in Program Evaluation – See Appendix A within Attachment 2	Approved
GSEPD	Course Addition: EDF 620 – Mixed Methods Research	Approved
GSEPD	Course Addition: CI 627 – Program Planning & Evaluation	Approved
GSEPD	Course Addition: ECE 530 – Preschool Curriculum & Methods	Approved
GSEPD & COE	Change of an Area of Emphasis within an Existing Major: School Counseling . – Add CIEC 534 – Applications Software in the Classroom Curriculum	Approved
GSEPD & COE	Change of a Major or Degree: Counseling M.A. – Change all counseling internships from 9 hrs. to 6 hrs.	Approved
GSEPD & COE	Change of a Major or Degree: Counseling M.A. – Emphasis courses moved to required core courses: Coun 575, 631, 632, Internship as appropriate (691, 693, 695, 698)	Approved
GSEPD & COE	Graduate Catalog Change: Counseling - See Appendix B within Attachment 2	Approved
COLA	Change in Course Title: Geography – GEO 615	Approved
COLA	Change in Course Title & Number: Geography – GEO 609 to 616	Approved
COLA	Course Deletion: Geography – GEO 609	Approved
COLA	Course Addition: Geography – GEO 623	Approved
COLA	Change of a Major or Degree: Geography – Geography MA & MS [requirements for appear to be the same for both]	Returned for Clarification
COLA	Course Addition: Communication Studies – CMM 577	Approved
COLA	Addition of a Certificate Program: Certificate in Clinical Psychology - See Attachment 2 & Appendix C	Approved w/Changes
COHP	Graduate Catalog Change: Department of Health Informatics – See Appendix 2 for Changes	Approved with Changes
COHP	Intent to Plan a Major or Degree: School of Kinesiology - MS in Athletic Training – See Appendix 2 for Concerns	Tabled

Academic Planning, Standards, & Policies Committee Business: Trzyna reported no new business, but addressed the resubmitted Masters of Public Health Intent to Plan. Per the committee, the organizational chart needed to be updated. Hossler stated that the curriculum was based on other MPH programs nationwide.

Credentialing Committee Business: Spindel presented a demo of proposed changes to the GC Web site to include automating the faculty status reporting process. Gruetter stated the Credentialing Committee reviewed and tested the site and recommended approval. The recommendation was approved by the Council.

Program Review & Assessment Committee Business: Securro reminded members that he emailed program review assignments. Program reviews will be available on the Assessment Web site November 1st.

Miscellaneous Business of the Council:

Spindel reported that the Subcommittee on Graduate Assistantships recommended transferring funds from non-academic units to academic units, as tuition waiver dollars must be paid by academic units. The committee also recommended that the colleges be surveyed for their GA needs. Provost Ormiston stated the survey can be coordinated with the Academic Master Plan process and deans have until March to submit course and staffing needs for the next two years. It was suggested that an assessment should also include from where graduate students are coming.

Meeting adjourned at 2:35pm.

Submitted by Deanna Mader, Secretary, November 2, 2010. Revised by Tracy Christofero, November 2, 2010.

Attachments:

1. Graduate Faculty Membership Approvals
2. Curriculum Change Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- December 3, 2010 – South Charleston – Room 135
- January 28, 2011 – Huntington – John Spotts
- February 25, 2011 – South Charleston – Room 135
- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Room 135

ATTACHMENT 1

Graduate Faculty Membership Approvals

This file was last updated on :			10/20/2010	Term Starts	Term Expires
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Bookwalter, Robert	COLA	Communication Studies	Associate	10/04/10	10/04/13
Davis, George	COLA	Political Science	Graduate	09/23/10	09/23/15
Quintana, Maria Rosario	COLA	Modern Languages	Associate	09/30/10	09/30/13
Tabyshalaieva, Anara	COLA	History	Graduate	09/30/10	09/30/15
Sanyal, Suman	COS	Mathematics	Associate	10/01/10	10/01/13
Sarra, Scott	COS	Mathematics	Graduate	10/01/10	10/01/15
Stange, Terrence	GSEPD	Reading	Doctoral	02/01/10	02/01/15
Chaudhry, Mukesh	LCOB	MBA	Associate	10/31/10	10/31/13
Coustasse, Alberto	LCOB	Management/Marketing/MIS	Doctoral	11/30/09	11/30/14
Emmett, Dennis	LCOB	Management/Marketing/MIS	Doctoral	11/30/09	11/30/14
Emmett, Mary	LCOB	Management/Marketing/MIS	Associate	11/30/09	11/30/12
Garg, Rajendar	LCOB	MBA	Associate	10/31/10	10/31/13
Ekton, Nancy	LCOB	Accounting/Legal Environment	Graduate	08/31/10	08/31/15
Lee, Doohee	LCOB	Management/Marketing/MIS	Doctoral	11/30/09	11/30/14
McKinney, Ralph	LCOB	Management/Marketing/MIS	Graduate	05/30/09	05/30/14
Newcome, Kathryn F.	LCOB	Management/Marketing/MIS	Doctoral	08/31/10	08/31/15
Prasad, Rose	LCOB	MBA	Associate	10/31/10	10/31/13
Price, Joseph	LCOB	Management/Marketing/MIS	Graduate	05/30/09	05/30/14
Rolls, Forrest	LCOB	Management/Marketing/MIS	Graduate	05/30/09	05/30/14
Rutsohn, Phil	LCOB	Management/Marketing/MIS	Doctoral	11/30/09	11/30/14
Sikula, Andrew Sr.	LCOB	Management/Marketing/MIS	Doctoral	11/30/09	11/30/14
Shumlas, Alice	LCOB	Accounting/Legal Environment	Graduate	08/31/10	08/31/15
Subedi, Deepak	LCOB	Management/Marketing/MIS	Graduate	10/31/10	10/31/15
Tierney, Nancy L.	LCOB	Management/Marketing/MIS	Doctoral	08/31/10	08/31/15
Walkup, Priscilla J.	LCOB	Management/Marketing/MIS	Doctoral	08/31/10	08/31/15
White, William A., Jr.	LCOB	Management/Marketing/MIS	Doctoral	08/31/10	08/31/15
DELETIONS					
Horton, Betty J.	LCOB	Management/Marketing/MIS	Associate	08/31/07	08/31/10
Karl, Katherine	LCOB	Management/Marketing/MIS	Graduate	02/28/09	02/28/14
Olmosk, Kurt	LCOB	Management/Marketing/MIS	Graduate	11/30/05	11/30/10
Sasidharan, Sharath	LCOB	Management/Marketing/MIS	Graduate	02/28/07	02/28/12
Taylor, Cassandra L.	LCOB	Management/Marketing/MIS	Associate	08/31/07	08/31/10
Wenzel, Loren	LCOB	Accounting/Legal Environment	Graduate	02/28/09	02/28/14

Change of a Major or Degree

Department/Division: Counseling

Name of Major or Degree: Counseling M.A.

Effective term and year: 2011

Requested Action:

The counseling program would like to change all counseling internships from 9hrs to 6hrs

The following courses will be required and listed as core courses in the new catalog

Coun. 691 – Internship in Mental Health Counseling from 9hrs to 6hrs.

Coun. 693 – Internship in Marriage, Couple & Family Counseling from 9hrs to 6hrs

Coun. 695 – Internship in Correctional Counseling from 9hrs to 6hrs

Coun. 698 – Internship in School Counseling from 9hrs to 6hrs.

Rationale:

Currently all counseling students are required to complete 9hrs of Internship. However, 2009 CACREP (Council for Accreditation of Counseling Related Educational Programs) standards and WV Licensed Professional Counselor standards only require that students complete 6 graduate credit hours of internship. The Counseling Program follows the curriculum endorsed by the CACREP standards and the WV Licensed Professional Counselor requirements. Reducing the number of internship hours will give all students a 3hr. advisor-approved elective in their plan of study. The total number of hours required for the master's degree in counseling will remain at 60hrs.

Catalog Descriptions: See Change of Catalog Description (below) and Appendix B

Change of a Major or Degree

Department/Division: Counseling

Name of Major or Degree: Counseling M.A.

Effective term and year: Spring 2011

Rationale:

The Counseling Program follows the curriculum recommended by the CACREP (Council for Accreditation of Counseling Related Educational Programs) standards and the WVBOEC (West Virginia Board of Examiners in Counseling). The following courses Coun 575 Prevention and Treatment of Addictions (3hrs), Coun 631 Diagnosis and Treatment Planning in Mental Health Counseling (3hrs), Coun 632 Introduction to Marriage, Couple & Family Counseling (3hrs), and Coun 691, 693, 695, 698 (6hrs) Internship will be moved from emphasis courses to core courses. This will give Clinical Mental Health, Correctional and Marriage Couple and Family emphasis area students a 3hr-9hr. advisor-approved elective(s) in their plan of study. School Counseling students will be required to take CIEC 534 – Applications Software in the Classroom Curriculum Area as part of their emphasis courses. The total number of hours required for the master's degree in counseling will remain at 60hrs.

Curriculum:

Required Courses to be added to the Core Course Content of the Counseling MA:

Coun. 575 Prevention and Treatment of Addictions 3hrs

Coun. 631 Diagnosis and Treatment Planning in Mental Health Counseling 3hrs

Coun. 632 Introduction to Marriage, Couple & Family Counseling 3hrs

*Coun. 691 – Internship in Mental Health Counseling 6hrs

*Coun. 693 – Internship in Marriage, Couple & Family Counseling 6hrs

*Coun. 695 – Internship in Correctional Counseling 6hrs

*Coun. 698 – Internship in School Counseling 6hrs

*Internship as appropriate based on emphasis

Catalog Descriptions: See Change of Catalog Description Request (below) and Appendix B

Graduate Catalog Change

Department/Division: Counseling

Degree and page number from the latest catalog where the degree or program description begins:

Counseling pages 154-159 Graduate 2010-2011 Catalog

(See Appendix B for current, proposed/edited and new/clean catalog descriptions)

College: COLA

Change in Course Title

Department/Division: Geography

Current Course Number and Title: GEO 615: Geographical Research II

Change in Course TITLE? Yes X No

If "Yes," old title of course: Geographical Research II

If "Yes," new title of course: Geographic Thought and Methods

Effective Date: Fall 2011

Rationale:

The former title "Geographical Research II" needs to be changed since it is intended to be taught as the first in the Geographic Research sequence. Thus the name will be changed to "Geographic Thought and Methods".

Change in Course Title and Number

Department/Division: Geography

Current Course Number and Title: GEO 609 Geographical Research I

Change in Course TITLE? Yes X No

If "Yes," old title of course: Geographical Research I

If "Yes," new title of course: Geographic Research

Rationale:

The former course GEO 609 Geographic Research I needs to be changed to GEO 616 Geographic Research since it is intended to be taught as the second in the Geographic Research sequence. Thus the name will be changed to GEO 616 Geographic Research to follow GEO 615 Geographic Thought and Methods.

Change in COURSE NUMBER? Yes

If "Yes," old Course Number: 609

If "Yes," new Course Number: 616

Rationale:

The former course GEO 609 Geographic Research I needs to be changed to GEO 616 Geographic Research since it is intended to be taught as the second in the Geographic Research sequence. Thus the name will be changed to GEO 616 Geographic Research proceeding GEO 615 Geographic Thought and Methods.

Effective Date: Fall 2011

Course Deletion

Department/Division: Geography

Current Course Number and Title: GEO 609: Geographical Research I

Rationale:

This course is being changed to GEO 616: Geographic Research since it will be taught as the second in the Geographic Research sequence. It will precede the GEO 615: Geographic Thought and Methods (first in the sequence).

Final term and year this course is to be offered: Fall 2011

Course being Added in place of this deletion: (See change in course number and title above)

Course Number and Title: GEO 616: Geographic Research

Credit Hours: 3

Course Addition

Department/Division: Geography

Course Number and Title: GEO623 Regions of North America

New Course Title: Regions of North America

Alpha Designator & Number: GEO623

Graded: Yes

Course Catalog Description:

This seminar course examines regional geographies of North America with an emphasis on the research and methods for delineation of regions.

Co-requisite(s)/Prerequisite(s): None

First Term Offered: Summer 2011

Course being deleted in place of this addition: None

Credit Hours: 3

Change of a Major or Degree

Department/Division: Geography

Name of Major or Degree: Geography MA and Geography MS

Effective term and year: Fall 2011

Rationale:

We would like to better distinguish our Master of Arts and Master of Science degree programs. Currently, students choose MA or MS arbitrarily because little difference exists in the two programs. We will distinguish the MA from the MS, first, by following the common practice of awarding MS for thesis students and MA for non-thesis graduates. Second, we will increase the admission standards for the MS degree. Third, we will slightly change the number of hours required for each degree. Due to our experiences over the past 10 years of slight modifications to our program, we have found that MA students can complete their studies in 30 credit hours of coursework with final comprehensive written and oral exams, while MS students need additional hours for thesis research.

Curriculum:

MA Curriculum:

GEO615 Geographic Thought and Methods, 3 hours (required)

GEO616 Geographical Research, 3 hours (required)

GEO540 Quantitative Methods, 3 hours (required)*

GEO526 Principles of GIS, 4 hours (required)*

GEO679 Applied Projects, 3 hours (required)

Core = 16 hours

Electives = 14 hours

At least 24 hours must be GEO; we sometimes allow students to take courses in other disciplines to complement GEO

Total required hours = 30

MS Curriculum:

GEO615 Geographic Thought and Methods, 3 hours (required)

GEO616 Geographical Research, 3 hours (required)

GEO540 Quantitative Methods, 3 hours (required)*

GEO526 Principles of GIS, 4 hours (required)*

GEO681 Thesis, 6 hours (required)

Core = 19 hours

Electives = 14 hours

At least 27 hours must be GEO; we sometimes allow students to take courses in other disciplines to complement GEO

Total required hours = 33

*Requirement waived if the course or its equivalent was taken as an undergraduate; another elective will take its place.

Additional Resource Requirements: None.

Non-Duplication: N/A

Catalog Description Changes:

See forwarded pdf for Current, Proposed/Edited and New/Clean copy

Graduate Course Addition

Department/Division: Communication Studies

Course Number and Title: CMM 577: Health Communication Campaigns: Strategies and Processes

Alpha Designator & Number: CMM 577

Graded: Yes

Title Abbreviation: Health Comm Campaigns

Course Catalog Description:

Examines communication processes that influence human behavior and public policy through health promotion campaigns, including theories and practices of health behavior change and designing, implementing, and evaluating health communication interventions.

Co-requisite(s)/Prerequisite(s): none **First Term Offered:** Spring 2011

Course being Deleted in place of this addition: None

Credit Hours: 3

Addition of a Certificate Psych -

Department: Psychology

Name of Certificate: Certificate in Clinical Psychology Concern with number of hours for certificate; discussion – at this point students cannot return and pick up courses for an area of emphasis, this would allow them a means; this proposal meets the state licensing requirements; Hensley will attach a Memo that the certificate exceeds the normal number of credit hours because this is an extreme circumstance. Motion to approve document – failed; motion to change 18 hours to 12 – approved.

Rationale:

This change is to accommodate students who are returning or intending to continue post-MA to complete the courses and field experience required for licensure as a psychologist in the State of WV. The Graduate Dean and Registrar have indicated that this certificate is preferred to adding the area of emphasis endorsement after the student has graduated. Most of our current MA students are planning to complete the 36 hours required for the MA before starting in the certificate program. We plan to have an annual admission cycle in March, and will offer dual admission to students who will be finishing the MA in Psychology degree before beginning the field experience courses in clinical psychology. Students must complete all the requirements for the MA before they are awarded the Certificate in Clinical Psychology.

Curriculum:

Pre-requisite

Psychology 533 (3)

Psychology 608 (3)

Required

Psychology 633 (3)

Psychology 610 (3)

Psychology 620 (1)

Psychology 611 (3)

Psychology 621 (1)

Psychology 634 (3)

Psychology 670 (6)

Psychology 680 (3)

Optional (Electives)

Psychology 619 (3)

Psychology 671 (3)

Psychology 630 (3)

Psychology 635 (3)

Effective Date: Spring 2011

New Resources Required: None.

Duplication:

This replaces an existing area of emphasis which would be phased out as current students graduate. Resources would be transferred from the MA area of emphasis to the certificate program. The MA area of emphasis in clinical psychology will be deleted as soon as the Certificate in Clinical Psychology is approved.

Catalog Changes: See Appendix C for Proposed catalog changes

College: COHP

Graduate Catalog Change

Department/Division: Department of Health Informatics

Current Catalog Description **Approved with changes**

Criteria for admission will match the Marshall University standard for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 2.5 on 4.0 scale.

Change 2.5 to 3.0 - approved

Edits to the Current Description

Criteria for admission will match the Marshall University standard for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least ~~2.5~~ 3.0 on 4.0 scale and submit their GRE score.

New Catalog Description

Criteria for admission will match the Marshall University standard for admission to graduate programs. Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of at least 3.0 on 4.0 scale and submit their GRE score.

Intent to Plan a Major or Degree

Department/Division: School of Kinesiology

Name of Major or Degree: Master of Science in Athletic Training

Effective term and year: Fall 2011 Tabled - too many concerns/recommended changes

No intention to eliminate the MS in Exercise Science; Question – “successful submission to a ...” Recommend – need to produce an article worthy of publication; Additional concern – students may elect to do the article which is not defended; Recommendation – review article option by committee rather than only one person

Rationale:

The MS in Athletic Training would prepare students to enter the profession of Athletic Training with an enhanced knowledge of orthopedic assessment, therapeutic modalities, and rehabilitation focusing on evidence based practice. Once this major is approved, we would seek to become accredited by the National Athletic Trainers' Association (NATA). There are currently only 12 NATA accredited programs in the country. There is not currently an NATA accredited program in West Virginia. The opportunities within the College of Health Professions to allow students to gain knowledge in the field of nutrition and rehabilitation and with the close working relationship that already exists with the Dept of Orthopedics at the medical school, it is a perfect environment for this major. Currently, there are 16 graduate assistant positions through MU athletics and various clinical facilities around Huntington. With this number of athletic training students on campus, the program has a strong foothold to become larger in the future. According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow 37 percent from 2008 to 2018, much faster than the average for all occupations. Over 70% of athletic trainers currently practicing in the profession have a Master's degree; therefore, the demand of the profession promotes the growth of a Master's in Athletic Training. Current legislative changes in West Virginia (HB 3152 – Athletic Trainer's Registration Act) will require that all athletic trainers' be registered. In order to be registered, the applicant has to be Board of Certification (BOC) certified. Therefore, the demand for certified athletic trainers (ATC) in West Virginia will also increase. As well, growth of the degree will be increased because high schools will be seeking to hire graduate assistants for the athletic training needs in an effort save money with reduced salaries compared to hiring a full time athletic trainer. Also, HB 3152 eliminates persons who were calling themselves athletic trainers under the old state certification path. Therefore, the demand for ATC's will increase.

This area is currently a concentration under the MS in Exercise Science with faculty already in place and no additional funding would be needed.

Curriculum:

Required:

EDF 517 -	Statistical Methods	3 hours
ESS 670 -	Research in Physical Education	3 hours
HS 623 -	Medical Aspects in Sports	3 hours
HS 625 -	Evidenced Based Practice in Therapeutic Electrophysical Agents	3 hours
HS 630 -	Seminar in Athletic Training	3 hours
HS 640 -	Health Evaluation	3 hours
HS 642 -	Devising and Implementing Training and Conditioning Programs	3 hours
HS 646 -	Athletic Training I	3 hours
HS 647 -	Athletic Training II	3 hours
HS (below)	Elective -	3 hours
HS 681 -	Thesis	6 hours
OR 6 hours of Restricted Electives PLUS Submission of peer reviewed manuscript		

Electives:

HS 548 -	Therapeutic Modalities	3 hours
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ESS 578 -	Exercise Metabolism	3 hours
ESS 601 -	Advanced Exercise Testing	3 hours
ESS 621 -	Exercise Physiology I	3 hours
ESS 636 -	Structural Kinesiology	3 hours
ESS 644 -	Cardiovascular Exercise Physiology	3 hours
ESS 645 -	Respiratory Exercise Physiology	3 hours
ESS 646 -	Neuromuscular Exercise Physiology	3 hours
HCA 600 -	Introduction to the Health Care System	3 hours

Current Catalog Description

PG 134

The M.S. in Exercise Science degree prepares students for allied health and medical careers in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as the in between – the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for advanced degrees in related doctoral programs.

The course of study for the M.S. in Exercise Science degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an appropriate undergraduate/graduate background, completion of the GRE, three letters of reference, and admission to the Graduate College. The *Athletic Training Area of Emphasis* is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can chose from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

PG 135

Course Requirements

Athletic Training Area of Emphasis.....	36 Hours
Research: ESS 670	3
Statistics: EDF 517 or equivalent	3
Required: ESS 621, HS 579, ESS 601, ESS 687	12
HS 540 or HS 640	3
HS 548 or 646	3-5
Restricted Electives (as approved by advisor)	6
Thesis (HS 681) or Internship (HS 660)	6

Edits to the Current Description

The M.S. in ~~Exercise Science~~ Athletic Training degree prepares students for ~~a career as an allied health care provider and medical careers~~ in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as the in between—the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for advanced degrees in related doctoral programs. The *Athletic Training Area of Emphasis* ~~degree~~ is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and

independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can be chosen from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis MS in athletic training Athletic Training can be accomplished by a thesis or non-thesis track. Successful completion of a oral comprehensive exam/thesis defense OR six hours of additional electives and successful submission of a manuscript in a peer reviewed journal is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

The course of study for the M.S. in Exercise Science Athletic Training degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an appropriate undergraduate/graduate background BOC eligible or BOC Certified, completion of the GRE, three letters of reference, and admission to the Graduate College. – Recommend – submission of GRE scores and remove “admission to the Graduate College” because technically there is no admission to the Grad College

— The *Athletic Training Area of Emphasis* is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can chose from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology.

New Catalog Description

The M.S. in Athletic Training degree prepares students for a career as an allied health care provider in the clinical, commercial, corporate, community, university, and medical settings. The degree is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can be chosen from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The MS in Athletic Training can be accomplished by a thesis or non-thesis track. Successful completion of a thesis defense OR six hours of additional electives and successful submission of a manuscript in a peer reviewed journal is required for graduation. Six hours of the degree may be fulfilled with coursework outside the School of Kinesiology. The course of study for the M.S. in Athletic Training degree is a two-year program with a 36 hour requirement. Admission to the program requires a 2.75 GPA, BOC eligible or BOC Certified, completion of the GRE, three letters of reference, and admission to the Graduate College.

APPENDIX A

Department/Division: Elem. & Secondary Ed.

Name of Certificate: Certificate in Program Evaluation

Effective term and year: Fall 2011

Rationale:

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 increasingly expect and require the evaluation of services, programs, and projects (see, e.g., Donaldson and Scriven 2003; Patton 2002, 2008). The need for researchers trained in both the theories and methods of evaluation research has grown accordingly (cf. Trochim et al. 2009). And perhaps as a direct result of this growth, particularly in the health professions as well as in education and in the social sciences (see, e.g., Brophy et al. 2008; Butler and Copeland-Carson 2005; Mertens 2010), curricula and programs in evaluation research have grown along similar lines at U.S. universities as a so-called "transdisciplinary" mode of research and learning (see Scriven 2003; but also see, as a comparative sample of the various programs in place at U.S. universities, the graduate certificates in evaluation studies at the University of Minnesota, Wayne State University, and the University of Arkansas).

Following national trends, the demand for high-quality evaluation research is also relatively high in West Virginia, where, like other states, nonprofits and other service-based organizations are among the fastest growing sectors of the economy (see Anheier 2005, 2009). Several faculty and students in the Graduate School of Education and Professional Development (GSEPD) and at the Marshall University Graduate College (MUGC) are thus involved in a variety of evaluation and other research activities deployed to meet the demand for evaluating the success of educational and other services, programs, and projects. Moreover, GSEPD/MUGC extension cooperatives such as the West Virginia Prevention Resource Center (headed by Dr. Wayne Coombs, the WV PRC's Executive Director and a member of the GSEPD faculty) also provide capacity building and evaluation services for a variety of projects, programs, organizations and agencies across the state. Much of this research activity directly involves students from GSEPD and other programs on the South Charleston MUGC campus. Taken together, this evaluation research activity is a vitally important component of Marshall University's larger research and outreach mission and, indeed, the President's current Strategic Plan (see, e.g., "Community and Service" of "Marshall's Strategic Vision," posted on <http://www.marshall.edu/president/strategic/community.asp>).

With these multifaceted rationales in mind, an interdisciplinary group of faculty, researchers, and community leaders representing MUGC, GSEPD, the Graduate Humanities Program (COLA), the WV PRC, and the West Virginia Community Development Hub have met over the past year to begin the process of formalizing graduate-level student training in community development and evaluation research. The current proposal is in part a product of those conversations; but it also grows out of a larger initiative put into motion by the late Senator Byrd under the umbrella of "Prevention as Community Development: Programs of Regional and National Significance" and awarded to the WV PRC in 2009 to build capacity for agencies and organizations directly involved in the health and well-being of West Virginia communities. Representatives of those agencies and organizations working with the WV PRC have long expressed the need for advanced study and training in applied evaluation research. These conclusions are supported by both anecdotal and survey evidence collected by WV PRC staff (available by request), a market analysis that suggests that interest in such a certificate program is very strong (in a recent PRC survey, for example, 88.4% of the respondents indicated that they would be very interested in such a certificate should it be offered).

The current certificate proposal, then, would provide at least two potential areas for growing enrollment in the certificate program itself as well as in the graduate seminars that make up its curriculum: (1) from professionals situated in nonprofit and other organizations and agencies (like those that work with WV PRC), who desire certification in evaluation research; and (2) from current and future students enrolled in GSEPD and other MUGC programs whose professional careers (as educators, e.g.) will involve the active evaluation of services, projects, and programs. Given these potentials--as well as the high demand for

evaluation research more generally--the development of a graduate certificate in evaluation research seems a more than viable trajectory for development at Marshall University: Indeed, such a certificate would give both current and prospective students the ability to gain a recognized certificate in applied evaluation research, one to which nonprofit and other agencies and organizations could look for direction and expertise.

Though several universities offer graduate-level evaluation research certificates, ours will be particularly unique in its approach to linking advanced study in evaluation research to cultural literacy and application. On this point the literature is clear: current discussions in evaluation research studies emphasize accounting for and engendering theories and methods of praxis that are emergent from, and responsive to, the socio-cultural contexts of policies, programs, projects, community development and other activities (see, e.g., Guzmán 2003; Hopson 2003; Patton 2003, 2005). Vital to these emergent research frames is opening up the possibility for producing more socially responsible and collaborative theories and methods of research and action that directly benefit and augment community-based issues and concerns (cf. Fetterman and Wandersman 2004; Lassiter 2005; Wali 2006); which, in turn, is today absolutely critical to realizing more relevant and pursuant outcomes for the active and applicable evaluation of policies, programs, projects, community development and other activities (Fitzpatrick et. al. 2009).

In sum, then, the proposed Certificate will provide training in graduate-level theories and methodologies of applied evaluation in order to equip students with the necessary skills that can be applied to the evaluation of policies, programs, projects, community development and other activities. The proposed certificate program will combine study in mixed quantitative and qualitative research methods with training in cultural competency. In addition to learning and acquiring conceptual and methodological skills such as needs assessment, program theory, logic modeling, and process and outcome analysis, students will engage in a capstone experience that emphasizes the evaluation of an actual and/or existing project or program.

As in many other certificate programs, students may apply to the proposed certificate 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.

The administrative home for the proposed certificate will be GSEPD's Program of Elementary and Secondary Education, the Program Director for which is Dr. Lisa Heaton. The proposed certificate will be administrated in collaboration with the Graduate Humanities Program, the Program Director for which is Dr. Luke Eric Lassiter (who is also jointly appointed in GSEPD). Working closely with Heaton, Lassiter will serve as the graduate advisor for students enrolled in the certificate program. Both Heaton and Lassiter will promote the certificate to students enrolled in Marshall University Graduate College programs; and, as well, work closely with the WV PRC to identify potential students who, as demonstrated by survey/market analysis, have shown interest applying for such a certificate should it become available from Marshall University.

APPENDIX B

Department/Division: Counseling

Degree and page number from the latest catalog where the degree or program description begins:
Counseling pages 154-159 Graduate 2010-2011 Catalog

Current Catalog Description:

PAGES 87-90

COUNSELING, M.A.

Areas of Emphasis

Correctional Counseling (See Graduate School of Education and Professional Development [GSEPD])

Marriage, Couple, and Family Counseling (See GSEPD)

Mental Health Counseling (Huntington and South Charleston)

School Counseling (Huntington and South Charleston)

Education, Ed.S. with Area of Emphasis in Counseling (See GSEPD)

Graduate Certificates

Domestic Violence Counseling (See GSEPD)

Marriage, Couple, and Family Therapy (See GSEPD)

Program Description, M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, correctional counseling, school counseling, and marriage, couple and family counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria: (all material should be submitted directly to Graduate Admissions):

- GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
- Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.

- Three written references (two from current or former professors)
- Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

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 the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases.

The following 39 semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations 3
COUN 600 Professional Orientation 3
COUN 602 Human Development & Psychopathology 3
EDF 621 Research Writing 3

Phase II

COUN 603 Counseling Theories 3
COUN 604 Group Counseling 3
COUN 605 Theory & Practice of Human Appraisal 3
COUN 607 Counseling Techniques & Human Appraisal 3

Phase III

COUN 606 Career & Lifestyle Development 3
COUN 608 Practicum 3

Phase IV

Internship

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis (Huntington)

Mental Health Counseling

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Mental Health Counseling.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 691 Internship: Mental Health Counseling.....	9
Advisor-Approved Electives.....	6
Emphasis total.....	30
Total credit hours (including core).....	60

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:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs.....	3
COUN 673 Counseling Children, Parents and Adolescents.....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
COUN 698 Internship: School Counseling.....	9
Emphasis total.....	30
Total credit hours (including core).....	60

Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools OR
LS 532 Human Relations Skills for Leaders 3
CISP 521 Children with Exceptionalities (check with advisor) 3
Total Credit Hours with Alternative Certification (including core) 66

ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed.)

Course Title	Cr. Hrs.
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 579 Pharmacology in Counseling.....	3
COUN 611 Foundations of Community Counseling.....	3
COUN 556 Death and Grief Counseling.....	3
COUN TBA Health and Wellness Counseling.....	3
COUN 577 Stress Management Counseling.....	3
COUN TBA Counseling the Blended Family.....	3
COUN 616 Domestic Violence.....	3
COUN 617 Seminar in Counseling.....	1-6
COUN 545 Beginning Manual Communication.....	3
COUN 554 Advanced Manual Communication.....	3
COUN 620 Workshop in Counseling.....	1-6
COUN 621 Introduction to Child Abuse and Neglect.....	1-3
COUN 622 Parent Education.....	3
COUN TBA Issues in Counseling Women.....	3
COUN 580-583 Special Topics.....	1-4
COUN 585-588 Independent Study.....	1-4

COUNSELING, M.A.

Areas of Emphasis

Correctional Counseling
Marriage, Couple, and Family Counseling
Mental Health Counseling
School Counseling

Ed.S. with Area of Emphasis in Counseling
Graduate Certificates

Domestic Violence Counseling
Marriage, Couple, and Family Therapy

Program Description, M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, correctional counseling, school counseling, and marriage, couple and family counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

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 the 12th credit hour. A minimum

Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases.

The following 39 semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations 3

COUN 600 Professional Orientation 3

COUN 602 Human Development & Psychopathology 3

EDF 621 Research Writing 3

Phase II

COUN 603 Counseling Theories 3

COUN 604 Group Counseling 3

COUN 605 Theory & Practice of Human Appraisal 3

COUN 607 Counseling Techniques & Human Appraisal 3

Phase III

COUN 606 Career & Lifestyle Development 3

COUN 608 Practicum 3

Phase IV

Internship

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis

Mental Health Counseling

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Mental Health Counseling.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 691 Internship: Mental Health Counseling.....	9
Advisor-Approved Electives.....	6
Emphasis total.....	30
Total credit hours (including core).....	60

Correctional Counseling

In addition to the core courses, students specializing in Correctional Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 556 Grief Counseling.....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 630 Introduction to Mental Health Counseling.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction To Marriage, Couple and Family Counseling.....	3
COUN 641 Seminar in Correctional Counseling.....	3
COUN 695 Internship: Correctional Counseling.....	9
Emphasis total.....	30
Total credit hours (including core).....	60

Marriage, Couple & Family Counseling

In addition to the core courses, students specializing in Marriage, Couple & Family Counseling must complete the following emphasis courses:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 622 Parent Education.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
COUN 636 Couple Counseling.....	3
COUN 637 Adult Development and Transition.....	3
COUN 638 Practicum: Interventions: Marriage, Couple & Family Counseling.....	3
COUN 693 Internship: Marriage, Couple & Family Counseling.....	9
Emphasis total.....	30
Total credit hours (including core).....	60

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:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs.....	3
COUN 673 Counseling Children, Parents and Adolescents.....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
COUN 698 Internship: School Counseling.....	9
Emphasis total.....	30
Total credit hours (including core).....	60

Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification. Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools	
OR	
LS 532 Human Relations Skills for Leaders.....	3
CISP 521 Children with Exceptionalities (check with advisor).....	3
Total Credit Hours with Alternative Certification (including core).....	66

ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title	Cr. Hrs.	
COUN 555.....	Crisis Intervention and Conflict Resolution	3
COUN 579.....	Pharmacology in Counseling	3
COUN 611.....	Foundations of Community Counseling	3
COUN 556.....	Death and Grief Counseling	3
COUN TBA.....	Health and Wellness Counseling	3
COUN 577.....	Stress Management Counseling	3
COUN TBA.....	Counseling the Blended Family	3

COUN 616.....	Domestic Violence	3
COUN 617.....	Seminar in Counseling	1-6
COUN 545.....	Beginning Manual Communication	3
COUN 554.....	Advanced Manual Communication	3
COUN 620.....	Workshop in Counseling	1-6
COUN 621.....	Introduction to Child Abuse and Neglect	1-3
COUN 622.....	Parent Education	3
COUN TBA.....	Issues in Counseling Women	3
COUN 580-583.....	Special Topics	1-4
COUN 585-588.....	Independent Study	1-4

Graduate Certificate in Domestic Violence Counseling

(courses available on the South Charleston campus only)

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways:

1. The student may apply and be accepted into the Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Domestic Violence Counseling area of specialty.
2. Second, the certificate coursework may be taken as a stand-alone program to be completed in one year. The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

Admission Requirements

Students already enrolled in the Counseling program, Mental Health Counseling Area of Emphasis, should submit to Graduate

Admissions a Secondary Program Request form:

www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf.

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select on the application form the Certificate in Domestic Violence Counseling.

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected.

Admission requirements for the stand-alone Domestic Violence Certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work.
- current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or a master's degree in counseling, social work, psychology; or departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to the Counseling M.A. program.

Course Requirements (12 hours)

COUN 654, An Ecological Approach to Domestic Violence.....	3
COUN 655, Domestic Violence I: Working with Victims.....	3
COUN 656, Domestic Violence II: Working with Perpetrators.....	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses.....	3

Graduate Certificate in Marriage, Couple and Family Therapy

(courses available on the South Charleston campus only)

NOTE: Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval.
This certificate program is currently the state's only program focusing on the knowledge base and clinical skills in Marriage, Couple and Family Therapy.

The Graduate Certificate Program in Marriage, Couple and Family Therapy can be completed in one of two ways:
1. The student may apply and be accepted into the Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Marriage, Couple and Family Therapy area of specialty.
2. Students with a master's degree in counseling, social work, psychology or departmental approval, may be accepted into the certificate program as a post-master's professional development student.

Admission Requirements

Applicants must meet admission requirements for the master's degree in counseling OR hold a master's degree in counseling, social work, psychology, or divinity.

Course Requirements (18 hours)

COUN 622, Parent Education.....	3
COUN 632, Introduction to Marriage, Couple, and Family Therapy	3
COUN 637, Adult and Family Development and Transition.....	3
COUN 636, Couple Counseling.....	3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling.....	3
COUN 693, Internship.....	3

Ed.S. in Education with an Area of Emphasis in Counseling (courses available on the South Charleston campus only)

The Ed.S. with an Area of Emphasis in Counseling is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional counseling with a focus on intervention and supervision skills. A strong component of the program is the attainment of knowledge and skills in three areas:

1. supervision processes
2. advanced theoretical applications
3. advanced internship experiences

A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

In addition, applicants must:

- possess a master's degree in counseling or closely related field, from a regionally accredited university or college;
- be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling;
- have a graduate Grade Point Average (GPA) of 3.50 or higher on a 4.0 scale for all previously completed graduate university work.
- have completed coursework at the graduate level in the following areas:
 - Human development
 - Human relationships: listening and communication skills
 - Individual counseling theories and techniques
 - Group counseling theories and techniques
 - Developmental guidance
 - Career development
 - Organization and development of counseling and guidance
 - Legal and ethical issues in counseling
 - Consultation
 - Research methods
 - Tests and measurements

- possess appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences.

Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students are admitted to the Ed.S. program in the fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

Program Requirements

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

Course Number/Course Title	Cr. Hrs.
COUN 740 Internship.....	6 - 12
COUN 742 Current Issues in Professional Counseling.....	3
COUN 746 Systems Intervention.....	3
COUN 747 Advanced Group Counseling.....	3
COUN 750 Seminar.....	3
COUN 755 Models of Counselor Supervision.....	3
COUN 756 Residency in Counselor Supervision.....	3
COUN 760 Special Topics.....	3 - 6
Total for Ed.S.	27

Edits to the Current Description:

PAGES 87-90

COUNSELING, M.A.

Core Courses

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

Areas of Emphasis

Correctional Counseling (See Graduate School of Education and Professional Development (GSEPD)) (South Charleston)

Marriage, Couple, and Family Counseling (See GSEPD) (South Charleston)

Clinical Mental Health Counseling (Huntington and South Charleston)

School Counseling (Huntington and South Charleston)

Education, Ed.S. with Area of Emphasis in Counseling (See GSEPD) (South Charleston)

Graduate Certificates

Domestic Violence Counseling (See GSEPD) (South Charleston)

Marriage, Couple, and Family Therapy (See GSEPD) (South Charleston)

Program Description, M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Clinical Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria: *(all material should be submitted directly to Graduate Admissions):*

- 1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
- 2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
- 3. Three written references (two from current or former professors)
- 4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

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 the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

Core Curriculum

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling

The following ~~39~~ **45** semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations.....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 600 Professional Orientation.....	3
COUN 602 Human Development & Psychopathology.....	3
EDF 621 <u>Educational</u> Research & Writing.....	3

Phase II

COUN 603 Counseling Theories.....	3
COUN 604 Group Counseling.....	3
COUN 605 Theory & Practice of Human Appraisal.....	3
COUN 607 Counseling Techniques in Human Relationships & Human Appraisal.....	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling.....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

Phase III

COUN 606 Career & Lifestyle Development.....	3
COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only).....	3

Internship

COUN Internship 691(Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling).....	6
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Total Core Hour Requirement.....	45
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*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis (Huntington)

Clinical Mental Health Counseling

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Clinical Mental Health Counseling.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 691 Internship: Mental Health Counseling.....	9
Advisor-Approved Electives.....	6
Emphasis total.....	30
Total credit hours (including core).....	60

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:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
CIEC 534 Applications Software in the Classroom Curriculum Area.....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs.....	3
COUN 673 Counseling Children, Parents and Adolescents.....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
COUN 698 Internship: School Counseling.....	9
Emphasis total.....	30
Total credit hours (including core).....	60

Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools

OR

LS 532 Human Relations Skills for Leaders.....	3
CISP 521 Children with Exceptionalities (check with advisor).....	3
Total Credit Hours with Alternative Certification (including core).....	66

ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title	Cr. Hrs.
COUN 545 Beginning Manual Communication.....	3
COUN 554 Advanced Manual Communication.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 556 Death and Grief Counseling.....	3
COUN 577 Stress Management Counseling.....	3
COUN 579 Pharmacology in Counseling.....	3
COUN 580-583 Special Topics.....	1-4
COUN 585-588 Independent Study.....	1-4
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 611 Foundations of Community Counseling.....	3
COUN 616 Domestic Violence.....	3
COUN 617 Seminar in Counseling.....	1-6
COUN 620 Workshop in Counseling.....	1-6
COUN 621 Introduction to Child Abuse and Neglect.....	1-3
COUN 622 Parent Education.....	3
COUN TBA Issues in Counseling Women.....	3
COUN TBA Health and Wellness Counseling.....	3
COUN TBA Counseling the Blended Family.....	3
PSY 508 Abnormal Psychology.....	3

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COUNSELING, M.A.

Core Courses

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

Areas of Emphasis

Correctional Counseling (South Charleston)

Marriage, Couple, and Family Counseling (South Charleston)

Clinical Mental Health Counseling (South Charleston and Huntington)

School Counseling (South Charleston and Huntington)

Ed.S. with Area of Emphasis in Counseling (South Charleston)

Graduate Certificates

Domestic Violence Counseling (South Charleston)

Marriage, Couple, and Family Therapy (South Charleston)

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The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

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Admission Requirements

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3. Three written references (two from current or former professors)
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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 the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

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Phase I

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COUN 575 Prevention and Treatment of Addictions.....	3
COUN 600 Professional Orientation.....	3
COUN 602 Human Development & Psychopathology.....	3
EDF 621 Educational Research & Writing.....	3

Phase II

COUN 603 Counseling Theories.....	3
COUN 604 Group Counseling.....	3
COUN 605 Theory & Practice of Human Appraisal.....	3
COUN 607 Counseling Techniques in Human Relationships & Human Appraisal.....	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling.....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

<i>Phase III</i>	
COUN 606 Career & Lifestyle Development.....	3
COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only).....	3

Phase IV

Internship

COUN Internship 691(Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling)	6
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Total Core Hour Requirement.....	45
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*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis

Clinical Mental Health Counseling

In addition to the core courses, students specializing in **Clinical** Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 630 Introduction to Clinical Mental Health Counseling.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 691 Internship: Mental Health Counseling.....	9
Advisor-Approved Electives.....	6 9
Emphasis total.....	30 15
Total credit hours (including core).....	60

Correctional Counseling

In addition to the core courses, students specializing in Correctional Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 556 Grief Counseling.....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 630 Introduction to Clinical Mental Health Counseling.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction To Marriage, Couple and Family Counseling.....	3
COUN 641 Seminar in Correctional Counseling.....	3
COUN 695 Internship: Correctional Counseling.....	9
Advisor -Approved Elective(s).....	3
Emphasis total.....	30 15
Total credit hours (including core).....	60

Marriage, Couple & Family Counseling

In addition to the core courses, students specializing in Marriage, Couple & Family Counseling must complete the following emphasis courses:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 622 Parent Education.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
COUN 636 Couple Counseling.....	3
COUN 637 Adult Development and Transition.....	3
COUN 638 Practicum: Interventions: Marriage, Couple & Family Counseling.....	3
COUN 693 Internship: Marriage, Couple & Family Counseling.....	9
Advisor Approved Electives.....	6

Emphasis total.....	30 15
Total credit hours (including core).....	60

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:

COUN 575 Prevention and Treatment of Addictions.....	3
COUN 631 Diagnosis and Treatment Planning.....	3
COUN 632 Introduction to Marriage, Couple, and Family Counseling.....	3
CIEC 534 Applications Software in the Classroom Curriculum Area.....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs.....	3
COUN 673 Counseling Children, Parents and Adolescents.....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
COUN 698 Internship: School Counseling.....	9
Emphasis total.....	30 15
Total credit hours (including core).....	60

Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools	
OR	
LS 532 Human Relations Skills for Leaders.....	3
CISP 521 Children with Exceptionalities (check with advisor).....	3
Total Credit Hours with Alternative Certification (including core).....	66

ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title	Cr. Hrs.
COUN 545 Beginning Manual Communication.....	3
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COUN 577 Stress Management Counseling.....	3
COUN 579 Pharmacology in Counseling.....	3
COUN 580-583 Special Topics.....	1-4
COUN 585-588 Independent Study.....	1-4
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 611 Foundations of Community Counseling.....	3
COUN 616 Domestic Violence.....	3
COUN 617 Seminar in Counseling.....	1-6
COUN 620 Workshop in Counseling.....	1-6
COUN 621 Introduction to Child Abuse and Neglect.....	1-3
COUN 622 Parent Education.....	3
COUN TBA Issues in Counseling Women.....	3

COUN TBA Health and Wellness Counseling.....	3
COUN TBA Counseling the Blended Family.....	3
PSY 508 Abnormal Psychology.....	3

Graduate Certificate in Domestic Violence Counseling (courses available on the South Charleston campus only)

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways:

1. The student may apply and be accepted into the **Clinical** Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Domestic Violence Counseling area of specialty.
2. Second, the certificate coursework may be taken as a stand-alone program to be completed in one year. The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

Admission Requirements

Students already enrolled in the Counseling program in the **Clinical** Mental Health Counseling Area of Emphasis, should submit to Graduate Admissions a Secondary Program Request form:
www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf.

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select on the application form the Certificate in Domestic Violence Counseling.

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected.

Admission requirements for the *stand-alone* Domestic Violence Certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work.
- current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or a master's degree in counseling, social work, psychology; or departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to the Counseling M.A. program.

Course Requirements (12 hours)

COUN 654, An Ecological Approach to Domestic Violence.....	3
COUN 655, Domestic Violence I: Working with Victims.....	3
COUN 656, Domestic Violence II: Working with Perpetrators.....	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses.....	3

Graduate Certificate in Marriage, Couple and Family Therapy (courses available on the South Charleston campus only)

NOTE: Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval. **This certificate program is currently the state's only program focusing on the knowledge base and clinical skills in Marriage, Couple and Family Therapy.**

The Graduate Certificate Program in Marriage, Couple and Family Therapy can be completed in one of two ways:

1. The student may apply and be accepted into the ~~Clinical~~ Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Marriage, Couple and Family Therapy area of specialty.
2. Students with a master's degree in counseling, social work, psychology or departmental approval, may be accepted into the certificate program as a post-master's professional development student.

Admission Requirements

- Applicants must meet admission requirements for the master's degree in counseling
- OR
- Hold a master's degree in counseling, social work, psychology, or divinity.

Course Requirements (18 hours)

COUN 622, Parent Education.....	3
COUN 632, Introduction to Marriage, Couple, and Family Therapy	3
COUN 637, Adult and Family Development and Transition.....	3
COUN 636, Couple Counseling.....	3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling.....	3
COUN 693, Internship.....	3

Ed.S. in Education with an Area of Emphasis in Counseling (courses available on the South Charleston campus only)

The Ed.S. with an Area of Emphasis in Counseling is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional counseling with a focus on intervention and supervision skills. A strong component of the program is the attainment of knowledge and skills in three areas:

1. supervision processes
2. advanced theoretical applications
3. advanced internship experiences

A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

In addition, applicants must:

- possess a master's degree in counseling or closely related field, from a regionally accredited university or college;
- be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling;
- have a graduate Grade Point Average (GPA) of 3.50 or higher on a 4.0 scale for all previously completed graduate university work.
- have completed coursework at the graduate level in the following areas:
 - Human development
 - Human relationships: listening and communication skills
 - Individual counseling theories and techniques
 - Group counseling theories and techniques
 - Developmental guidance
 - Career development
 - Organization and development of counseling and guidance
 - Legal and ethical issues in counseling
 - Consultation
 - Research methods
 - Tests and measurements

- possess appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences.

Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students are admitted to the Ed.S. program in the fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

Program Requirements

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

<i>Course Number/Course Title</i>	<i>Cr. Hrs.</i>
COUN 740 Internship.....	6 - 12
COUN 742 Current Issues in Professional Counseling.....	3
COUN 746 Systems Intervention.....	3
COUN 747 Advanced Group Counseling.....	3
COUN 750 Seminar.....	3
COUN 755 Models of Counselor Supervision.....	3
COUN 756 Residency in Counselor Supervision.....	3
COUN 760 Special Topics.....	3 - 6
Total for Ed.S.	27

New Catalog Description

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COUNSELING, M.A.

Core Courses

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

Areas of Emphasis

Correctional Counseling (South Charleston)
 Marriage, Couple, and Family Counseling (South Charleston)
 Clinical Mental Health Counseling (South Charleston and Huntington)
 School Counseling (South Charleston and Huntington)

Ed.S. with Area of Emphasis in Counseling (South Charleston)

Graduate Certificates

Domestic Violence Counseling (South Charleston)
 Marriage, Couple, and Family Therapy (South Charleston)

Program Description, M.A.

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COUN 574 Social & Cultural Foundations.....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 600 Professional Orientation.....	3
COUN 602 Human Development & Psychopathology.....	3
EDF 621 Educational Research & Writing.....	3

Phase II

COUN 603 Counseling Theories.....	3
COUN 604 Group Counseling.....	3
COUN 605 Theory & Practice of Human Appraisal.....	3
COUN 607 Counseling Techniques in Human Relationships	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling.....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

Phase III

COUN 606 Career & Lifestyle Development.....	3
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COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only).....3

Phase IV

COUN Internship 691(Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling).....6

Total Core Hour Requirement.....45

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis

Clinical Mental Health Counseling

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution.....3
COUN 630 Introduction to Clinical Mental Health Counseling.....3
Advisor-Approved Electives.....9
Emphasis total..... 15
Total credit hours (including core).....60

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.....3
COUN 670 Interventions: Current Issues in School Counseling.....3
COUN 672 Organization and Administration of School Counseling Programs..... 3
COUN 673 Counseling Children, Parents and Adolescents.....3
COUN 675 Legal and Ethical Issues for School Counselors.....3
Emphasis total.....15
Total credit hours (including core).....60

Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools

OR

LS 532 Human Relations Skills for Leaders.....3

CISP 521 Children with Exceptionalities (check with advisor).....3

Total Credit Hours with Alternative Certification (including core).....66

ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title Cr. Hrs.

COUN 545 Beginning Manual Communication.....	3
COUN 554 Advanced Manual Communication.....	3
COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 556 Death and Grief Counseling.....	3
COUN 577 Stress Management Counseling.....	3
COUN 579 Pharmacology in Counseling.....	3
COUN 580-583 Special Topics.....	1-4
COUN 585-588 Independent Study.....	1-4
COUN 601 Counselors in Consulting and Community Roles.....	3
COUN 611 Foundations of Community Counseling.....	3
COUN 616 Domestic Violence.....	3
COUN 617 Seminar in Counseling.....	1-6
COUN 620 Workshop in Counseling.....	1-6
COUN 621 Introduction to Child Abuse and Neglect.....	1-3
COUN 622 Parent Education.....	3
PSY 508 Abnormal Psychology.....	3

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COUNSELING, M.A.

Core Courses

All 45 hours of core courses are offered on both the South Charleston and Huntington Campuses. Please note internship courses are specific to emphasis areas.

Areas of Emphasis

Correctional Counseling (South Charleston)
 Marriage, Couple, and Family Counseling (South Charleston)
 Clinical Mental Health Counseling (South Charleston and Huntington)
 School Counseling (South Charleston and Huntington)

Ed.S. with Area of Emphasis in Counseling (South Charleston)

Graduate Certificates

Domestic Violence Counseling (South Charleston)
 Marriage, Couple, and Family Therapy (South Charleston)

Program Description, M.A.

The Master of Arts degree in Counseling is a 60-hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently four distinct Areas of Emphasis offered within the Counseling program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

1. All core courses are offered on the Huntington and South Charleston campuses.
2. Areas of Emphasis in School Counseling and Clinical Mental Health Counseling are offered on the Huntington and South Charleston campuses.
3. Areas of Emphasis in Correctional Counseling and Marriage, Couple and Family Counseling are offered on the South Charleston campus only.
4. The Certificate Programs in Domestic Violence Counseling and Marriage, Couple and Family Therapy are offered through the South Charleston campus only.
5. The Ed.S. with an Area of Emphasis in Counseling is offered on the South Charleston campus only.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional

counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an Area of Emphasis and must indicate their preferences during the admission application process.

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

1. GRE score of 800 (quantitative & verbal combined) or MAT scale score of 395 (Raw score 40).
2. Undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate university work.
3. Three written references (two from current or former professors)
4. Writing sample expressing the applicant's interest in the counseling profession.

Flexibility is maintained in applying the criteria to individual cases. For example, an applicant who does not meet the minimum criteria may be granted provisional admission and be directed to complete a prescribed set of courses. A provisionally admitted student can be reclassified as a fully admitted student no later than completion of the 12th credit hour by maintaining a 3.50 GPA in these courses.

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 the 12th credit hour. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

Core Curriculum

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: Clinical Mental Health Counseling, Correctional Counseling, School Counseling, and Marriage, Couple and Family Counseling.

The following 45 semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations.....	3
COUN 575 Prevention and Treatment of Addictions.....	3
COUN 600 Professional Orientation.....	3
COUN 602 Human Development & Psychopathology.....	3
EDF 621 Educational Research & Writing.....	3

Phase II

COUN 603 Counseling Theories.....	3
COUN 604 Group Counseling.....	3
COUN 605 Theory & Practice of Human Appraisal.....	3
COUN 607 Counseling Techniques in Human Relationships	3
COUN 631 Diagnosis & Treatment Planning in Mental Health Counseling.....	3
COUN 632 Introduction to Marriage, Couple & Family Counseling.....	3

Phase III

COUN 606 Career & Lifestyle Development.....	3
COUN 608 Practicum or COUN 638 (Marriage, Couple, & Family students only).....	3

Phase IV

COUN Internship 691(Clinical Mental Health), 693 (Marriage & Family), 695 (Correctional), 698 (School Counseling)	6
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Total Core Hour Requirement.....45

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis

Clinical Mental Health Counseling

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 630 Introduction to Clinical Mental Health Counseling.....	3
Advisor-Approved Electives.....	9
Emphasis total.....	15
Total credit hours (including core).....	60

Correctional Counseling

In addition to the core courses, students specializing in Correctional Counseling must complete the following emphasis courses:

COUN 555 Crisis Intervention and Conflict Resolution.....	3
COUN 556 Grief Counseling.....	3
COUN 630 Introduction to Clinical Mental Health Counseling.....	3
COUN 641 Seminar in Correctional Counseling.....	3
Advisor –Approved Elective(s).....	3
Emphasis total.....	15
Total credit hours (including core).....	60

Marriage, Couple & Family Counseling

In addition to the core courses, students specializing in Marriage, Couple & Family Counseling must complete the following emphasis courses:

COUN 622 Parent Education.....	3
COUN 636 Couple Counseling.....	3
COUN 637 Adult Development and Transition.....	3
Advisor Approved Electives.....	6
Emphasis total.....	15
Total credit hours (including core).....	60

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.....	3
COUN 670 Interventions: Current Issues in School Counseling.....	3
COUN 672 Organization and Administration of School Counseling Programs.....	3
COUN 673 Counseling Children, Parents and Adolescents.....	3
COUN 675 Legal and Ethical Issues for School Counselors.....	3
Emphasis total.....	15
Total credit hours (including core).....	60

Certification Requirements for School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in

School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school systems. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665 Sociology of American Schools

OR

LS 532 Human Relations Skills for Leaders.....3

CISP 521 Children with Exceptionalities (check with advisor).....3

Total Credit Hours with Alternative Certification (including core).....66

ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed)

Course Title Cr. Hrs.

COUN 545 Beginning Manual Communication.....3

COUN 554 Advanced Manual Communication.....3

COUN 555 Crisis Intervention and Conflict Resolution.....3

COUN 556 Death and Grief Counseling.....3

COUN 577 Stress Management Counseling.....3

COUN 579 Pharmacology in Counseling.....3

COUN 580-583 Special Topics.....1-4

COUN 585-588 Independent Study.....1-4

COUN 601 Counselors in Consulting and Community Roles.....3

COUN 611 Foundations of Community Counseling.....3

COUN 616 Domestic Violence.....3

COUN 617 Seminar in Counseling.....1-6

COUN 620 Workshop in Counseling.....1-6

COUN 621 Introduction to Child Abuse and Neglect.....1-3

COUN 622 Parent Education.....3

PSY 508 Abnormal Psychology.....3

Graduate Certificate in Domestic Violence Counseling

(courses available on the South Charleston campus only)

NOTE: Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways:

1. The student may apply and be accepted into the Clinical Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Domestic Violence Counseling area of specialty.
2. Second, the certificate coursework may be taken as a stand-alone program to be completed in one year. The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

Admission Requirements

Students already enrolled in the Counseling program in the Clinical Mental Health Counseling Area of Emphasis, should submit to Graduate Admissions a Secondary Program Request form:

www.marshall.edu/graduate/forms/SecondaryProgramRequestForm.pdf.

Prospective certificate-only students should apply for admission to Marshall University as a Professional Development student and select on the application form the Certificate in Domestic Violence Counseling.

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected.

Admission requirements for the stand-alone Domestic Violence Certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work.
- current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or a master's degree in counseling, social work, psychology; or departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to the Counseling M.A. program.

Course Requirements (12 hours)

COUN 654, An Ecological Approach to Domestic Violence.....	3
COUN 655, Domestic Violence I: Working with Victims.....	3
COUN 656, Domestic Violence II: Working with Perpetrators.....	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses.....	3

Graduate Certificate in Marriage, Couple and Family Therapy (courses available on the South Charleston campus only)

NOTE: Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval. This certificate program is currently the state's only program focusing on the knowledge base and clinical skills in Marriage, Couple and Family Therapy.

The Graduate Certificate Program in Marriage, Couple and Family Therapy can be completed in one of two ways:

1. The student may apply and be accepted into the Clinical Mental Health Area of Emphasis of the Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the Marriage, Couple and Family Therapy area of specialty.
2. Students with a master's degree in counseling, social work, psychology or departmental approval, may be accepted into the certificate program as a post-master's professional development student.

Admission Requirements

- Applicants must meet admission requirements for the master's degree in counseling
- OR
- Hold a master's degree in counseling, social work, psychology, or divinity.

Course Requirements (18 hours)

COUN 622, Parent Education.....	3
COUN 632, Introduction to Marriage, Couple, and Family Therapy	3
COUN 637, Adult and Family Development and Transition.....	3
COUN 636, Couple Counseling.....	3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling.....	3
COUN 693, Internship.....	3

Ed.S. in Education with an Area of Emphasis in Counseling (courses available on the South Charleston campus only)

The Ed.S. with an Area of Emphasis in Counseling is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional

counseling with a focus on intervention and supervision skills. A strong component of the program is the attainment of knowledge and skills in three areas:

1. supervision processes
2. advanced theoretical applications
3. advanced internship experiences

A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissionsrequirements.asp.

In addition, applicants must:

- possess a master's degree in counseling or closely related field, from a regionally accredited university or college;
- be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling;
- have a graduate Grade Point Average (GPA) of 3.50 or higher on a 4.0 scale for all previously completed graduate university work.
- have completed coursework at the graduate level in the following areas:
 - Human development
 - Human relationships: listening and communication skills
 - Individual counseling theories and techniques
 - Group counseling theories and techniques
 - Developmental guidance
 - Career development
 - Organization and development of counseling and guidance
 - Legal and ethical issues in counseling
 - Consultation
 - Research methods
 - Tests and measurements
- possess appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences.

Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students are admitted to the Ed.S. program in the fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

Program Requirements

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

Course Number/Course Title	Cr. Hrs.
COUN 740 Internship.....	6 - 12
COUN 742 Current Issues in Professional Counseling.....	3
COUN 746 Systems Intervention.....	3
COUN 747 Advanced Group Counseling.....	3
COUN 750 Seminar.....	3
COUN 755 Models of Counselor Supervision.....	3
COUN 756 Residency in Counselor Supervision.....	3
COUN 760 Special Topics.....	3 - 6
Total for Ed.S.	27

Appendix C

Addition of a Certificate

Department: Psychology

Name of Certificate: Certificate in Clinical Psychology

Proposed catalog changes:

PSYCHOLOGY (PSY)

The Department of Psychology offers the Master of Arts degree in Psychology, the Post Master's Certificate in Clinical Psychology and the Psy.D. degree in Clinical Psychology (see page 155). Admissions procedures and criteria, curriculum, and other program requirements are distinct for each degree program. Please read the appropriate sections below for information on the program of interest.

M.A. PROGRAM IN PSYCHOLOGY

1. The M.A. program requires a minimum of 36 graduate credit hours, though students may complete significantly more, depending upon their objectives. A common "core" of 24 credits (see below) is required of all students. The remaining hours are selected in consultation with an advisor to help meet students' academic and professional goals. The Clinical Psychology area of emphasis (see below) requires a minimum of 26 specified credits beyond the core.

For both educational and ethical reasons, it is important that students obtain education and training that is consistent with their career goals. For example, students who intend to work in applied fields of psychology (e.g. clinical, counseling, school, industrial/organizational) should pursue and complete programs of study that prepare them with the skills, knowledge and supervised experience needed to develop competence in that field; this process is consistent with the APA ethical requirement that psychologists restrict their professional work to areas in which they have developed and maintained competence. Prospective students in our M.A. program should recognize that the general M.A. program is NOT in itself a clinical training program; students who plan to do clinical work should apply for and complete the entire Clinical "area of emphasis" sequence Certificate (described in a separate section below), which is designed to prepare graduates for entry-level clinical positions.

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2. Admissions Criteria include:

a. Completion of the following prerequisite courses: Elementary or Introductory Statistics, Experimental

Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology.

b. A minimum undergraduate GPA of 3.0.

c. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.

d. Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a B. A student who earns a C or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department. Students receiving provisional admittance must take:

Statistics (PSY 517)

Psychometrics (PSY 506)

And two of the following: Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 606 or 503) Advanced or Applied Developmental (PSY 615 or 617)

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

Provisional students will be assigned an advisor who must approve all course registrations. Provisional students will have a departmental hold placed on their registration to assure advisor approval and compliance with this policy. This hold will be permanently removed upon full admittance.

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

3. Admission cycle: Application for admission to the Psychology MA will be received throughout the year and acted on within one week of receipt by the program. Applications for the clinical emphasis are due by March 15 and will be acted on by April 15 of each year. Students who are already admitted to the MA program may submit a letter of interest to the coordinator.

****Slots in the clinical emphasis are limited** Friendly amendment to stop at "limited" by the faculty resources which are available to supervise the practica. The most qualified applicants will be accepted until the slots have been filled. Grade point averages (undergraduate and graduate) GRE scores, and faculty recommendations will be considered

4. Comprehensive Evaluation: A written comprehensive examination is required of all students in the M.A. program. Details about the exam are available from advisors, and the program coordinator and on the department's website. In addition, students in the Clinical Psychology area of emphasis must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

5. Thesis: Students have the option of completing a research thesis. The department has established a set of criteria and procedures for doing a thesis; these are available from advisors.

Theses may be good choices for students intending to continue their education in research-oriented Ph. D. programs. This issue should be carefully discussed with the advisor. Up to 6 credits of PSY 681 (Thesis) may be included as "additional coursework" discussed below.

(continued)

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6. Curriculum

a. Core Requirements:

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

Biological Bases of Behavior (PSY 674)

Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 606 or PSY 503); NOTE: if either course or its equivalent was completed with a *B* or better as an undergraduate, the student must take the other course at the graduate level.

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

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

Ethical and Legal Issues in Psychology (PSY 605)

M.A. Research Seminar (PSY 692)

Total: 24 credits

b. Additional Coursework: A minimum of 12 additional credit hours are to be selected in

consultation with the advisor. With the advisor's approval, courses from other departments that are consistent with the student's academic and career goals may be included in the required 12 additional credits. Students may, and often do, take more than 36 credit hours as part of their degree programs; in preparing their plans of study, students should carefully discuss their academic and career goals with their advisors and other faculty members.

CLINICAL PSYCHOLOGY POST MASTER'S CERTIFICATEc. Clinical Psychology area of emphasis

1. : Clinical Psychology area of emphasis: The Clinical

Psychology area of emphasis Certificate consists of 26 credit hours of clinical coursework and supervised clinical experience beyond the required department core. (Note: These 26 credits will meet the requirements for 12 additional credits as noted in *b* above.) It is designed to prepare graduates for master's degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may apply for admission to the clinical psychology post master's certificate area of emphasis. More information and application materials are available from advisors and from the Clinical area coordinator. The following courses are required for the Clinical Psychology area of emphasis Certificate. Those marked with * are restricted only to students in the clinical track certificate program. Students in the M.A. clinical area of emphasis certificate program must take their specialty track clinical courses in South Charleston. It is important to note that students in the clinical area of emphasis certificate program *must* complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for any indication of the clinical specialty track certificate to appear on their transcripts.

2. Admissions: Applications for admission to the Clinical Psychology Post Master's Certificate are due by March 15th and will be acted on by April 15th of each year. Slots in the Clinical Psychology Certificate Program are limited by the faculty resources which are available to supervise the practica. The most qualified applicants will be accepted until the slots have been filled. Grade point averages (undergraduate and graduate) GRE scores, and faculty recommendations will be considered.

3. Comprehensive Evaluation: A written comprehensive examination is required of all students in the Clinical Psychology Post Master's Certificate program. Details about the exam are available from advisors and the program coordinator. Students in the clinical certificate program must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

4. Curriculum

Required:

Current Models of Psychotherapy (PSY 533; 3 cr.)

Diagnosis and Treatment Planning (PSY 608; 3 cr.)

Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)*

Assessment of Adults (PSY 610; 3 cr.)*

Assessment of Children (PSY 611; 3 cr.)*

Adult Assessment Practicum (PSY 620; 1 cr.)*

Child Assessment Practicum (PSY 621; 1 cr.)*

Group Therapy (PSY 634, 3 cr.)*

Clinical Practicum (PSY 670; 6 cr.)*

Clinical Internship (PSY 680; 3 cr.)*

Electives:

Psychotherapy with Children (PSY 619; 3 cr.)*

Adult Diagnosis and Therapy (PSY 630; 3 cr.)*

Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)*

Clinical Practicum II (PSY 671; 3 cr.)*

The following two statements are applicable to all psychology graduate programs:

1. *2-C Rule*: Psychology students cannot be admitted to, or continue in, a graduate program in psychology if they earn more than one grade of "C" or lower in any graduate course in psychology or any course included in the plan of study. Such students will not be permitted to continue taking courses or to work on a thesis.

2. *Ethics and Student Behavior:* Students in all programs are expected to behave in accordance with the APA Ethical Principles and Code of Conduct. Consequences for violations may include suspension or dismissal from the student's program of study. When students in the clinical area of emphasis (M.A. program) or the Psy.D. program exhibit behavior indicating inability or limited capacity to successfully perform clinical roles and functions, they may be suspended or dismissed from their program of study.

New clean copy of catalog description:

PSYCHOLOGY (PSY)

The Department of Psychology offers the Master of Arts degree in Psychology, the Post Master's Certificate in Clinical Psychology and the Psy.D. degree in Clinical Psychology (see page 155). Admissions procedures and criteria, curriculum, and other program requirements are distinct for each degree program. Please read the appropriate sections below for information on the program of interest.

M.A. PROGRAM IN PSYCHOLOGY

1. The M.A. program requires a minimum of 36 graduate credit hours, though students may complete significantly more, depending upon their objectives. A common "core" of 24 credits (see below) is required of all students. The remaining hours are selected in consultation with an advisor to help meet students' academic and professional goals.

For both educational and ethical reasons, it is important that students obtain education and training that is consistent with their career goals. For example, students who intend to work in applied fields of psychology (e.g. clinical, counseling, school, industrial/organizational) should pursue and complete programs of study that prepare them with the skills, knowledge and supervised experience needed to develop competence in that field; this process is consistent with the APA ethical requirement that psychologists restrict their professional work to areas in which they have developed and maintained competence. Prospective students in our M.A. program should recognize that the general M.A. program is NOT in itself a clinical training program; students who plan to do clinical work should apply for and complete the Clinical Certificate (described in a separate section below), which is designed to prepare graduates for entry-level clinical positions.

2. Admissions Criteria include:

a. Completion of the following prerequisite courses: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology.

b. A minimum undergraduate GPA of 3.0.

c. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.

d. Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a *B*. A student who earns a *C* or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department.

Students receiving provisional admittance must take:

Statistics (PSY 517)

Psychometrics (PSY 506)

And two of the following: Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 606 or 503) Advanced or Applied Developmental (PSY 615 or 617)

***No student may take more than 18 hours in the psychology department without receiving full admission to the department.* – Discussion: grad catalog states students cannot take more than 12 hours without being fully admitted

Provisional students will be assigned an advisor who must approve all course registrations. Provisional students will have a departmental hold placed on their registration to assure advisor approval and compliance with this policy. This hold will be permanently removed upon full admittance.

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

3. Admission cycle: Application for admission to the Psychology MA will be received throughout the year and acted on within one week of receipt by the program.

4. Comprehensive Evaluation: A written comprehensive examination is required of all students in the M.A. program. Details about the exam are available from advisors, the program coordinator and on the department's website. In addition, students in the Clinical Psychology area of emphasis must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

5. Thesis: Students have the option of completing a research thesis. The department has established a set of criteria and procedures for doing a thesis; these are available from advisors. Theses may be good choices for students intending to continue their education in research-oriented Ph. D. programs. This issue should be carefully discussed with the advisor. Up to 6 credits of PSY 681 (Thesis) may be included as “additional coursework” discussed below.

154 Degree Programs Marshall University

6. Curriculum

a. Core Requirements:

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

Biological Bases of Behavior (PSY 674)

Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 606 or PSY 503); NOTE: if either course or its equivalent was completed with a *B* or better as an undergraduate, the student must take the other course at the graduate level.

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

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

Ethical and Legal Issues in Psychology (PSY 605)

M.A. Research Seminar (PSY 692)

Total: 24 credits

b. Additional Coursework: A minimum of 12 additional credit hours are to be selected in consultation with the advisor. With the advisor's approval, courses from other departments that are consistent with the student's academic and career goals may be included in the required 12 additional credits. Students may, and often do, take more than 36 credit hours as part of their

degree programs; in preparing their plans of study, students should carefully discuss their academic and career goals with their advisors and other faculty members.

CLINICAL PSYCHOLOGY POST MASTER'S CERTIFICATE

1. The Clinical Psychology Certificate consists of 26 credit hours of clinical coursework and supervised clinical experience. It is designed to prepare graduates for master's degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may apply for admission to the clinical psychology post master's certificate. More information and application materials are available from advisors and from the Clinical area coordinator. The following courses are required for the Clinical Psychology Certificate. Those marked with * are restricted only to students in the clinical certificate program. Students in the clinical certificate program *must* complete the entire track to receive any letters of support or other indication from individual faculty members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for any indication of the clinical certificate to appear on their transcripts.

2. Admissions: Applications for admission to the Clinical Psychology Post Master's Certificate are due by March 15th and will be acted on by April 15th of each year. Slots in the Clinical Psychology Certificate Program are limited by the faculty resources which are available to supervise the practica. The most qualified applicants will be accepted until the slots have been filled. Grade point averages (undergraduate and graduate) GRE scores, and faculty recommendations will be considered.

3. Comprehensive Evaluation: A written comprehensive examination is required of all students in the Clinical Psychology Post Master's Certificate program. Details about the exam are available from advisors and the program coordinator. Students in the clinical certificate program must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.

4. Curriculum

Required:

Current Models of Psychotherapy (PSY 533; 3 cr.)
Diagnosis and Treatment Planning (PSY 608; 3 cr.)
Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)*
Assessment of Adults (PSY 610; 3 cr.)*
Assessment of Children (PSY 611; 3 cr.)*
Adult Assessment Practicum (PSY 620; 1 cr.)*
Child Assessment Practicum (PSY 621; 1 cr.)*
Group Therapy (PSY 634; 3 cr.)*
Clinical Practicum (PSY 670; 6 cr.)*
Clinical Internship (PSY 680; 3 cr.)*

Electives:

Psychotherapy with Children (PSY 619; 3 cr.)*
Adult Diagnosis and Therapy (PSY 630; 3 cr.)*
Child and Family Diagnosis and Therapy (PSY 635; 3 cr.)*
Clinical Practicum II (PSY 671; 3 cr.)*

The following two statements are applicable to all psychology graduate programs:

1. *2-C Rule:* Psychology students cannot be admitted to, or continue in, a graduate program in psychology if they earn more than one grade of "C" or lower in any graduate course in psychology or any course included in the plan of study. Such students will not be permitted to continue taking courses or to work on a thesis.

2. *Ethics and Student Behavior*: Students in all programs are expected to behave in accordance with the APA Ethical Principles and Code of Conduct. Consequences for violations may include suspension or dismissal from the student's program of study. When students in the clinical area of emphasis (M.A. program) or the Psy.D. program exhibit behavior indicating inability or limited capacity to successfully perform clinical roles and functions, they may be suspended or dismissed from their program of study.

ATTACHMENT 2 Graduate Curriculum Change Approvals

College: GSEPD – All Approved

Addition of a Certificate Program

Department/Division: Elem. & Secondary Ed.

Name of Certificate: Certificate in Program Evaluation

Effective term and year: Fall 2011

Curriculum:

CI 627: Program Planning and Evaluation (3 hours) (new course)

EDF 620: Mixed Methods Research (3 hours) (new course)

Local Cultural Literacy/Competency (3 hours) – Select one of the following:

CULS 610 -- Seminar in Appalachian Culture (3 hours)

CULS 611 -- Appalachian Studies: Themes and Voices (3 hours)

CULS 612 -- Time and Place in Appalachia (3 hours)

EDF 679 -- Problem Report (3 hours)

New Catalog Description:

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.

Description of Certificate in Program Evaluation --

This proposal surfaces from an ongoing interdisciplinary relationship between the Graduate School of Education and Professional Development (GSEPD), the College of Liberal Arts Graduate Humanities Program, and the West Virginia Prevention Resource Center (WV PRC).

The work of these three units—and the rationale for this certificate, provided below—intersects in the curricula provided by GSEPD's Curriculum and Instruction Program and the Graduate Humanities Program, two units that have long collaborated in the delivery of graduate-level instruction in both the humanities and educational foundations.

The following rationale lines out several key issues concerning the conception, development and planned delivery of the proposed Certificate, including, as required by the Marshall University Graduate Council, (1) how credits earned with the proposed program may be applied to graduate degrees offered at Marshall; (2) a market analysis for the proposed certificate; (3) how the proposed certificate will be promoted; (4) admission standards and certificate requirements for the proposed certificate; (5) whether the courses will qualify for professional continuing education; (6) identification of relevant administrative personnel; and (7) description of capstone experience. Rosters of qualified instructors for the two new courses proposed for this Certificate are listed on the individual course applications.

Rationale: See Appendix A for full rationale

Course Addition

Course Number and Title: EDF 620

New Course Title: Mixed Methods Research

Alpha Designator & Number: EDF 620

Credits: 3 CR

Co-requisite(s)/Prerequisite(s): N/A

First term offered: Fall 2011

Course being Deleted in place of this addition: None

Course Catalog Description

Integrates quantitative and qualitative approaches and applications to research, couching these models within developing theories for and approaches to mixed methods research in education and closely related fields.

Course Addition

Department/Division: Elem. & Secondary Ed.

Course Number and Title: CI 627

New Course Title: Program Planning and Evaluation

Graded: Yes

Credit Hours: 3

Co-requisite(s)/Prerequisite(s): N/A

First Term Offered: Fall 2011

Course being Deleted in place of this addition: N/A

Course Catalog Description:

Explicitly links program planning in/for organizations with advances in evaluation research practice in education and closely related fields. Designed for students engaged in varying levels of professional practice.

Course Addition:

Department/Division: SOE

Course Number and Title: ECE 530: Preschool Curriculum and Methods

Co-requisite(s)/Prerequisite(s): None

First Term Offered: Fall 2011

Course being deleted in place of this addition: None

Graded: Yes

Credit hours: 3

Agreements: Students will arrange their own observational experience as needed.

Duplication:

This would be a graduate level of the ECE 430 course that is currently offered; this course will be used when a student in the Preschool Special Needs Master's program has a deficit educational experience in presenting curriculum to typically developing children

Course Catalog Description:

Historical and contemporary curriculum and methods for preschool children with an emphasis on current best practices

College: GSEPD & COE – All Approved

Change of an Area of Emphasis within an Existing Major

Division: Education

Name of Major: Counseling

Name of Area of Emphasis: School Counseling

Rationale:

School Counseling is an area of emphasis in the counseling program. Due to a reduction in the number of internship hours required for school counseling students (changed from 9hrs to 6hrs), school counseling students will be required to take CIEC 534 Applications Software in the Classroom Curriculum Area (3hrs) to their plan of study. This change will meet both NCATE and WV Department of Education requirements. The total degree hour requirement will remain at 60 hrs (66 hrs. for alternative certification students)

Effective term and year: Spring 2011

Required Course to be added to School Counseling area of emphasis

CIEC 534 –Applications Software in the Classroom Curriculum Area (3hrs)

Catalog Descriptions: See Change of Catalog Description Request (below) and Appendix B

APPENDIX A

Department/Division: Elem. & Secondary Ed.
Name of Certificate: Certificate in Program Evaluation
Effective term and year: Fall 2011

Rationale:

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 increasingly expect and require the evaluation of services, programs, and projects (see, e.g., Donaldson and Scriven 2003; Patton 2002, 2008). The need for researchers trained in both the theories and methods of evaluation research has grown accordingly (cf. Trochim et al. 2009). And perhaps as a direct result of this growth, particularly in the health professions as well as in education and in the social sciences (see, e.g., Brophy et al. 2008; Butler and Copeland-Carson 2005; Mertens 2010), curricula and programs in evaluation research have grown along similar lines at U.S. universities as a so-called "transdisciplinary" mode of research and learning (see Scriven 2003; but also see, as a comparative sample of the various programs in place at U.S. universities, the graduate certificates in evaluation studies at the University of Minnesota, Wayne State University, and the University of Arkansas).

Following national trends, the demand for high-quality evaluation research is also relatively high in West Virginia, where, like other states, nonprofits and other service-based organizations are among the fastest growing sectors of the economy (see Anheier 2005, 2009). Several faculty and students in the Graduate School of Education and Professional Development (GSEPD) and at the Marshall University Graduate College (MUGC) are thus involved in a variety of evaluation and other research activities deployed to meet the demand for evaluating the success of educational and other services, programs, and projects. Moreover, GSEPD/MUGC extension cooperatives such as the West Virginia Prevention Resource Center (headed by Dr. Wayne Coombs, the WV PRC's Executive Director and a member of the GSEPD faculty) also provide capacity building and evaluation services for a variety of projects, programs, organizations and agencies across the state. Much of this research activity directly involves students from GSEPD and other programs on the South Charleston MUGC campus. Taken together, this evaluation research activity is a vitally important component of Marshall University's larger research and outreach mission and, indeed, the President's current Strategic Plan (see, e.g., "Community and Service" of "Marshall's Strategic Vision," posted on <http://www.marshall.edu/president/strategic/community.asp>).

With these multifaceted rationales in mind, an interdisciplinary group of faculty, researchers, and community leaders representing MUGC, GSEPD, the Graduate Humanities Program (COLA), the WV PRC, and the West Virginia Community Development Hub have met over the past year to begin the process of formalizing graduate-level student training in community development and evaluation research. The current proposal is in part a product of those conversations; but it also grows out of a larger initiative put into motion by the late Senator Byrd under the umbrella of "Prevention as Community Development: Programs of Regional and National Significance" and awarded to the WV PRC in 2009 to build capacity for agencies and organizations directly involved in the health and well-being of West Virginia communities. Representatives of those agencies and organizations working with the WV PRC have long expressed the need for advanced study and training in applied evaluation research. These conclusions are supported by both anecdotal and survey evidence collected by WV PRC staff (available by request), a market analysis that suggests that interest in such a certificate program is very strong (in a recent PRC survey, for example, 88.4% of the respondents indicated that they would be very interested in such a certificate should it be offered).

The current certificate proposal, then, would provide at least two potential areas for growing enrollment in the certificate program itself as well as in the graduate seminars that make up its curriculum: (1) from professionals situated in nonprofit and other organizations and agencies (like those that work with WV PRC), who desire certification in evaluation research; and (2) from current and future students enrolled in GSEPD and other MUGC programs whose professional careers (as educators, e.g.) will involve the active evaluation of services, projects, and programs. Given these potentials--as well as the high demand for

evaluation research more generally--the development of a graduate certificate in evaluation research seems a more than viable trajectory for development at Marshall University. Indeed, such a certificate would give both current and prospective students the ability to gain a recognized certificate in applied evaluation research, one to which nonprofit and other agencies and organizations could look for direction and expertise.

Though several universities offer graduate-level evaluation research certificates, ours will be particularly unique in its approach to linking advanced study in evaluation research to cultural literacy and application. On this point the literature is clear: current discussions in evaluation research studies emphasize accounting for and engendering theories and methods of praxis that are emergent from, and responsive to, the socio-cultural contexts of policies, programs, projects, community development and other activities (see, e.g., Guzmán 2003; Hopson 2003; Patton 2003, 2005). Vital to these emergent research frames is opening up the possibility for producing more socially responsible and collaborative theories and methods of research and action that directly benefit and augment community-based issues and concerns (cf. Fetterman and Wandersman 2004; Lassiter 2005; Wali 2006); which, in turn, is today absolutely critical to realizing more relevant and pursuant outcomes for the active and applicable evaluation of policies, programs, projects, community development and other activities (Fitzpatrick et. al. 2009).

In sum, then, the proposed Certificate will provide training in graduate-level theories and methodologies of applied evaluation in order to equip students with the necessary skills that can be applied to the evaluation of policies, programs, projects, community development and other activities. The proposed certificate program will combine study in mixed quantitative and qualitative research methods with training in cultural competency. In addition to learning and acquiring conceptual and methodological skills such as needs assessment, program theory, logic modeling, and process and outcome analysis, students will engage in a capstone experience that emphasizes the evaluation of an actual and/or existing project or program.

As in many other certificate programs, students may apply to the proposed certificate 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.

The administrative home for the proposed certificate will be GSEPD's Program of Elementary and Secondary Education, the Program Director for which is Dr. Lisa Heaton. The proposed certificate will be administrated in collaboration with the Graduate Humanities Program, the Program Director for which is Dr. Luke Eric Lassiter (who is also jointly appointed in GSEPD). Working closely with Heaton, Lassiter will serve as the graduate advisor for students enrolled in the certificate program. Both Heaton and Lassiter will promote the certificate to students enrolled in Marshall University Graduate College programs; and, as well, work closely with the WV PRC to identify potential students who, as demonstrated by survey/market analysis, have shown interest applying for such a certificate should it become available from Marshall University.



Graduate Council

MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council TC

Date: October 1, 2010

Subject: **Approval of Graduate Council Minutes: September 24, 2010**

Minutes of the September Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

Please advise if you have any comments/concerns/questions.

Minutes approved.



Dr. Stephen J. Kopp,
President, Marshall University

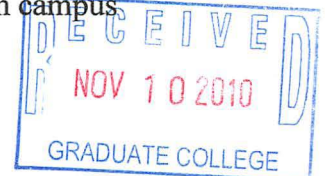
10/28/10

Date

Note to President's secretary:

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus



Marshall University Graduate Council Minutes September 24, 2010

Room 137 Main Building, South Charleston Campus

Members Present: Christofero, Trzyna, Mader, McComas, Sottile, Midkiff, Gruetter, Brammer, Edington, Securro, Krieg, Stroebe, Heaton, Watts, Mulder

Members Absent: Swindell, Zanter

Ex-Officio Members Present: Spindel

Ex-Officio Members Absent: Ormiston, Maher

Guests: Comeau, Reynolds

Christofero convened the meeting at 1:00 pm.

Minutes Approved: Minutes for the August 27, 2010 meeting were approved as distributed.

Graduate Faculty Status: Graduate Faculty List (Attachment 1) was approved. Christofero reminded members to check with their colleges to make sure all faculty have been updated on Graduate Faculty status. Christofero's recommendation to change the date text format of the form to numeric to allow for sorting by date was approved. Discussion included process clarification as to who should apply, who requires approval, how faculty are informed, the update schedule, and the role of the deans. The Credentialing Committee will look at the current procedure and will make recommendations to the GC.

Program Reviews: Dr. Mary Beth Reynolds, Director of Assessment, presented an overview, as well as the guidelines and forms regarding the upcoming graduate program reviews. Nine (9) graduate program reviews will be uploaded to the Office of Assessment Web site and ready for review after November 1, 2010. Christofero reminded the council members that teams of two members will review a program outside their discipline and reports will go to the Academic Planning, Standards, & Policies Committee.

Dr. Reynolds emphasized that the role of reviewers is to help the units submit the best document possible. Christofero added that the goal is to be supportive and not adversarial. She urged reviewers to stay in contact with the unit program review contact person in order to make changes in advance of the GC meeting in January. Revised program reviews will be uploaded by January 15, 2011. Any graduate program that requests additional resources will need to make a presentation to the Graduate Council at the December 2010 meeting.

Curriculum Committee Business: Mulder discusses changes to the format of the Change Requests Summary to representation by college vs. by action (Attachment 2). 15:16 requests were approved, with one postponed pending supporting documentation.

College	Request	Results
LCOB	Add: ACC 544 – Consulting for CPAs	Approved
LCOB	Add: ACC 698 – Ethics and Professional Development in Accounting; Credit Hours: “Not Stated” should read “3”	Approved
LCOB	Change of a Major Degree: M.S. in Accountancy – Delete ACC 648 as a required course	Approved
LCOB	Change of a Major Degree: M.S. in Accountancy – Students may take one of three courses as an elective (MGT 674, MGT 680, MKT 682)	Approved
LCOB	Change of Catalog Description: M.S. in Accountancy	Approved
COS	Graduate Course Change: GLY 551	Approved
COS	Delete: GLY 551L – Principles of Geomorphology Laboratory	Approved
COS	Graduate Course Change: GLY 556	Approved
COS	Delete: GLY 556L – Environmental Geology Laboratory	Approved
COS	Graduate Course Change: GLY 557	Approved
GSEPD	Change of Area of Emphasis in an Existing Major: Mental Health Counseling; Department: “Education” modified to “Counseling”	Approved
COEHS/ GSEPD	Deletion of Area of Emphasis in an Existing Major: Literacy, Language & Learning	Approved
COEHS/ GSEPD	Change Certificate to End New Admissions: Reading Specialist Certificate	Approved
COHP	Add: HS 630 – Seminar in Athletic Training	Approved
COHP	Add: HS 625 – Evidence Based Practice in Therapeutic Electrophysical Agents	Approved
COHP *	Intent to Plan: M.S. in Athletic Training	Postponed

* COHP – changes approved; motion to remove the Intent to Plan from the original amendment approved – approved; course changes approved, Intent to Plan will be discussed at the next meeting, documentation will be distributed prior to the next meeting.

Curriculum business continued in a discussion regarding the approval process and the procedures for communicating results for all changes

Academic Planning, Standards, & Policies Committee Business: Trzyna reported no new business at this time.

Credentialing Committee Business: Gruetter advised members of five reviews this year: COEHS, GSEPD, COFA, DCHP, and COLA.

Program Review & Assessment Committee Business: Securro will notify members of their program review assignments.

Miscellaneous Business of the Council: Christofero requested that last year's Graduate Assistant subcommittee reconvene and make recommendations to the Graduate Council.

Spindel stated the current practice for the calculation of undergraduate GPAs for admission to graduate school is an issue that Admissions has noted. The process is very time consuming since it includes all grades earned in the undergraduate work. Many other graduate programs at other institutions do not use the overall undergraduate GPA; rather they use the undergrad degree GPA from where the degree was earned. Currently, all transcripts must be submitted before any calculations are performed to make admissions decisions. Making the change will also make our own graduate school more competitive. Concerns were expressed regarding non-MU undergraduates' actual qualifications for admission and the potential for placing MU undergraduates at a disadvantage since all of their grades would be included. Members are urged to continue this discussion with their respective colleges and report back to the Graduate Council at the next meeting.

Mulder reintroduced a previous discussion regarding the Graduate Council taking a proactive stance regarding the need for additional resources for graduate education. Members are asked to discuss these concerns with their colleagues and identify unit/faculty needs.

Spindel distributed new Graduate College marketing materials.

Meeting adjourned at 2:50pm.

Submitted by Deanna Mader, Secretary September 29, 2010 and revised by Tracy Christofero October 1, 2010

Attachments:

1. Graduate Faculty Membership Approvals
2. Curriculum Change Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- October 29, 2010 – Huntington – John Spotts
- December 3, 2010 – South Charleston – Room 135
- January 28, 2011 – Huntington – John Spotts
- February 25, 2011 – South Charleston – Room 135
- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Room 135

ATTACHMENT 1

Graduate Faculty Membership Approvals

This file was last updated on :			9/20/2010	Term Starts	Term Expires
<i>List by last name first, all persons having any level of graduate faculty status.</i>	<i>College or School</i>	<i>Department or Division</i>	<i>Graduate Faculty Level</i>	<i>Month Year</i>	<i>Month Year</i>
Hall, Steven	COFA	Music	Associate	September 2010	September 2013
Perkins, Caroline	COLA	Classics	Graduate	September 2010	September 2015
Behrman, Robert	COLA	Political Science	Graduate	September 2010	September 2015
Brammer, Cam	COLA	Communication Studies	Graduate	September 2010	September 2015
Burbery, Timothy	COLA	English	Graduate	September 2010	September 2015
Burgueno, Maria Cristina	COLA	Modern Languages	Graduate	September 2010	September 2015
Carey, Allison	COLA	English	Graduate	September 2010	September 2015
Dameron, Samuel L.	COLA	Criminal Justice	Associate	September 2010	September 2013
Deal, Robert	COLA	History	Graduate	September 2010	September 2015
Gilpin, Susan	COLA	Communication Studies	Graduate	September 2010	September 2015
Goudy, Tony	COLA	Psychology	Associate	September 2010	September 2013
Green, Christopher	COLA	English	Graduate	September 2010	September 2015
Huhn, Christine	COLA	Modern Languages	Associate	September 2010	September 2013
Kirkwood, Roxanne (Aftanas)	COLA	English	Graduate	October 2010	October 2015
Lassiter, Luke Eric	COLA	Grad. Humanities	Graduate	October 2010	October 2015
O'Keefe, Stephen	COLA	Psychology	Graduate	September 2010	September 2015
Prejean, Kelli (Grady)	COLA	English	Graduate	October 2010	October 2015
inger, Arthur	COLA	English	Graduate	September 2010	September 2015
sullivan, Donna	COLA	Sociology	Graduate	October 2010	October 2015
Tabyshalaieva, Anara	COLA	History	Graduate	September 2010	September 2015
White, Benjamin	COLA	English	Graduate	September 2010	September 2015
Zhao, Jun	COLA	English	Graduate	September 2010	September 2015
Constantz, George D.	COS	Biological Sciences	Associate	September 2010	September 2013
Takahashi, Mizuki	COS	Biological Sciences	Associate	September 2010	September 2013
Hubbard, John L.	COS	Chemistry	Graduate	September 2010	September 2015
Farmer, James R.	COS	Integrated Science & Tech.	Graduate	September 2010	September 2015
Adkins, Laura	COS	Mathematics	Graduate	September 2010	September 2015
Cottle, Amy	GSEPD	Elementary/Secondary Ed.	Associate	September 2010	September 2013
Kolsun, Cynthia	GSEPD	Leadership Studies	Graduate	September 2010	September 2015
DELETE					
Stange, Terrence	GSEPD	Reading	Graduate	October 2006	December 2010
Meyer, Calvin	GSEPD	Elementary/Secondary Ed.	Doctoral	January 2009	January 2014
Schimmel, Christine	GSEPD	Counseling	Associate	September 2007	September 2010
Fish, Margaret	COLA	Psychology	Doctoral	March 2005	March 2010
Baker, Elaine	COLA	Psychology	Graduate	October 2005	October 2010
Edmunds, Robert	COLA	Communication Studies	Associate	August 2007	August 2010
Ermolaeva, Elena	COLA	Sociology	Graduate	October 2005	October 2010
INSTRUCTORS					
Hartstein, Arnold	COLA	Humanities	Instructor	September 2010	September 2012
yton, Billy Joe	COLA	Humanities	Instructor	September 2010	September 2012
.rris, Anna	COLA	English	Instructor	September 2010	September 2012

ATTACHMENT 2 Graduate Curriculum Change Approvals

LEWIS COLLEGE OF BUSINESS

- **Request for Course Addition**

Department: Accountancy & Legal Environment

Course Number & Title: ACC 544 Consulting for CPAs

Catalog Description: To acclimate students to the consulting work environment; emphasis on collecting relevant information to provide Comprehensive solutions. To provide concrete examples of this process. The course will focus on estate tax calculations, and planning; retirement and investment planning

Prerequisite: Permission of instructor

First Term Offered: Not stated

Credit Hours: 3

- **Request for Course Addition**

Department: Accountancy & Legal Environment

Course Number & Title: ACC 698 Ethics and Professional Development in Accounting

Catalog Description: This course examines ethical issues facing professional accountants.

Professional codes of conduct and corporate governance mechanisms will be applied to manage ethical situations.

Prerequisite: Admission to MS program or approval of MS Director

First Term Offered: Spring 2011

Credit Hours: Not stated **Amended to 3 Hours**

- **Change of a Major Degree**

WITHDRAWN by LCOB prior to GC mtg

Major: Master of Business Administration – Accounting Concentration

Department: Accountancy & Legal Environment

Effective Date: Fall 2010

Curriculum Changes

Delete ACC 648 (Tax Research) as a required course.

Add ACC 617 (Advanced Controllershship) as a required course.

Changes Rationale: ACC 618, Accounting Research, utilizes *RIA Checkpoint* to research and resolve professional accounting issues. This course now covers taxation in addition to accounting and auditing. ACC 648, Tax Research, has become redundant and is no longer being offered. ACC 617, Advanced Controllershship, is recommended by the Accounting Advisory Board and will be added as a required course.

Change of Credit Hours: NA

Catalog Description (See next 3 items)

- **Change of a Major Degree**

Major: Master of Science in Accountancy

Department: Accountancy & Legal Environment

Effective Date: Fall 2010

Curriculum Changes

Delete ACC 648 (Tax Research) as a required course.

Add accounting elective (new total of three electives) (*see next item*)

Rationale: ACC 618, Accounting Research, utilizes *RIA Checkpoint* to research and resolve professional accounting issues. This course now covers taxation in addition to

accounting and auditing. ACC 648, Tax Research, has become redundant and is no longer being offered.

An accounting elective is being substituted in place of ACC 648.

Change of Credit Hours: NA

Catalog Description (See next 2 items)

- **Change of a Major Degree**

Major: Master of Science in Accountancy

Department: Accountancy & Legal Environment

Effective Date: Fall 2010

Curriculum Changes

Students may take one of the following courses as an elective:

MGT 674 Production/Operations Management

MGT 680 Entrepreneurship

MKT 682 Advanced Marketing Management

Rationale: A broader set of electives will allow students to customize their program to better suit their educational and professional goals.

Change of Credit Hours: NA

Catalog Description (See next item)

- **Change of Catalog Descriptions** (for two Major Degrees – see previous 3 items)

ACCOUNTING, M.S.

Program Description

The Master of Science in Accountancy emphasizes skills necessary to succeed in the profession of public accounting. The program requires 30 semester hours of study.

Admission Requirements

Applicants should follow the admissions process described in the Graduate Catalog, or at the Graduate Admissions Web site: www.marshall.edu/graduate/admissionsrequirements.asp.

Applicants must also:

- have an undergraduate degree in accounting from an AACSB accredited institution;
- have an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work;
- have completed the following accounting foundations courses or equivalents, each with a grade of C or better:
 - ACC 311 Intermediate Accounting I
 - ACC 312 Intermediate Accounting II
 - ACC 318 Cost Accounting
 - ACC 341 Accounting Information Systems
 - ACC 348 Federal Taxation
 - ACC 429 AuditingOR
- All other applicants may be admitted if they score 500 or better on the Graduate Management Admission Test (GMAT) or if they have an index of at least 1,100 computed by multiplying the undergraduate grade point average by 200 and adding the GMAT score. The minimum acceptable GMAT score is 400.

Program Requirements:

The following courses must be completed:

Functional Studies

<i>Course Number</i>	<i>Course Title</i>	<i>Hours</i>
ACC 615	Audit Theory and Practice	3
ACC 617	Advanced Controllorship	3
ACC 618	Accounting Research	3
ACC 698	Professional Development and Ethics in Accounting	3
LE 691	Government and Business Relationships	3
MKT 686	IMC for Professional Services	3
MGT 692	Ethics and Global Aspects of Business	3

Accounting electives (any three courses)

ACC 544	Consulting for CPAs	9
ACC 580-583	Special Topics	
ACC 614	Theory of Accounting	
ACC 616	Advanced Income Tax Procedure	
ACC 650	Special Topics	
ACC 660	Independent Study	

One of the following courses may be substituted for one accounting elective:

MKT 682	Advanced Marketing Management
MGT 674	Production/Operations Management
MGT 680	Entrepreneurship

In addition, students with an undergraduate degree other than business must complete a program of study, approved by the Director of the MS program, of business subjects to qualify the student to sit for the Uniform CPA Examination and to become licensed as a CPA.

COLLEGE OF SCIENCE

- Request for Graduate Course Change**

Department: Geology

Course Number & Title: GLY 551 Principles of Geomorphology

Change in Content: Yes

From: Lecture only format

To: Combined Lecture / Lab format

Rationale: The material in GLY 551 (3-hour lecture) and GLY 551L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will combine the two courses as a 4-hour course under the number GLY 551. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course deletion form has been submitted for GLY 551).

Change in Credit Hours: Yes

From: 3 credits

To: 4 credits

Rationale: Increase in credit hours reflects the additional material previously taught as GLY 551L

Course to be Deleted: Yes. GLY 551L (See next item)

Change in Catalog Description: Yes

From: Principles of identification and analysis of the world's superficial features in terms of stratigraphy, structure, processes, tectonics, and time. 3 lec. (REC: GLY 200, 210L or equivalent.)

To: Identification and analysis of the earth's surficial features in terms of stratigraphy, structure, processes, tectonics, and time. 3 lec-2 lab. (~~PR: GLY 110 or 200, GLY 210L or equivalent.~~)

Rationale: Consistent with previous change made for GLY 451

First Term Offered: Not stated

- **Request for Course Deletion**

Department: Geology

Course Number & Title: GLY 551L Principles of Geomorphology Laboratory

Rationale: The material in GLY 551 (3-hour lecture) and GLY 551L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will eliminate GLY 551L as an independent course and combine it with GLY 551. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course modification form has been submitted for GLY 551).

Final Term Offered: Spring 2011

Credit Hours: 1

- **Request for Graduate Course Change**

Department: Geology

Course Number & Title: GLY 556 Environmental Geology

Change in Content: Yes

From: Lecture only format

To: Combined Lecture / Lab format

Rationale: The material in GLY 556 (3-hour lecture) and GLY 556L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will combine the two courses as a 4-hour course under the number GLY 556. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course deletion form has been submitted for GLY 556L).

Change in Credit Hours: Yes

From: 3 credits

To: 4 credits

Rationale: Increase in credit hours reflects the additional material previously taught as GLY 556L

Course to be Deleted: Yes. GLY 556L (See next item)

Change in Catalog Description: Yes

From: The interactions of man and the Earth, dealing with natural resources, natural hazards, cultural and urban geology and future planning. (PR: GLY 200, 210L).

To: Consideration of risks posed by natural geo-hazards and from physical / chemical contamination of geologic media. (PR: GLY 200, GLY 210L or equivalent; REC: GLY 451).

Rationale: Consistent with previous change made for GLY 456.

First Term Offered: Not stated

- **Request for Course Deletion**

Department: Geology

Course Number & Title: GLY 556L Environmental Geology Laboratory

Rationale: The material in GLY 556 (3-hour lecture) and GLY 556L (1-hour lab) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will eliminate GLY 556L as an independent course and combine it with GLY 556. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently. (An accompanying course modification form has been submitted for GLY 556).

Final Term Offered: Spring 2011

Credit Hours: 1

- **Request for Graduate Course Change**

Department: Geology

Course Number & Title: GLY 557

Change in Content: Yes

From: Lecture-only format

To: Combined lecture/lab format

Rationale: The material in GLY 557 (3-hour lecture) and the 1-hour companion laboratory (taught twice previously as GLY 580: Special Topics) is best taught as an integrated lab and lecture (4-hour whole). Therefore, the requested change will combine the two courses as a 4-hour course under the number GLY 557. Students in these courses will not be affected in a significant way, as the vast majority of them take both lab and lecture concurrently.

Change in Credit Hours: Yes

From: 3 credits

To: 4 credits

Rationale: Increase in credit hours reflects the additional material previously taught as GLY 580.

Course to be Deleted: No.

Change in Catalog Description: Yes

From: Geological principles and methods to solve geotechnical engineering problems. (PR: GLY 200, 210L, 451, 451L or by permission of instructor.)

To: Consideration of geotechnical problems faced by geologists and engineers. Major topics include mechanics and classification of soil and rock, and geotechnical aspects of groundwater. (PR: GLY 200, 210L, MTH 132). RF

Rationale: Consistent with previous change made for GLY 457.

First Term Offered: Not stated.

COLLEGE OF LIBERAL ARTS

- **Request for Addition of an Area of Emphasis within an Existing Major –
WITHDRAWN, Will be resubmitted**

Department: English

Major: English

Area of Emphasis: Master of Arts with Emphasis in TESOL

Rationale: To produce competent MA students who are well trained in TESOL to:

1. teach English as a second or foreign language, domestic or international;
2. make informed pedagogical decisions to adapt their teaching to the local context, using theories of applied linguistics;
3. understand the role of empirical studies in TESOL;
4. acquire essential knowledge for future study at the doctoral level.

Effective Date: Fall 2010

Curriculum:

Curriculum: (number of Hours and Courses; Indicate Required/Optional)

For Non-thesis option students:

Number of credit hours: 36

Required 3-credit hour courses:

Eng 475/575	Introduction to Linguistics
Eng 478/578	Introduction to Sociolinguistics
Eng 576	Modern Grammar
Eng 615	Teaching English and Applied Linguistics
Eng 622	Language Development
Eng 627	Text Analysis
Eng 633	Research Methods and Applied Linguistics
Eng 638	Language and Context
Eng 508	Advanced Expository Writing
Eng 560	Composition Theory I
Eng 640	Composition Pedagogy
Eng 647	Teaching English in the Two-Year College

For Thesis-option students:

Number of credit hours: 33

Required 3-credit hour courses:

Eng 475/575	Introduction to Linguistics
Eng 478/578	Introduction to Sociolinguistics
Eng 576	Modern Grammar
Eng 615	Teaching English and Applied Linguistics
Eng 622	Language Development
Eng 627	Text Analysis
Eng 633	Research Methods and Applied Linguistics
Eng 638	Language and Context
Eng 640	Composition Pedagogy
Eng 681	Thesis

This program is proposed to take over the TEFL program from ATE, therefore, there is no duplication issue.

GRADUATE SCHOOL OF EDUCATION AND PROFESSIONAL DEVELOPMENT

- **Request for Change of an Area of Emphasis within an Existing Major**

Department: Education

Major: Counseling

Area of Emphasis: Mental Health Counseling

Rationale: Mental Health counseling is an area of emphasis in the counseling program. CACREP (Council for Accreditation of Counseling and Related Educational Programs) the national accrediting organization for counseling program, has changed the name of the Mental Health counseling area to Clinical Mental Health Counseling.. To be consistent with the national accrediting organization, the counseling program would like to change the name of our Mental Health counseling area of emphasis to Clinical Mental Health counseling.

Effective Date: Fall 20__ ?

*Current Catalog Description:***Page 97 to 98****Core Curriculum**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis-specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 39 semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations 3

COUN 600 Professional Orientation 3

COUN 602 Human Development & Psychopathology 3

EDF 621 Research Writing 3

Phase II

COUN 603 Counseling Theories 3

COUN 604 Group Counseling 3

COUN 605 Theory & Practice of Human Appraisal 3

COUN 607 Counseling Techniques & Human Appraisal 3

Phase III

COUN 606 Career & Lifestyle Development 3

COUN 608 Practicum 3

Phase IV

Internship

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

*98 Degree Programs Marshall University***Areas of Emphasis****Mental Health Counseling**

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology	3
COUN 555 Crisis Intervention and Conflict Resolution	3
COUN 601 Counselors in Consulting and Community Roles	3
COUN 630 Introduction to Mental Health Counseling	3
COUN 631 Diagnosis and Treatment Planning	3
COUN 691 Internship: Mental Health Counseling	9
Advisor-Approved Electives	6
Emphasis total	30
Total credit hours (including core)	60

*Edits to Course Catalog Description:***Page 97-98****Core Curriculum**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: ~~mental health counseling~~ clinical mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis-specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 39 semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations 3
 COUN 600 Professional Orientation 3
 COUN 602 Human Development & Psychopathology 3
 EDF 621 Research Writing 3

Phase II

COUN 603 Counseling Theories 3
 COUN 604 Group Counseling 3
 COUN 605 Theory & Practice of Human Appraisal 3
 COUN 607 Counseling Techniques & Human Appraisal 3

Phase III

COUN 606 Career & Lifestyle Development 3
 COUN 608 Practicum 3

*Phase IV***Internship**

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

*98 Degree Programs Marshall University***Areas of Emphasis**~~Mental Health Counseling~~ Clinical Mental Health Counseling

In addition to the core courses, students specializing in ~~Mental Health Counseling~~ Clinical Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology	3
COUN 555 Crisis Intervention and Conflict Resolution	3
COUN 601 Counselors in Consulting and Community Roles	3
COUN 630 Introduction to Mental Health Counseling	3
COUN 631 Diagnosis and Treatment Planning	3
COUN 691 Internship: Mental Health Counseling	9
Advisor-Approved Electives	6
Emphasis total	30
Total credit hours (including core)	60

*Proposed New (Clean) Catalog Description:***Page 97-98****Core Curriculum**

The Master of Arts degree in Counseling is a 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: clinical mental health counseling; correctional counseling; marriage, couple & family counseling; and school counseling emphases. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis-specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 39 semester hours of core courses are required of all students:

Phase I

COUN 574 Social & Cultural Foundations 3

COUN 600 Professional Orientation 3

COUN 602 Human Development & Psychopathology 3

EDF 621 Research Writing 3

Phase II

COUN 603 Counseling Theories 3

COUN 604 Group Counseling 3

COUN 605 Theory & Practice of Human Appraisal 3

COUN 607 Counseling Techniques & Human Appraisal 3

Phase III

COUN 606 Career & Lifestyle Development 3

COUN 608 Practicum 3

Phase IV

Internship

*All emphases (60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

*98 Degree Programs Marshall University***Areas of Emphasis****Clinical Mental Health Counseling**

In addition to the core courses, students specializing in Clinical Mental Health Counseling must complete the following emphasis courses:

PSY 508 Abnormal Psychology	3
COUN 555 Crisis Intervention and Conflict Resolution	3
COUN 601 Counselors in Consulting and Community Roles	3
COUN 630 Introduction to Mental Health Counseling	3
COUN 631 Diagnosis and Treatment Planning	3
COUN 691 Internship: Mental Health Counseling	9
Advisor-Approved Electives	6
Emphasis total	30
Total credit hours (including core)	60

- Request for Deletion of an Area of Emphasis within an Existing Major**

College: COEHS / GSEPD

Department: School of Education / Elementary & Secondary Education

Major: Elementary MA and Secondary MA

Area of Emphasis: Literacy, Language & Learning

Rationale: Most students who initially select the Literacy, Language and Learning Area of

Emphasis end up switching out of it to pursue a MA degree in Reading; therefore, there is no need to continue to offer it. Most of the required courses are offered as part of the Reading program. Students are frequently assigned a Reading program advisor. And, if students want to switch programs, they must submit another application for admission along with the additional application fee.

Effective Date: Fall 2010

Current Catalog Description:

Based on the Online Graduate Catalog, Spring 2010

B. M.A. IN ELEMENTARY EDUCATION

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. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616;
CIEC 530 or 534 or 600 or 660; EDF 612 or CI 609 or CI 501;
CI 623 or 624 or approved methods course 15
Area of Emphasis 18
Capstone Experience 6

TOTAL 39

Areas of Emphasis include (descriptions in Section F):

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

F. 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.

4) Instructional Processes and Strategies:

EDF 610, CI 623, CI 624, CIEC 530 or 534, CI 539, CI 551, CI 657, and CI 671.

TOTAL 24 hrs.

5) Literacy, Language, and Learning: This combines theory, research, and practical applications in the areas of speaking, listening, writing, and reading. It is designed to help teachers explore literacy within an interactive and student-centered framework.

CIRG 615, CI 551, CI 539, CI 636, one additional reading course with advisor approval, two electives with advisor approval.

TOTAL 21 hrs.

6) *+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, CIME 556, CIME 650, CIME 657, CIME 658, CIEC 600, CIME 670, and CIME 675 or CIME 677

TOTAL 24 hrs.

Edits to Current Catalog Description:

Based on the Online Graduate Catalog, Spring 2010

pp. 105-106**B. M.A. IN ELEMENTARY EDUCATION**

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. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616;

CIEC 530 or 534 or 600 or 660; EDF 612 or CI 609 or CI 501;

CI 623 or 624 or approved methods course 15

Area of Emphasis 18

Capstone Experience 6

TOTAL 39

Areas of Emphasis include (descriptions in Section F):

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

pp. 107-108**F. 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.

4) Instructional Processes and Strategies:

EDF 610, CI 623, CI 624, CIEC 530 or 534, CI 539, CI 551, CI 657, and CI 671.

TOTAL 24 hrs.

~~5) Literary, Language, and Learning: This combines theory, research, and practical applications in the areas of speaking, listening, writing, and reading. It is designed to help teachers explore literacy within an interactive and student-centered framework.~~

~~CIRG 615, CI 551, CI 539, CI 636, one additional reading course with advisor approval, two electives with advisor approval.~~

TOTAL ~~21 hrs.~~

6) ~~*)~~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, CIME 556, CIME 650, CIME 657, CIME 658, CIEC 600, CIME 670, and CIME 675 or CIME 677

TOTAL 24 hrs.

Proposed New (Clean) Catalog Description:

Based on the Online Graduate Catalog, Spring 2010

pp. 105-106**B. M.A. IN ELEMENTARY EDUCATION**

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. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616;

CIEC 530 or 534 or 600 or 660; EDF 612 or CI 609 or CI 501;

CI 623 or 624 or approved methods course 15

Area of Emphasis 18

Capstone Experience 6

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1. Early Childhood Education
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5. Math through Algebra I
6. Middle Childhood Education
7. School Library Media
8. Teaching English as a Second Language (ESL)
9. Individualized Plan of Study

pp. 107-108**F. 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.

4) Instructional Processes and Strategies:

EDF 610, CI 623, CI 624, CIEC 530 or 534, CI 539, CI 551, CI 657, and CI 671.

TOTAL 24 hrs.

5) *+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, CIME 556, CIME 650, CIME 657, CIME 658, CIEC 600, CIME 670, and CIME 675 or CIME 677

TOTAL 24 hrs.

- **Request to Change Certificate to End New Admissions**

Department: Literacy Education Program

Certificate Title: Reading Specialist Certificate

Rationale: The International Reading Association, in conjunction with NCATE, is in the process of adjusting its credit requirements and standards for the Reading Specialist. Until the program has a chance to consider how to revamp the Reading Specialist Certificate to comply with IRA/NCATE requirements or to entirely eliminate the program, we would like to suspend admission to the program. There have been no new admits to this program since January 2010. The program has limited enrollment and any students already admitted will in no way be affected by this decision. All courses in this program will continue to be offered on a regular basis.

Effective Date: Spring 2011

Current Catalog Description:

5. Reading Specialist Certificate:

Admission Requirements

A relevant master's degree, as determined by the Reading Program, from a regionally accredited college or university is needed for admission to the program, as well as a valid teaching license.

Program of Studies

Foundation: CIRG 622, CIRG 636, CIRG 644, CIRG 637, CIRG 615

Advanced: CIRG 623, CIRG 643, CIRG 654

TOTAL.....24 hours

Edits to Current Catalog Description:

5. Reading Specialist Certificate:

Admission Requirements

~~A relevant master's degree, as determined by the Reading Program, from a regionally accredited college or university is needed for admission to the program, as well as a valid teaching license.~~

Program of Studies

~~Foundation: CIRG 622, CIRG 636, CIRG 644, CIRG 637, CIRG 615~~

~~Advanced: CIRG 623, CIRG 643, CIRG 654~~

~~TOTAL.....24 hours~~

Proposed New (Clean) Catalog Description:

Reading Specialist Certificate:

Admission to this program is suspended.

COLLEGE OF EDUCATION AND HUMAN SERVICES

- **Request for Course Addition**

Department: School of Kinesiology

Course Number & Title: HS 630 Seminar in Athletic Training

Catalog Description: A course designed to emphasize the use of scientific literature to enhance the knowledge base of certified athletic trainers.

Prerequisite: None noted

First Term Offered: Fall 2010

Credit Hours: 3

- **Request for Course Addition**

Department: School of Kinesiology

Course Number & Title: HS 625 Evidence Based Practice in Therapeutic Electrophysical Agents

Catalog Description: An in-depth understanding of therapeutic modalities with an emphasis on evidenced based literature.

Prerequisite: None noted

First Term Offered: Spring 2011

Credit Hours: 3

COLLEGE OF HEALTH PROFESSIONS

- **Intent to Plan**

Department: School of Kinesiology

Major: Master's of Science in Athletic Training

Course Number & Title: HS 625 Evidence Based Practice in Therapeutic Electrophysical Agents

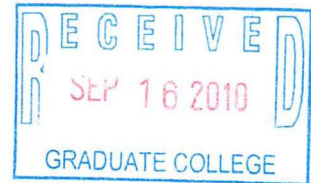
Catalog Description: An in-depth understanding of therapeutic modalities with an emphasis on evidenced based literature.

Prerequisite: None noted

First Term Offered: Spring 2011

Credit Hours: 3

(See Attached PDF)



Graduate Council

MEMORANDUM

To: President Stephen J. Kopp

From: Tracy Christofero – Chair, Graduate Council *TC*

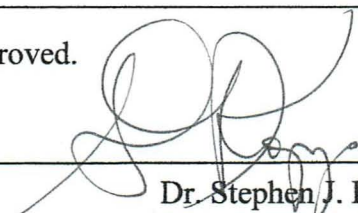
Date: September 2, 2010

Subject: **Approval of Graduate Council Minutes: August 27, 2010**

Minutes of the August Graduate Council meeting are attached for your review. Approval of these minutes will also serve as approval of curricular motions and graduate faculty status.

I look forward to working with you this year.

Minutes approved.



Dr. Stephen J. Kopp
President, Marshall University

9/13/10

Date

Note to President's secretary:

Please return the signed original to Tracy Christofero with copies to:

Dr. Tracy Christofero, MUGC 328, South Charleston Campus
Dr. Donna Spindel, Dean, Graduate College, Old Main, Huntington campus
Dr. Deanna Mader, Secretary, Graduate Council, CH 414, Huntington campus
Ms. Barbara Hicks, Office of Academic Affairs, Old Main, Huntington campus
Ms. Jennifer Lauhon, Office of Academic Affairs, Old Main, Huntington campus
Ms. Crystal Stewart, Distributed Education, CB 219, Huntington campus

MARSHALL UNIVERSITY GRADUATE COUNCIL MINUTES
August 27, 2010

John Spotts Room, Huntington Campus

Members Present: Christofero, Trzyna, Mader, Swindell, Brammer, Stroebel, Heaton, Securro, Watts, Sottile, Gruetter, Mulder, McComas, Edington, Krieg, Zanter, Midkiff

Members Absent: N/A

Ex-Officio Members Present: Spindel

Ex-Officio Members Absent: Ormiston and Maher

Guest: Frances Hensley

Christofero convened the meeting at 1:00 pm.

Welcome, Introductions, Announcements: Christofero welcomed members to another academic year and asked each person to introduce themselves. Christofero explained the purpose and responsibilities of Graduate Council. Members were asked to note the future meeting dates. Meetings will begin promptly at 1:00 pm and end no later than 3:00 pm.

Minutes Approved: Minutes for the April 23, 2010 meeting were approved as distributed.

Graduate Faculty Status: Graduate Faculty List (Attachment 1) was approved.

Committee Assignments and Functions: Christofero distributed the committee assignments and bylaws. Some continuing members were assigned to the same committees on which they served last year in order to ensure knowledge transfer. Other considerations for committee assignments included the length of time already served (no more than two years) and campus location. Christofero walked through the descriptions, charges, and potential new business for each of the committees. Christofero requested that a chair be elected for each committee. The following standing committee chairs were selected:

- Academic Planning, Standards & Policies – Trzyna
- Credentialing – Gruetter
- Curriculum – Mulder
- Program Review & Assessment - Securro

Miscellaneous Business of the Council: Spindel volunteered to assist in updating the Graduate Council Web site.

Spindel advised that September 7th is the deadline for submitting Graduate Catalog changes. Given time constraints, the following request regarding readmission time requirements was reviewed by the Council. After "...the most recent year", insert "*which is the seventh year*" to clarify that the most recent year is the 7th vs. the 8th year.

Motion to approve change was approved.

Spindel informed the Council that the GRE will have a different score scale to report both Verbal and Quantitative Reasoning measures beginning in 2011. ETS believes the new score scale will better distinguish student performance. Spindel recommended that programs go to the ETS Web site and determine what their new score scale will be and then update the catalog to reflect both the old and the new scores because old scores are valid for 5 years.

Meeting adjourned at 2:10 pm.

Submitted by Deanna Mader, Secretary and revised by Tracy Christofero
September 3, 2010

Attachment:

1. Graduate Faculty Membership Approvals

Future Graduate Council Meetings for 2010-2011 Academic Year:

- September 24, 2010 – South Charleston – Room 137
- October 29, 2010 – Huntington – John Spotts
- December 3, 2010 – South Charleston – Room 135
- January 28, 2011 – Huntington – John Spotts
- February 25, 2011 – South Charleston – Room 135
- March 18, 2011 – Huntington – John Spotts
- April 22, 2011 – South Charleston – Room 135

ATTACHMENT 1
Graduate Faculty Membership
Approvals

This file was last updated on :				8/27/2010	Term Starts	Term Expires
<i>List below the names of all persons having any level of graduate faculty status. (Last name first)</i>	College or School	Department or Division	Graduate Faculty Level	Month Year	Month Year	
Schulenberg, Shawn	COLA	Political Science	Graduate	August 2010	August 2015	
Djietror, Godwin	COLA	Geography	Graduate	August 2010	July 2015	
Delidow, Beverly	SOM	Biochem. & Microbiology	Graduate	August 2010	August 2012	
Egleton, Richard	SOM	Pharmacology/Physiology & Toxicology	Doctoral	October 2010	October 2013	
Sollars, Vincent	SOM	Biochemistry & Microbiology	Doctoral	October 2010	October 2013	
Wang, Ruuu-Tong	SOM	Anatomy & Pathology	Instructor	40330	41061	
Cathcart, Kerrie	SOM	Forensic Science	Associate	June 2010	June 2013	
Chiles, Chris	SOM	Forensic Science	Associate	June 2010	June 2013	
Chute, Jason	SOM	Forensic Science	Associate	Jun 2010	June 2013	
Williamson, Misty	SOM	Forensic Science	Associate	June 2010	June 2013	
Valluri, Jagan V.	COS	Biological Sciences	Doctoral	July 2010	July 2015	
Appleton, Rebecca	COHP	Nursing	Graduate	June 2010	June 2015	
Alves, Julio	COFA	Music	Associate	August 2010	August 2013	
Cook, Miyuki	COFA	Art	Graduate	August 2010	August 2013	
Kaufmann, Daniel	COFA	Art	Graduate	August 2010	August 2013	
Larsen, Natalie	COFA	Art	Graduate	August 2010	August 2013	
Burck, Andrew	GSEPD	Counseling	Graduate	August 2010	August 2015	
Ellison, Lori	GSEPD	Counseling	Graduate	August 2010	August 2015	
Heaton, Lisa	GSEPD	Elementary/Secondary Ed.	Doctoral	August 2010	August 2015	
Lassiter, Eric	GSEPD	Curriculum and Instruction	Doctoral	August 2010	August 2015	
Lee-Farmer, Jeanette	GSEPD	Special Education	Graduate	August 2010	August 2015	
Meisel, Edna	GSEPD	Elem.-Sec. Ed.	Graduate	August 2010	August 2015	
Myers, Patricia	GSEPD	Special Education	Associate	August 2010	August 2015	
Watts, Louis	GSEPD	Leadership Studies	Doctoral	August 2010	August 2015	
Delete						
Stange, Terrence	GSEPD	Reading	Graduate	October 2006	December 2010	
Delete from SOM listing						
Miller, Montserrat	COLA	History	Graduate	September 2009	Sept. 2014	

GRADUATE COUNCIL**Updated August 23, 2010****2010-2011**

Telephone	Name	Department/College	Term Expires
CHAIR			
6-2078	Christofero, Tracy	Technology Management / CITE	2014
VICE-CHAIR			
6-6791	Trzyna, Wendy	Biological Science / COS	2012
SECRETARY			
6-2687	Mader, Deanna	Management & Marketing / LCOB	2012
MEMBERS			
6-2810	Brammer, Cam	Faculty Senate President	2012
6-8902	Edington, Lynne	Library / MUGC	2014
6-7316	Gruetter, Carl	Pharmacology / SOM	2012
6-2026	Heaton, Lisa	At-Large / MUGC	2012
6-2067	Krieg, Fred	At-Large / MUGC	2014
6-2983	McComas, Karen	Communications Disorders / COHP	2012
6-2370	Midkiff, Glen	Graduate Student Council Rep	2011
6-2770	Mulder, Pamela	Psychology / COLA	2014
6-8948	Securro, Sam	At-Large / MUGC	2012
6-2870	Sottile, James	COEHS	2014
6-2032	Stroebel, Sandra	Faculty Senate Liason	2012
6-2729	Swindell, Chris	Journalism / SOJMC	2012
6-1933	Watts, Louis	At-Large / MUGC	2014
6-2482	Zanter, Mark	Music /COFA	2014

EX-OFFICIO, NON-VOTING MEMBERS

6-2818	Spindel, Donna	Graduate School Dean
6-3716	Ormiston, Gayle	Sr. VP for Academic Affairs
6-4748	Maher, John	VP Research