

Chair: Tracy Christofero

GC#1: Area of Emphasis

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

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

College: COEPD

Dept/Division: Adult and Continuing Education (ACE)

Contact Person: Dr. Feon Smith-Branch, Associate Professor and Prog. Coord.

Phone: (304) 696-2381

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Degree Program MS in Adult and Continuing Education

Area of Emphasis Adult Education and Evaluation

Effective Term/Year: Fall 20 ☐ Spring 21 ☒ Summer 21 ☐

Notifications

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

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

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

Dept. Chair/Division Head <u>Erin Webb-James</u>	Date <u>8-16-20</u>
Registrar <u>Sandra H. Smith</u>	Date <u>8/24/2020</u>
College Curriculum Chair <u>Erin Webb-James</u>	Date <u>8/25/2020</u>
College Dean _____	Date _____
Graduate Council Chair <u>Lee Smith</u>	Date <u>9/30/2020</u>
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 2

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

It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program. Some of the texts in the graduate catalog are worded incorrectly. All of the ATE program descriptors need to be changed to ACE. These changes were approved by Graduate Council in September 2016 and January 2017.

Two classes on the plan of study, ACE 600 and ACE 671, need to be switched between Core Courses and General Courses.

2. Please describe any changes in curriculum:

Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

All of the ATE program descriptors need to be changed to ACE. These changes were approved by Graduate Council in September 2016 and January 2017.

Two classes on the plan of study, ACE 600 and ACE 671, need to be switched between Core Courses and General Courses.

3. Additional Resource Requirements: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed

NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

4. NON-DUPLICATION:

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

NONE

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

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 3

5. Current Catalog Description

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

SEE ATTACHED SHEET FOR THE CURRENT GRADUATE CATALOG DESCRIPTION.

6. Edits to the Current Description

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

7. New Catalog Description

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

SEE ATTACHED SHEET FOR THE NEW GRADUATE CATALOG DESCRIPTION.

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

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

Department:

Area of Emphasis Title:

Credit Hours:

Type of Change Requested: *(addition, deletion, change)*

Term to Take Effect: *(Fall, Spring, Summer/Year)*

Rationale:

Department: Adult and Continuing Education (ACE)

Area of Emphasis Title: Adult Education and Evaluation

Credit Hours: 3

Type of Change Requested: Move ACE 600 Aspects of Training and Development from Core Courses to General Courses.

Term to Take Effect: Spring 2021

Rationale: It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program.

Department: Adult and Continuing Education (ACE)

Area of Emphasis Title: Adult Education and Evaluation

Credit Hours: 3

Type of Change Requested: Move ACE 671 Evaluation of Adult and Technical Instruction from General Courses to Core Courses.

Term to Take Effect: Spring 2021

Rationale: It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program and reflect what the program has been doing over the last four years.

All of the ATE program descriptors need to be ACE. These changes were approved by Graduate Council in September 2016 and January 2017.

College of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/coepd

ADULT AND CONTINUING EDUCATION, M.S.

Areas of Emphasis

Adult Education and Evaluation

Career and Technical Center Teaching

Program Description, M.S.

The online Master of Science degree program in Adult and Continuing Education (ACE) is a field-based program designed to serve adult learners who may be employed on a full-time basis. The comprehensive program is intended for individuals who serve in instructional, training, leadership, or professional roles in human services areas of business, industry, government, community agencies, health care, or education. Students will learn to teach adults by gaining classroom knowledge, experiencing work-based activities, and participating in projects intended to develop the competencies utilized by professionals in the areas of Adult Education and Evaluation, and Career and Technical Center Teaching.

The areas of emphasis in Adult and Continuing Education (ACE) allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through an online delivery system. The program offers two areas of emphasis; (1) Adult Education and Evaluation, and (2) Career and Technical Center Teaching. Students entering the program will build upon the academic background gained through their undergraduate education and professional employment. The program's coursework will provide the additional academic requirements, training, and leadership development necessary to complete a Master of Science degree. The student's plan of study will be created in consultation with his or her advisor, selecting an area of emphasis, and planning the program.

Adult Education and Evaluation Area of Emphasis

The Adult Education and Evaluation area of emphasis serves professionals who are looking to expand their knowledge in the field, further their careers, and interested in transitioning into teaching adults.

Adult Education and Evaluation serves individuals who work with adults in either instructional or administrative roles. Students are drawn from various areas, such as human resource services that include managers and training specialists; adult literacy and remedial education teachers; and instructors and professors who teach in classrooms at vocational schools, the college or university levels, or small groups of adults in a business setting. Other career areas may include students who work in government agencies and healthcare.

Admission Requirements, M.S. -- Area of Emphasis in Adult Education and Evaluation

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Adult Education and Evaluation area of emphasis:

- Students must apply online by completing and submitting the "Distance-Only" application and all required credentials and fees must be on file in the Office of Graduate Admissions before an application can be processed. Visit www.marshall.edu/admissions/apply for additional information.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.00 scale.

Program Requirements, M.S. -- Area of Emphasis in Adult Education and Evaluation

A total of 30 credit hours is required for program completion for the Adult Education and Evaluation area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (*B*). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Adult Education and Evaluation Area of Emphasis

Core Courses - Required (12 hours)

ACE	603	Introduction to Adult Education and Adult Learners
ACE	656	Instructional Planning for Adult Populations
ACE	671	Evaluation of Adult and Technical Education
LS	632	Human Relations in the Public Sector

General Courses (15 hours)

ACE	600	Aspects of Training and Development
ACE	618	Literature of Adult and Continuing Education
ACE	628	Adult Instruction: Environmental and Personal Aspects
ACE	677	Research Methodology and Design in Adult and Technical Education
ACE	689	Grant Proposal Writing

Capstone (3 hours)

ACE	685	Adult and Technical Education Capstone
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Total Adult Education and Evaluation Program Hours: 30

Career and Technical Center Teaching Area of Emphasis

The West Virginia Career and Technical Center Teaching certification program is restricted to currently employed teachers in a CTE Concentration/Endorsement program area in one of the comprehensive high schools, career tech centers, or multi-county centers.

Admission Requirements, M.S. – Area of Emphasis in Career and Technical Center Teaching

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Career and Technical Center Teaching area of emphasis:

- Students must apply online by completing and submitting the "Distance-Only" application, and all required credentials and fees must be on file in the Office of Graduate Admissions before the application can be processed. Visit www.marshall.edu/admissions/apply for additional information.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.0 scale.
- Candidates applying to the Career and Technical Center Teaching area of emphasis must be employed as a career and technical center teacher in the State of West Virginia.

Program Requirements, M.S. -- Area of Emphasis in Career and Technical Center Teaching

A total of 33 credit hours is required for program completion for the Career and Technical Center Teaching area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (B). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Career and Technical Center Teaching Area of Emphasis

Core Courses - Required (12 hours)

ACE	603	Introduction to Adult Education and Adult Learners
ACE	656	Instructional Planning for Adult Populations
ACE	671	Evaluation of Adult and Technical Education
LS	632	Human Relations in the Public Sector

West Virginia Licensure Courses (18 hours)

- ACE 508 Teaching Methods in Career and Technical Education
- ACE 511 Introduction to Career and Technical Education
- ACE 524 Safety in Career and Technical Education
- ACE 650 Career Education Curriculum Development
- ACE 673 Assessment in Adult and Technical Education

West Virginia Licensure Electives (choose one)

- ACE 548 Applications of Basic Skills in Career and Technical Education
- ACE 631 Survey Practicum Computer Applications
- ACE 637 Individual Computer Program Applications

Capstone (3 hours)

- ACE 685 Adult and Technical Education Capstone

Total Career and Technical Center Teaching Program Hours: 33

College of Education and Professional Development

Dr. Teresa Eagle, Dean
www.marshall.edu/coepd

ADULT AND CONTINUING EDUCATION, M.S.

Areas of Emphasis

Adult Education and Evaluation
Career and Technical Center Teaching
Training and Development

Program Description, M.S.

The online Master of Science degree program in Adult and Continuing Education (ACE) is a field-based program designed to serve adult learners who may be employed on a full-time basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional roles in human services areas of business, industry, government, community agencies, health care, or education. ~~The program is designed for learners who aspire to become training and development professionals in business, industry, or service organizations.~~ Students will learn to teach adults by gaining classroom knowledge, experiencing work-based activities, and participating in projects intended to develop the competencies utilized by professionals in the areas of Adult Education and Evaluation, Training and Development, and Career and Technical Center Teaching. ~~The areas of emphasis in Adult and Continuing Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a state-wide delivery system.~~

The areas of emphasis in Adult and Continuing Education (ACE) allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through an online delivery system. The program offers ~~three~~ two areas of emphasis; (1) Adult Education and Evaluation, and (2) Career and Technical Center Teaching, ~~and (3) Training and Development.~~ Students entering the program will build upon the academic background gained through their undergraduate education and professional employment. The program's coursework will provide the additional academic requirements, training, and leadership development necessary to complete a Master of Science degree. The student's plan of study will be created in consultation with his or her advisor, selecting an area of emphasis, and planning the program.

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Adult Education and Evaluation Area of Emphasis

The Adult Education and Evaluation area of emphasis serves professionals who are looking to expand their knowledge in the field, further their careers, and transition into teaching adults.

Adult Education and Evaluation serves individuals who work with adults in either instructional or administrative roles. Students are drawn from various areas, such as human resource services that include managers and training specialists; adult literacy and remedial education teachers; and instructors and professors who teach in classrooms at vocational schools, the college or university levels, or small groups of adults in a business setting. ~~Other career areas may include students who work in government agencies and health care hospitals, business or government, as well as those in various programs at the postsecondary or community college level.~~

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Admission Requirements, M.S. -- Area of Emphasis in Adult Education and Evaluation

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Adult Education and Evaluation area of emphasis ~~Adult and Continuing Education program:~~

- Students must apply online by completing and submitting the "Distance-Only" application and all required credentials and fees must be on file in the Office of Graduate Admissions before an application can be processed. Visit www.marshall.edu/admissions/apply for additional information. Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.00 scale. Admission to the Career and Technical Teaching emphasis requires that students be employed as a career and technical center teacher in West Virginia.

Program Requirements, M.S. -- Areas of Emphasis in Adult Education and Evaluation

A total of 30 credit hours is required for program completion for the Adult Education and Evaluation area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a

student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (*B*). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Adult Education and Evaluation Area of Emphasis

~~The Adult Education and Evaluation area of emphasis serves training and development professionals looking to expand knowledge and further careers, as well as professionals wanting to transition into teaching adults.~~

~~Adult Education serves persons who work with adults in either an instructional or an administrative role. Students are drawn from various areas such as the human services agencies, those with staff development, or in service responsibilities in~~

hospitals, business or government, as well as those in adult preparatory programs at the postsecondary or community college level.

Adult Education and Evaluation Area of Emphasis

Core Courses - Required (12 hours)

ATE	600	Aspects of Training and Development
ACFE	603	Introduction to Adult Education and Adult Learners
ACFE	656	Instructional Planning for Adult Populations
ACE	671	Evaluation of Adult and Technical Education
LS	632	Human Relations in the Public Sector

General Courses (15 hours)

ACE	600	Aspects of Training and Development
ACFE	618	Literature of Adult and Continuing Education
ACFE	628	Adult Instruction: Environmental and Personal Aspects
ATE	664	Practicum in Adult and Continuing Education
ATE	674	Evaluation of Adult and Technical Education
ACFE	677	Research Methodology and Design in Adult and Technical Education
ACFE	689	Grant Proposal Writing

Capstone (3 hours)

ACFE	685	Adult and Technical Education Capstone Portfolio
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Total Adult Education and Evaluation Program Hours: 30

Career and Technical Center Teaching Area of Emphasis

The West Virginia Career and Technical Center Teaching certification program is restricted to currently employed teachers in a CTE Concentration/Endorsement program area in one of the comprehensive high schools, career tech centers, or multi-county centers.

Admission Requirements, M.S. – Area of Emphasis in Career and Technical Center Teaching

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Career and Technical Center Teaching area of emphasis:

- Students must apply online by completing and submitting the "Distance-Only" application, and all required credentials and fees must be on file in the Office of Graduate Admissions before the application can be processed. Visit www.marshall.edu/admissions/apply for additional information.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.0 scale.
- Candidates applying to the Career and Technical Center Teaching area of emphasis must be employed as a career and technical center teacher in the State of West Virginia.

Program Requirements, M.S. -- Area of Emphasis in Career and Technical Center Teaching

A total of 330 credit hours is required for program completion for the Career and Technical Center Teaching area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (B). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Career and Technical Center Teaching Area of Emphasis

Core Courses - Required (12 hours)

ATE	600	Aspects of Training and Development
ACFE	603	Introduction to Adult Education and Adult Learners
ACFE	656	Instructional Planning for Adult Populations

ACE 671 Evaluation of Adult and Technical Education
LS 632 Human Relations in the Public Sector

West Virginia Licensure Courses (185 hours)

ACE 508 Teaching Methods in Career and Technical Education
ACE 511 Introduction to Career and Technical Education
ACE 524 Safety in Career and Technical Education
ACE 650 Career Education Curriculum Development
ATE 548 Applied Basic Skills in Career and Technical Education
ATE 631 Survey of Practical Computer Applications
ATE 637 Individual Computer Program Applications
ACE 673 Assessment in Adult and Technical Education

West Virginia Licensure Electives (choose one)

ACE 548 Applications of Basic Skills in Career and Technical Education
ACE 631 Survey Practicum Computer Applications
ACE 637 Individual Computer Program Applications

Capstone (3 hours)

ACE 685 Adult and Technical Education Capstone Portfolio

Total Career and Technical Center Teaching Program Hours: 330

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Program Requirements, M.S.—Area of Emphasis in Training and Development

Training and Development serves persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Students are drawn from various areas such as management, marketing, human resources, and safety, whose responsibilities may include instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

For further information on this Area of Emphasis, please call the Leadership Studies department at 304-746-2514.

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

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

College: COEPD

Dept/Division: Adult and Continuing Education (ACE)

Contact Person: Dr. Feon Smith-Branch, Associate Professor and Prog. Coord.

Phone: (304) 696-2381

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Degree Program MS in Adult and Continuing Education

Area of Emphasis Career and Technical Center Teaching

Effective Term/Year Fall 20 ☐ Spring 21 ☒ Summer 21 ☐

Notifications

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

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

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

Dept. Chair/Division Head <u>Frederick Webb-Den</u>	Date <u>8-16-20</u>
Registrar <u>Sonye K. King</u>	Date <u>8/26/2020</u>
College Curriculum Chair <u>Elvis Davis</u>	Date <u>8/25/2020</u>
College Dean _____	Date _____
Graduate Council Chair <u>Luis Suarez</u>	Date <u>9/30/2020</u>
Provost/VP Academic Affairs _____	Date _____
President _____	Date _____

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 2

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

It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program. Some of the texts in the graduate catalog are worded incorrectly. All of the ATE program descriptors need to be changed to ACE.

The ACE master of science degree was approved as an online program in 2016. When the change of area of emphasis form was submitted to the Graduate Council in the spring of 2016, the total degree completion hours for the Career and Technical Center Teaching area of emphasis was inadvertently listed as 30. The correct program degree completion hours should be listed as 33.

These changes were approved by Graduate Council in September 2016 and January 2017.

2. Please describe any changes in curriculum:

Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

All of the ATE program descriptors need to be changed to ACE. These changes were approved by Graduate Council in September 2016 and January 2017.

Course: ACE 650 Career Education Curriculum Development

Credit Hours: 3

Type of Change: Addition - ACE 650 was approved by Graduate Council to be placed back into the curriculum in 2016, and it is to be placed under the heading "West Virginia Licensure Courses - 18 Hours" on the plan of study.

3. Additional Resource Requirements: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed

NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

4. NON-DUPLICATION:

If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.

Enter NONE if not applicable.

NONE

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

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 3

5. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.

(May attach separate page if needed)

SEE ATTACHED SHEET FOR THE CURRENT GRADUATE CATALOG DESCRIPTION.

6. Edits to the Current Description

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

7. New Catalog Description

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

SEE ATTACHED SHEET FOR THE NEW GRADUATE CATALOG DESCRIPTION.

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

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

Department:

Area of Emphasis Title:

Credit Hours:

Type of Change Requested: *(addition, deletion, change)*

Term to Take Effect: *(Fall, Spring, Summer/Year)*

Rationale:

Department: Adult and Continuing Education (ACE)

Area of Emphasis Title: Career and Technical Center Teaching

Credit Hours: N/A

Type of Change Requested: Addition - On the plan of study after "Core Courses" add the following headings: "West Virginia Licensure Courses - 18 Hours" and West Virginia Licensure Electives (choose one)."

Term to Take Effect: Spring 2021

Rationale: It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program, and reflect what the program has been doing over the last four years.

Department: Adult and Continuing Education (ACE)

Area of Emphasis Title: Career and Technical Center Teaching

Credit Hours: 3

Type of Change Requested: Addition - ACE 650 Career Education Curriculum Development was approved to be added back into the curriculum in 2016 and needs to be added under the heading "West Virginia Licensure Courses - 18 Hours."

Term to Take Effect: Spring 2021

Rationale: It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program and reflect what the program has been doing over the last four years.

Department: Adult and Continuing Education (ACE)

Area of Emphasis Title: Career and Technical Center Teaching

Credit Hours: 3 for each

Type of Change Requested: Move ACE 548, ACE 631 and ACE 637 under the heading "West Virginia Licensure Electives (choose one).""

Term to Take Effect: Spring 2021

Rationale: It is requested that changes be made to the current graduate catalog to match the curriculum of the ACE program and reflect what the program has been doing over the last four years.

All of the ATE program descriptors need to be ACE. These changes were approved by Graduate Council in September 2016 and January 2017.

College of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/coepd

ADULT AND CONTINUING EDUCATION, M.S.

Areas of Emphasis

**Adult Education and Evaluation
Career and Technical Center Teaching
Training and Development**

Program Description, M.S.

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Admission Requirements

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Adult and Continuing Education program:

- Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale.
- Admission to the Career and Technical Teaching emphasis requires that students be employed as a career and technical center teacher in West Virginia.

Program Requirements, M.S. -- Areas of Emphasis in Adult Education and Evaluation

A total of 30 credit hours is required for program completion for the Adult Education and Evaluation area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (*B*). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Adult Education and Evaluation Area of Emphasis

The Adult Education and Evaluation area of emphasis serves training and development professionals looking to expand knowledge and further careers, as well as professionals wanting to transition into teaching adults.

Adult Education serves persons who work with adults in either an instructional or an administrative role. Students are drawn from various areas such as the human services agencies, those with staff development, or in-service responsibilities in

hospitals, business or government, as well as those in adult preparatory programs at the postsecondary or community college level.

Core Courses - Required (12 hours)

ATE	600	Aspects of Training and Development
ATE	603	Introduction to Adult Education and Adult Learners
ATE	656	Instructional Planning for Adult Populations
LS	632	Human Relations in the Public Sector

General Courses (15 hours)

ATE	618	Literature of Adult and Continuing Education
ATE	628	Adult Instruction: Environmental and Personal Aspects
ATE	661	Practicum in Adult and Continuing Education
ATE	671	Evaluation of Adult and Technical Education
ATE	677	Research Methods and Design
ATE	689	Grant Proposal Writing

Capstone (3 hours)

ATE	685	Capstone Portfolio
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Total Adult Education and Evaluation Program Hours30

Program Requirements, M.S. -- Area of Emphasis in Career and Technical Center Teaching

A total of 30 credit hours is required for program completion for the Career and Technical Center Teaching area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (B). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Career and Technical Center Teaching Area of Emphasis

Core Courses - Required (12 hours)

ATE	600	Aspects of Training and Development
ATE	603	Introduction to Adult Education and Adult Learners
ATE	656	Instructional Planning for Adult Populations
LS	632	Human Relations in the Public Sector

West Virginia Licensure Courses (15 hours)

ATE	508	Teaching Methods in Career and Technical Education
ATE	511	Introduction to Career and Technical Education
ATE	524	Safety in Career and Technical Education
ATE	548	Applied Basic Skills in Career and Technical Education
ATE	631	Survey of Practical Computer Applications
ATE	637	Individual Computer Program Applications
ATE	673	Assessment in Adult and Technical Education

Capstone (3 hours)

ATE	685	Capstone Portfolio
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Total Career and Technical Center Teaching Program Hours30

Program Requirements, M.S. -- Area of Emphasis in Training and Development

Training and Development serves persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Students are drawn from various areas such as a management, marketing, human resources, and safety, whose responsibilities may include instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

For further information on this Area of Emphasis, please call the Leadership Studies department at 304-746-2514.

College of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/coepd

ADULT AND CONTINUING EDUCATION, M.S.

Areas of Emphasis

Adult Education and Evaluation

Career and Technical Center Teaching

Program Description, M.S.

The online Master of Science degree program in Adult and Continuing Education (ACE) is a field-based program designed to serve adult learners who may be employed on a full-time basis. The comprehensive program is intended for individuals who serve in instructional, training, leadership, or professional roles in human services areas of business, industry, government, community agencies, health care, or education. Students will learn to teach adults by gaining classroom knowledge, experiencing work-based activities, and participating in projects intended to develop the competencies utilized by professionals in the areas of Adult Education and Evaluation, and Career and Technical Center Teaching.

The areas of emphasis in Adult and Continuing Education (ACE) allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through an online delivery system. The program offers two areas of emphasis; (1) Adult Education and Evaluation, and (2) Career and Technical Center Teaching. Students entering the program will build upon the academic background gained through their undergraduate education and professional employment. The program's coursework will provide the additional academic requirements, training, and leadership development necessary to complete a Master of Science degree. The student's plan of study will be created in consultation with his or her advisor, selecting an area of emphasis, and planning the program.

Adult Education and Evaluation Area of Emphasis

The Adult Education and Evaluation area of emphasis serves professionals who are looking to expand their knowledge in the field, further their careers, and interested in transitioning into teaching adults.

Adult Education and Evaluation serves individuals who work with adults in either instructional or administrative roles. Students are drawn from various areas, such as human resource services that include managers and training specialists; adult literacy and remedial education teachers; and instructors and professors who teach in classrooms at vocational schools, the college or university levels, or small groups of adults in a business setting. Other career areas may include students who work in government agencies and healthcare.

Admission Requirements, M.S. -- Area of Emphasis in Adult Education and Evaluation

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Adult Education and Evaluation area of emphasis:

- Students must apply online by completing and submitting the "Distance-Only" application and all required credentials and fees must be on file in the Office of Graduate Admissions before an application can be processed. Visit www.marshall.edu/admissions/apply for additional information.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.00 scale.

Program Requirements, M.S. -- Area of Emphasis in Adult Education and Evaluation

A total of 30 credit hours is required for program completion for the Adult Education and Evaluation area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (*B*). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Adult Education and Evaluation Area of Emphasis

Core Courses - Required (12 hours)

ACE	603	Introduction to Adult Education and Adult Learners
ACE	656	Instructional Planning for Adult Populations
ACE	671	Evaluation of Adult and Technical Education
LS	632	Human Relations in the Public Sector

General Courses (15 hours)

ACE	600	Aspects of Training and Development
ACE	618	Literature of Adult and Continuing Education
ACE	628	Adult Instruction: Environmental and Personal Aspects
ACE	677	Research Methodology and Design in Adult and Technical Education
ACE	689	Grant Proposal Writing

Capstone (3 hours)

ACE	685	Adult and Technical Education Capstone
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Total Adult Education and Evaluation Program Hours: 30

Career and Technical Center Teaching Area of Emphasis

The West Virginia Career and Technical Center Teaching certification program is restricted to currently employed teachers in a CTE Concentration/Endorsement program area in one of the comprehensive high schools, career tech centers, or multi-county centers.

Admission Requirements, M.S. – Area of Emphasis in Career and Technical Center Teaching

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Career and Technical Center Teaching area of emphasis:

- Students must apply online by completing and submitting the "Distance-Only" application, and all required credentials and fees must be on file in the Office of Graduate Admissions before the application can be processed. Visit www.marshall.edu/admissions/apply for additional information.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.0 scale.
- Candidates applying to the Career and Technical Center Teaching area of emphasis must be employed as a career and technical center teacher in the State of West Virginia.

Program Requirements, M.S. -- Area of Emphasis in Career and Technical Center Teaching

A total of 33 credit hours is required for program completion for the Career and Technical Center Teaching area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (B). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Career and Technical Center Teaching Area of Emphasis

Core Courses - Required (12 hours)

ACE	603	Introduction to Adult Education and Adult Learners
ACE	656	Instructional Planning for Adult Populations
ACE	671	Evaluation of Adult and Technical Education
LS	632	Human Relations in the Public Sector

West Virginia Licensure Courses (18 hours)

ACE	508	Teaching Methods in Career and Technical Education
ACE	511	Introduction to Career and Technical Education
ACE	524	Safety in Career and Technical Education
ACE	650	Career Education Curriculum Development
ACE	673	Assessment in Adult and Technical Education

West Virginia Licensure Electives (choose one)

ACE	548	Applications of Basic Skills in Career and Technical Education
ACE	631	Survey Practicum Computer Applications
ACE	637	Individual Computer Program Applications

Capstone (3 hours)

ACE	685	Adult and Technical Education Capstone
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Total Career and Technical Center Teaching Program Hours: 33

College of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/coepd

ADULT AND CONTINUING EDUCATION, M.S.

Areas of Emphasis

Adult Education and Evaluation

Career and Technical Center Teaching

Training and Development

Program Description, M.S.

The online Master of Science degree program in Adult and Continuing Education (ACE) is a field-based program designed to serve adult learners who may be employed on a full-time basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional roles in human services areas of business, industry, government, community agencies, health care, or education. ~~The program is designed for learners who aspire to become training and development professionals in business, industry, or service organizations.~~ Students will learn to teach adults by gaining classroom knowledge, experiencing work-based activities, and participating in projects intended to develop the competencies utilized by professionals in the areas of Adult Education and Evaluation, ~~Training and Development,~~ and Career and Technical Center Teaching. ~~The areas of emphasis in Adult and Continuing Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a state-wide delivery system.~~

The areas of emphasis in Adult and Continuing Education (ACE) allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through an online delivery system. The program offers ~~three-two~~ areas of emphasis; (1) Adult Education and Evaluation, and (2) Career and Technical Center Teaching, ~~and (3) Training and Development.~~ Students entering the program will build upon the academic background gained through their undergraduate education and professional employment. The program's coursework will provide the additional academic requirements, training, and leadership development necessary to complete a Master of Science degree. The student's plan of study will be created in consultation with his or her advisor, selecting an area of emphasis, and planning the program.

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Adult Education and Evaluation Area of Emphasis

The Adult Education and Evaluation area of emphasis serves professionals who are looking to expand their knowledge in the field, further their careers, and transition into teaching adults.

Adult Education and Evaluation serves individuals who work with adults in either instructional or administrative roles. Students are drawn from various areas, such as human resource services that include managers and training specialists; adult literacy and remedial education teachers; and instructors and professors who teach in classrooms at vocational schools, the college or university levels, or small groups of adults in a business setting. Other career areas may include students who work in government agencies and ~~healthcare hospitals, business or government, as well as therapeutic programs at the postsecondary or community college level.~~

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Admission Requirements, M.S. -- Area of Emphasis in Adult Education and Evaluation

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Adult Education and Evaluation area of emphasis ~~Adult and Continuing Education program:~~

- Students must apply online by completing and submitting the "Distance-Only" application and all required credentials and fees must be on file in the Office of Graduate Admissions before an application can be processed. Visit www.marshall.edu/admissions/apply for additional information. Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.0 scale. Admission to the Career and Technical Teaching emphasis requires that students be employed as a career and technical center teacher in West Virginia.

Program Requirements, M.S. -- Areas of Emphasis in Adult Education and Evaluation

A total of 30 credit hours is required for program completion for the Adult Education and Evaluation area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a

student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (B). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Adult Education and Evaluation Area of Emphasis

The Adult Education and Evaluation area of emphasis serves training and development professionals looking to expand knowledge and further careers, as well as professionals wanting to transition into teaching adults.

Adult Education serves persons who work with adults in either an instructional or an administrative role. Students are drawn from various areas such as the human services agencies, those with staff development, or in-service responsibilities in

hospitals, business or government, as well as those in adult preparatory programs at the postsecondary or community college level.

Adult Education and Evaluation Area of Emphasis

Core Courses - Required (12 hours)

ATE	600	Aspects of Training and Development
ACFE	603	Introduction to Adult Education and Adult Learners
ACFE	656	Instructional Planning for Adult Populations
ACE	671	Evaluation of Adult and Technical Education
LS	632	Human Relations in the Public Sector

General Courses (15 hours)

ACE	600	Aspects of Training and Development
ACFE	618	Literature of Adult and Continuing Education
	648	
ACFE	628	Adult Instruction: Environmental and Personal Aspects
ATE	664	Practicum in Adult and Continuing Education
ATE	671	Evaluation of Adult and Technical Education
ACFE	677	Research Methodology and Design in Adult and Technical Education
ACFE	689	Grant Proposal Writing

Capstone (3 hours)

ACFE	685	Adult and Technical Education Capstone Portfolio
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Total Adult Education and Evaluation Program Hours: 30

Career and Technical Center Teaching Area of Emphasis

The West Virginia Career and Technical Center Teaching certification program is restricted to currently employed teachers in a CTE Concentration/Endorsement program area in one of the comprehensive high schools, career tech centers, or multi-county centers.

Admission Requirements, M.S. -- Area of Emphasis in Career and Technical Center Teaching

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

In addition to Marshall University's requirements for admission, the following criteria must be met for admission to the Career and Technical Center Teaching area of emphasis:

- Students must apply online by completing and submitting the "Distance-Only" application, and all required credentials and fees must be on file in the Office of Graduate Admissions before the application can be processed. Visit www.marshall.edu/admissions/apply for additional information.
- Candidates must be in good academic standing, have a bachelor's degree from an accredited institution of higher learning, and have a minimum undergraduate cumulative Grade Point Average (GPA) of 2.75 on a 4.0 scale.
- Candidates applying to the Career and Technical Center Teaching area of emphasis must be employed as a career and technical center teacher in the State of West Virginia.

Program Requirements, M.S. -- Area of Emphasis in Career and Technical Center Teaching

A total of 339 credit hours is required for program completion for the Career and Technical Center Teaching area of emphasis to satisfy the Master of Science degree requirements.

A Plan of Study will be sent to the student at the time of admission. Changes in required courses and the choice of any elective courses must be approved, and signed by the advisor on the office copy of the Plan of Study. The Plan of Study is a student's "blueprint" for completing graduation requirements.

The required GPA to complete the master's degree is 3.0 (B). Students must prepare an academic portfolio in the capstone course during their last semester of enrollment, and may take no more than one other 3-hour course in the semester that the capstone course is taken.

Career and Technical Center Teaching Area of Emphasis

Core Courses - Required (12 hours)

ATE	600	Aspects of Training and Development
ACFE	603	Introduction to Adult Education and Adult Learners
ACFE	656	Instructional Planning for Adult Populations

- ACE 671 Evaluation of Adult and Technical Education
 LS 632 Human Relations in the Public Sector

West Virginia Licensure Courses (185 hours)

- ACE 508 Teaching Methods in Career and Technical Education
ACE 511 Introduction to Career and Technical Education
ACE 524 Safety in Career and Technical Education
ACE 650 Career Education Curriculum Development
ATE 548 Applied Basic Skills in Career and Technical Education
ATE 631 Survey of Practical Computer Applications
ATE 637 Individual Computer Program Applications
ACE 673 Assessment in Adult and Technical Education

West Virginia Licensure Electives (choose one)

- ACE 548 Applications of Basic Skills in Career and Technical Education
ACE 631 Survey Practicum Computer Applications
ACE 637 Individual Computer Program Applications

Capstone (3 hours)

- ACE 685 Adult and Technical Education Capstone Portfolio

Total Career and Technical Center Teaching Program Hours:330

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Program Requirements, M.S. — Area of Emphasis in Training and Development

Training and Development serves persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Students are drawn from various areas such as management, marketing, human resources, and safety, whose responsibilities may include instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

For further information on this Area of Emphasis, please call the Leadership Studies department at 304-746-2514.

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Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair
2. E-mail one identical PDF copy to the Graduate Council Chair
3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD Dept/Division School Psychology
 Contact Person: Lanai Jennings, Dept. Chair Phone: 304-746-2067

Rationale for Request.

School psychologists are instrumental in the implementation of multi-tiered systems of supports for the academic progress and emotional/behavioral well-being of youth. In order to prepare candidates for national certification and for practice in today's schools, it is essential that our program offer coursework and field experiences that integrate consultation, assessment, and intervention across both domains- academics and mental/behavioral health. The proposed SPSY 710 Application of Multi-Tiered Systems of Support course will be a capstone experience for candidates, tying together the content learned during their 1st and 2nd year assessment courses with an opportunity to apply assessment data in the development of targeted interventions and to use data to monitor movement across a 3- tiered system of instruction and supports for youth in schools.

Our program requests a change in the Plan of Study for school psychology students from CIRG 636 to the proposed SPSY 710 course. The proposed course will integrate consultation, assessment and intervention across the academic content areas (reading and math) and mental/behavioral health.

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

NOTE: all requests may not require all signatures

Department/Division Chair [Signature] Date 8/24/2020

Registrar [Signature] Date 8/24/2020

College Curriculum Committee Chair [Signature] Date 8/24/2020
 (or Dean if no college curriculum committee)

Graduate Council Chair [Signature] Date 9/30/2020

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

Request for Graduate Non-Curricular Changes – Page 2

- 1. Current Catalog Description (if applicable):** Please insert the catalog description from the current catalog for entries you would like to change.

The current catalog reads:

Plans of Study: Ed.S. in School Psychology

Requirements:

SPSY 603 Professional Competence II: Professional School Psychology

SPSY 620 Indirect Service Delivery II: Primary Prevention

SPSY 622 Data Based Decision Making II

SPSY 624 Data Based Decision Making III

SPSY 720 Counseling with Youth: Advanced Topics

SPSY 738 School Psychology Practicum I

SPSY 739 School Psychology Practicum II

SPSY 745 Internship in School Psychology

SPSY 750 Research III: Thesis Research OR

SPSY 751 Program Evaluation

CIRG 636 Educational Foundations II: Developmental Reading

Request for Graduate Non-Curricular Changes – Page 3

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

See attached PDF from current catalog with strikethrough of CIRG 636 and replacement with the proposed SPSY 710 course

Plans of Study: Ed.S. in School Psychology

Requirements:

SPSY 603 Professional Competence II: Professional School Psychology

SPSY 620 Indirect Service Delivery II: Primary Prevention

SPSY 622 Data Based Decision Making II

SPSY 624 Data Based Decision Making III

SPSY 710 Application of Multi-Tiered Systems of Support (proposed text for new course)

SPSY 720 Counseling with Youth: Advanced Topics

SPSY 738 School Psychology Practicum I

SPSY 739 School Psychology Practicum II

SPSY 745 Internship in School Psychology

SPSY 750 Research III: Thesis Research OR

SPSY 751 Program Evaluation

CIRG 636 Educational Foundations II: Developmental Reading (proposed deletion of course)

Request for Graduate Non-Curricular Changes – Page 4

3. **New Catalog Description:** Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

New catalog description:

Plans of Study: Ed.S. in School Psychology

Requirements:

SPSY 603 Professional Competence II: Professional School Psychology

SPSY 620 Indirect Service Delivery II: Primary Prevention

SPSY 622 Data Based Decision Making II

SPSY 624 Data Based Decision Making III

SPSY 710 Application of Multi-Tiered Systems of Support

SPSY 720 Counseling with Youth: Advanced Topics

SPSY 738 School Psychology Practicum I

SPSY 739 School Psychology Practicum II

SPSY 745 Internship in School Psychology

SPSY 750 Research III: Thesis Research OR

SPSY 751 Program Evaluation

Request for Graduate Non-Curricular Changes – Page 5

Please insert below your proposed change information for the Graduate Council agenda.

Type of change request: Remove CIRG 636 from Plan of Study. Replace with SPSY 710

Department: School Psychology

Degree program: EdS

Effective date (fall/spring/summer, year):

Summer 2021

SCHOOL PSYCHOLOGY, Ed.S.

Program Description

The Ed.S. program in School Psychology is designed to prepare students to meet the Department of Education requirements for certification in West Virginia and other states. It is approved by the National Association of School Psychologists (NASP).

Prior to pursuing the 39 hours of required coursework and field experiences that lead to the Ed.S. in School Psychology, a student must first complete the M.A. degree in Psychology with an area of emphasis in School Psychology, described in the Psychology section of this catalog. After successfully completing the first semester of the master's degree program, students may apply to the Ed.S. program.

Students already possessing graduate degrees in psychology, counseling or education do not need to obtain the M.A. degree in Psychology with an area of emphasis in School Psychology. When these students apply to the Ed.S. in School Psychology program, they will be considered for advanced standing based upon a review of coursework, grades, and test scores by the School Psychology faculty.

Admission Requirements

Admission is competitive because of the limited number of available internships. Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission.

In addition, applicants must:

- submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer). Submit all materials to Graduate Admissions.

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

Program Requirements

During the second semester in the master's degree in psychology with an emphasis in School Psychology, students will apply for admission to the Ed.S. in School Psychology program. Students are admitted to the Ed.S. program with the expectation that they will complete the program within three to five years, depending on the number of classes in which they enroll each semester. Students are expected to enroll in all three semesters. Failure to make the expected amount of progress may result in reassignment to another internship year.

The internship requires a commitment to a school system for a full academic year and is 1200 hours (12 credit hours). A maximum of 18 students will be admitted to this final-year experience. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. Students must pass the Praxis II Specialty Area Test in School Psychology prior to internship. In addition, students must complete a thesis or program evaluation before graduation.

Two-C Rule for this program: In the event a graduate candidate receives a second grade of C or below (including No Credit) in the specialist-level school psychology program, he or she will be placed on a remediation plan and be required to retake one course selected by his or her advisor. In the event a candidate receives a third grade of C or lower in the specialist program, the candidate will then be dismissed from the program. Dismissal will occur even if the second and third grades of C or below (including No Credit) are earned 1) simultaneously during the same semester or 2) in the same course (for example, a student received a C in SPSY 618 the first semester and again receives a C during the retake attempt). NOTE: Due to the significance of content in SPSY 618, SPSY 622, and SPSY 624 to the field of school psychology, all grades of C or below must be retaken regardless of the candidate's other course grades.

Additionally, candidates with graduate GPAs that fall below a 3.0 will be dismissed.

Plan of Study: Ed.S. in School Psychology

Requirements:

SPSY	603	Professional Competence II: Professional School Psychology
SPSY	620	Indirect Service Delivery II: Primary Prevention
SPSY	622	Data Based Decision Making II
SPSY	624	Data Based Decision Making III
SPSY	720	Counseling with Youth: Advanced Topics
SPSY	738	School Psychology Practicum I
SPSY	739	School Psychology Practicum II

Take Praxis II Specialty Examination in School Psychology

SPSY	745	Internship in School Psychology
SPSY	750	Research III: Thesis Research OR
SPSY	751	Program Evaluation
CIRG	636	Educational Foundations II: Developmental Reading
SPSY	710	Application of Multi-Tiered Systems of Support <i>Defend Thesis</i>

Total of 39 hours required

SPECIAL EDUCATION, M.A.

Areas of Emphasis

Autism

Deaf and Hard of Hearing

Multi-Categorical Special Education

Preschool Special Education

Teaching Visually Impaired

Admission Requirements for Special Education M.A.

All applicants (including those seeking admission as professional development (certification only), should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission.

Applicants must:

- Have an undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale.
- Meet *one* of the following two requirements:
 - A total of 286 on the verbal and quantitative sections of the Graduate Record Examinations (GRE) or
 - A raw score of at least 30 or a scaled score of 378 on the Miller Analogies Test (MAT)

Program Requirements for Special Education M.A.

A master's degree may be earned with a specialization in any of the Areas of Emphasis listed below. Students without a background in education must acquire certification in regular education prior to endorsement in Special Education, or they can enter the Non-Education Certification program (see Section 6 under Program of Study). The Preschool Special Education endorsement is exempt from this requirement.

Plan of Study

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

Program of Study - M.A. in Special Education

1. Master's Degree Requirements9 hrs.

CISP	611	Special Education Research Part I
CISP	615	Special Education Research Part II
CISP	627	Trends and Issues in Special Education OR
CISP	629	Special Education: Seminar

2. Special Education Core: 18 hrs.

CISP	520	Introduction to Exceptional Children
CIEC	534	Applications Software in the Classroom Curriculum Area
CISP	606	Reading Strategies for Exceptional Children
CISP	607	Math Strategies for Exceptional Children

(continued)

Chair: Tracy Christofero

GCR#6: Course Addition

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD

Dept/Division: Counseling

Alpha Designator/Number: COUN 609

☒ Graded ☐ CR/NC

Contact Person: Jonathan Lent

Phone: 304-696-2912

NEW COURSE DATA:

New Course Title: Research in Counseling

Alpha Designator/Number: C O U N 6 0 9

Title Abbreviation: R e s e a r c h i n C o u n s e l i n g

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Course provides the foundation of research methods including qualitative, quantitative and mixed methods. Students will also gain a fundamental understanding of basic statistical concepts.

Co-requisite(s): None

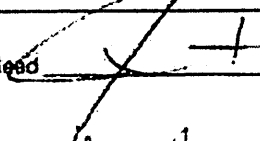


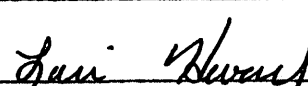
First Term to be Offered: Spring 2021

Prerequisite(s): Permission NA of instructor

Credit Hours: 3.0

Course(s) being deleted in place of this addition (must submit course deletion form): None

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

Dept. Chair/Division Head 	Date 8-4-2020
Registrar  131101	Date 9-3-2020
College Curriculum Chair 	Date 9/3/2020
Graduate Council Chair 	Date 9/30/2020

Request for Graduate Course Addition - Page 2

College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN 609

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Andrew Burck, Darlene Daneker, Jeff Garrett, Lori Ellison

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Correspondence was sent to both the EDF department (Tina Allen) as well as the Council for Data Science (Alfred Akinsete). I have attached the correspondence emails to this form. Please see the two attachments which indicate the responses.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please review attached syllabus (pages 2 and 3).

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

Please see course syllabus included as an attachment.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

American Counseling Association (2014). ACA code of ethics. Alexandria, VA.

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Boston, MA: Pearson.

Sheperis, C. J., Young, J. S., Daniels, M. H. (2016). Counseling research: Quantitative, qualitative, and mixed methods (2.d ed.). Boston, MA: Pearson.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, Internship)

Course is a hybrid course. The class will have 3-4 meetings during the semester with additional content delivered online using Blackboard.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Evaluation methods include:

Quizzes, IRB training, Research Assignment, Article Evaluations

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See separate Bibliography document attached.

Request for Graduate Course Addition - Page 5

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

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Counseling

Course Number and Title: COUN 609: Research in Counseling

Catalog Description: Course provides the foundation of research methods including qualitative, quantitative and mixed methods. Students will also gain a fundamental understanding of basic statistical concepts.

Prerequisites: NA

First Term Offered: Spring 2021

Credit Hours: 3.0

Attachment referenced in form item 2 - Duplication

Lent, Jonathan

From: Allen, Tina
Sent: Thursday, April 23, 2020 6:20 PM
To: Lent, Jonathan
Cc: Heaton, Lisa
Subject: Re: Addition of COUN 609 Research in Counseling

Jonathan,

I reviewed the syllabus for the new counseling research course and see that, while there is some overlap in topics covered in EDF 621 Educational Research & Writing, there are several counseling specific objectives included in this course that are not directly addressed in the objectives for EDF 621.

Tina L. Allen, Ed.D.
Assistant Professor | Elementary/Secondary Education
Program Director, Curriculum & Instruction
Coordinator of MAT/PBC Programs
Marshall University
100 Angus E. Peyton Dr.
South Charleston, WV 25303
Phone: (304) 746-8958 | Fax: (304) 746-1942 | Office: GC 248/Jenkins 131

On Apr 23, 2020, at 3:53 PM, Lent, Jonathan <lenti@marshall.edu> wrote:

Hi Tina and Lisa,

I just received the email below from Sandra regarding the proposed counseling research class that we had discussed in November 2019.

I was writing to request that, if you have no objections to the creation of this course given what we had discussed about keeping EDF 621 on the plan of study and not offering numerous sections, you write a brief note that there are not objections to the course creation. If you do have objections please let me know.

Please feel free to let me know if this is possible. Thank you for your time.

Sent from my iPhone

Begin forwarded message:

From: "Stroebe, Sandra" <stroebe@marshall.edu>
Date: April 23, 2020 at 3:33:56 PM EDT
To: "Burck, Andrew" <burck@marshall.edu>, "Lent, Jonathan" <lenti@marshall.edu>
Subject: Addition of COUN 609 Research in Counseling

Attachment referenced in form item 2 - Duplication

Lent, Jonathan

From: Akinsete, Alfred
Sent: Monday, July 6, 2020 12:42 PM
To: Howard, Lori
Cc: Lent, Jonathan
Subject: RE: Research course in COEPD

Dear Lori,

I hope this email meets you well.

The Council for Data Science has looked into the syllabus for COUN 609.

The council observed commonalities between COUN 609 and STA 634, a recently developed stats course for the MSDS program and some of the topics in the generic intro-level stats courses, namely; descriptive statistics, frequency distributions, graphing frequencies, measures of central tendency, (mean, median, mode), range, variance, normal curve and distribution, z scores and t scores.

With these commonalities, we still cannot equate COUN 609 and STA 634 or to any of the intro-level stats courses. We believe that COUN 609 will be inadequate for the MSDS students, and STA 634 will be challenging for the counselling students. There are topics listed in COUN 609 that will be better handled by someone with the knowledge of the ethics that are required in the counselling profession.

The council is therefore advising the Graduate Council to allow COEPD to go ahead with the development of COUN 609.

Please let me know if you have any questions.

Cheers.

Alfred

From: Lent, Jonathan
Sent: Thursday, June 18, 2020 12:11 PM
To: Akinsete, Alfred <akinsete@marshall.edu>
Subject: FW: Research course in COEPD

Hello Alfred,

Please see below from the individual who developed the course. The purpose is to provide an overview of these for the purposes of students being able to consume and conduct research. If you have any other questions, please let me know.

Jonathan Lent, Ph.D.
Professor, COEPD
Program Director - Counseling
Marshall University
309 Harris Hall

For form item 6.
See 2nd + 3rd page.

COUN 609: RESEARCH IN COUNSELING 1

COURSE SYLLABUS

University Information:

Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303
Toll Free: 1-800-642-9842 or (304) 746-1900

Course Title and Number: COUN 609: Research in Counseling

Semester and Year: Spring 2020

Course Meeting Dates and Location: Class meets on January 15, 2020; February 19, 2020; April 8, 2020 and April 29, 2020. Class is from 4:30pm to 6:50pm and is in KANAC 103. Students can attend on campus or via Zoom. The remainder of the course will be online.

Instructor: Andrew M. Burck, PhD, LPC (Colorado), PC (Ohio)

Office: Room 239 KANGC (Administration Building)

Office Hours: Monday, Tuesday, and Thursday from 12:00pm to 3:00pm and by appointment.

Office Phone: 304-746-8972

Office Email: burck@marshall.edu

Text Information**Required Texts:**

American Counseling Association (2014). *ACA code of ethics*. Alexandria, Virginia; author. (The professor will provide)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed). Washington, D.C: author.

Sheperis, C.J., Young, J.S., Daniels, M. H. (2016). *Counseling research: Quantitative, qualitative, and mixed methods* (2nd ed). Pearson: Boston.

Recommended Texts:

Creswell, J. W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed)*. Pearson: Saddle River, New Jersey.

Glass, G.V., & Hopkins, K.D. (1995). *Statistical methods in education and psychology (3rd ed)*. Allyn & Bacon.

Heppner, P.P., Wampold, B.E., Owen, J., Thompaon, M.N., & Wang K.T. (2015). *Research design in counseling (4th ed)*. Cengage Learning: Boston.

Stringer, E. (2007). *Action research in Education (2nd Ed)*. Pearson: Boston.

Witte, R. S. (2017). *Statistics (11th ed)*. Wiley: Hoboken: New Jersey.

Computer Requirements:

A significant portion of the grade for this course is dependent upon the use of computers.

- Windows 2000 SP4, XP SP2 or Vista SP1 or above, or Mac OS 10.3 or above
- 1 Gzh Pentium or above, 256 MB RAM
- Modem: 56Kb or above; Broadband DSL, Cable, or Satellite Preferred
- A printer is recommended
- CD-ROM/DVD-ROM, Sound Card/Microphone are required for some courses
- Screen Resolution of at least 1024 x 768 (XGA)
- Multiple Plug-ins, Antivirus, Spyware, Firewall
- Familiarity with the Internet Explorer, MS Word, WordPerfect, and MS Power Point

Course Description:

Provides an understanding of the foundation of counseling research including qualitative, quantitative, and mixed method research and how to apply research to the profession. They will be able to identify statistical concepts and program evaluation.

Credits: This is a 3 credit course.

Desired Learner Outcomes/Objectives:

Course Objectives:

1. Students will be able to verbalize the importance of research in advancing the counseling profession, including how to critique research to inform counseling (CACREP standard Section 2, F,8,a).
2. Students will be able to identify evidence-based counseling practices (CACREP standard Section 2, F,8,b).
3. Students will be able to evaluate needs assessment (CACREP standard Section 2, F,8,c).
4. Students will be able to develop outcomes of measures for counseling programs (CACREP standard Section 2, F,8,d).

COUN 609: RESEARCH IN COUNSELING 3

5. Students will be able to analysis evaluations of counseling interventions and programs (CACREP standard Section 2, F,8,e)
6. Students will be able to interpret qualitative, quantitative, and mixed research methods. (CACREP standard Section 2, F,8,f).
7. Students will be able to evaluate research designs used in research and program evaluation (CACREP standard Section 2, F,8,g).
8. Students will be able to interpret statistical methods used in conducting research and program evaluation (CACREP standard Section 2, F,8,h).
9. Students will be able to analyze and use data in counseling (CACREP standard Section 2, F,8,i)
10. Students will be able to verbalize the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP standard Section 2, F,8,j)

Course Competences:

The student will be able to:

1. Verbalize the importance of research in advancing the counseling profession, including how to critique research to inform counseling.
2. Identify evidence-based counseling practice.
3. Evaluate needs assessment.
4. Develop outcomes of measures for counseling programs.
5. Analysis evaluations of counseling interventions and programs.
6. Interpret qualitative, quantitative, and mixed research methods.
7. Evaluate research designs used in research and program evaluation.
8. Interpret statistical methods used in conducting research and program evaluation.
9. Analyze and use data in counseling
10. Verbalize the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will be able to verbalize the importance of research in advancing the counseling profession, including how to critique research to inform counseling (CACREP standard Section 2, F,8,a).	Students will read the textbook and complete an article review.	Students will complete an article review using the criterial stated in the course rubric.

Attachment for form item 7

COUN 609: RESEARCH IN COUNSELING 14

Course Outline/Weekly Schedule:

Week	Topic	Reading	Due Dates	Notes	CACREP STANDARDS
Week 1 Starts 1/13/20	Introduction/ Contemporary Issues in Counseling Research	Read Chpt. 1		Class meets on January 15, 2020	(CACREP standard Section 2, F,8,a).
Week 2 Starts 1/20/20	Ethical Issues in Research	Read Chpt.2	Class Agreement due 1/26/20 IRB Due 1/26/20		(CACREP standard Section 2, F,8,j)
Week 3 Starts 1/27/20	Reviewing Literature/Methodological Issues/Quiz #1	Read Chpts. 3 &4	Quiz #1 from 1/27/20 to 2/02/20 Research Assignment Part #1 due 2/02/20	Quiz #1 will cover Contemporary issues in Counseling/ Ethical Issues/ Reviewing Literature/Methodological Issues	(CACREP standard Section 2, F,8,b,c,d,e)
Week 4 Starts 2/03/20	Statistical Concepts	Read Chpt. 5	APA Quiz due 2/09/20 Article Review #1 review due 2/09/20		(CACREP standard Section 2, F,8,h,j).
Week 5 Starts 2/10/20	Experimental and Predictive Designs	Read Chpts. 6-7	Research Assignment Part #2 due 2/16/20		(CACREP standard Section 2, F,8, b,c,d,e, f).
Week 6 Starts 2/17/20	Single-Case Research Design	Read Chpt. 8		Class meets on February 19, 2020	(CACREP standard Section 2, F,8,f).
Week 7 Starts 2/24/20	Case Study Research /Quiz #2	Read Chpt. 9	Quiz #2 from 2/24/20 to 3/01/20 Research Assignment Part #3 due 3/01/20	Quiz #2 will cover Statistical Concepts/ Experimental and Predictive Designs/Single-Case Design/Case Study Research	(CACREP standard Section 2, F,8,f).

COUN 609: RESEARCH IN COUNSELING 15

Course Calendar

Week	Topic	Reading	Due Dates	Notes	CACREP STANDARDS
Week 8 Starts 3/02/20	Grounded Theory	Read Chpt. 10			(CACREP standard Section 2, F,8,f).
Week 9 Starts 3/09/20	Phenomenological Design/ Narrative Research	Read Chpts.11-12	Research Assignment Part #4 due 3/15/20		(CACREP standard Section 2, F,8, b,c,d,e, f).
Week 10 Starts 3/16/20	Survey Research	Read Chpt. 13			(CACREP standard Section 2, F,8,f)
Week 11 Starts 3/23/20	Spring Break			Enjoy the Time Off!	
Week 12 Starts 3/30/20	Mixed-Methods Design/Quiz #3	Read Chpt. 14	Quiz #3 from 3/30/20 to 4/05/20. Research Assignment Part #5 due 4/05/20.	Quiz #3 covers Grounded Theory, Phenomenological Design/Narrative Research/Survey Research and Mixed-Methods Design	(CACREP standard Section 2, F,8,f).
Week 13 Starts 4/06/20	Action Research/ Program Evaluation	Read Chpts.15-16	Article Review # 2 is due 4/12/20	Class meets on April 8, 2020	(CACREP standard Section 2, F,8,b,c,d,e,f,g).
Week 14 Starts 4/13/20	Data Analysis	Read Chpt. 17	Research Assignment Part #6 due 4.19/20		(CACREP standard Section 2, F,8,h,j).
Week 15 Starts 4/20/20	Developing a Research Reports/Quiz #4	Read Chpt 18	Quiz #4 from 4/20/20 to 4/26/20	Quiz #4 covers Action Research, Program Evaluation, Data Analysis, and Developing a Research Report.	

Course Changes:

The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes via email through WebCT. **If you have questions or concerns about any aspect of this class please contact me!!!!**

Attachment for form item 12.

Bibliography:

American Counseling Association (2014). *ACA code of ethics*. Alexandria, Virginia; author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed). Washington, D.C: author.

Creswell, J. W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed). Pearson: Saddle River, New Jersey.

Glass, G.V., & Hopkins, K.D. (1995). *Statistical methods in education and psychology* (3rd ed). Allyn & Bacon.

Heppner, P.P., Wampold, B.E., Owen, J., Thompaon, M.N., & Wang K.T. (2015). *Research design in counseling* (4th ed). Cengage Learning: Boston.

Sheperis, C.J., Young, J.S., Daniels, M. H. (2016). *Counseling research: Quantitative, qualitative, and mixed methods* (2nd ed). Pearson: Boston.

Stringer, E. (2007). *Action research in Education* (2nd Ed). Pearson: Boston.

Witte, R. S. (2017). *Statistics* (11th ed). Wiley: Hoboken: New Jersey.

**ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal**

Chair: Tracy Christofero

GC#10: AMD

Prepare **one** paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send **one** identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. **AMD students do not double count credits. They can take up to 12 graduate credits to be applied to the master's degree in place of 12 undergraduate elective credits. They will earn the undergraduate degree with up to 12 fewer credit hours, depending on how many graduate hours they take.**

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate programs are in different departments, clarify how they are appropriate for the AMD.

Rationale: Increasingly, industry and organization ask for the body of knowledge necessary to practice in the fields that is beyond the traditional four-year Bachelor's degree program. The proposed AMD program would provide a path for undergraduate students into the graduate program with smoother transition. The program will save students' time, money and open up more career possibilities early on and it will also improve the graduate's career earnings prospects.

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission requirements (e.g. waive test scores).

Admission Requirements: Undergraduate CS students seek admission to the AMD program should complete a minimum of 80 credits with an overall GPA of 3.30 and a GPA of 3.30 in their major. GRE test scores are not required.

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be applied to the master's degree. **These 12 credits take the place of 12 undergraduate electives.** Please note the maximum allowed credits.

AMD Credits: 12

Curriculum: The proposal should show how a student can complete the Bachelor's degree **by lowering the number of undergraduate credits (up to 12) with up to 12 graduate credits that will apply to the master's degree.**

Curriculum: BS in Computer Science (BSCS) curriculum requires 120 credit hours for graduation and the MS in Computer Science (MSCS) degree requires 30 credit hours. Students enrolled in AMD program can substitute up to a maximum of 12 credits of their BSCS courses to 12 graduate credits of MSCS program to receive both BSCS and MSCS degrees in 5 years by completing total of 138 credits.
BSCS curriculum requires 6 credits of computer science major electives and 8 credits of free electives (see attachment of BSCS Study Plan). During their senior year, AMD students will take four CS graduate courses (one in fall semester and three in spring semester) at the 500 or 600 level for graduate degree credit (see attachment of MSCS catalog) in lieu of major or free electives. Please see recommended courses in each semester (Senior Fall – CS 510, Senior Spring – CS 515, Elective, Elective) in the attached AMD Study Plan.

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may require a higher GPA. Please note your required GPA.

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the computer science major.

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:

Allowable credits:

Student eligibility requirements:

Department: Department of Computer Sciences and Electrical Engineering

Allowable credits: 12 Credits

Student eligibility requirements: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the computer science major.

Approvals

Signatures

Wook Sung yoo

Undergraduate Advisor

Date

Wook Sung yoo

Graduate Studies Director

Date

Wook

07/29/2020

Dean, Undergraduate College

Date

Lauri Howard

9/30/2020

Graduate Council Chair

Date

BS in Computer Science 4 Year Study Plan

Freshman Year			
Fall Semester		Spring Semester	
CS 110 - Computer Science I	3	CS 120 - Computer Science II	3
CMM 103 - Communication	3	ENG 201 - English Comp II	3
ENG 101 - English Comp I	3	MTH 230 - Calculus II	4
MTH 229 (CT) - Calculus I	5	MTH 220 - Discrete Structures	3
UNI 100	1	FYS100 - First Year Seminar	3
Total	15	Total	16
Sophomore Year			
Fall Semester		Spring Semester	
CS 210 - Data Structures and Algorithms	3	CS 215 - Adv. Data Structures and Algorithms	3
ENG 354 - Scientific and Technical Writing	3	CS 300 - Programming Languages	3
Physical/Natural Sci w/Lab 1	4	Sci w/Lab 2	4
MTH 329 - Elementary Linear Algebra	3	Fine Arts	3
Social Science	3	STA 345 - Applied Prob and Stat	3
Total	16	Total	16
Junior Year			
Fall Semester		Spring Semester	
CS 305 - Software Engineering I	3	CS 310 - Software Engineering II	3
CS 320 - Internetworking	3	CS 410 - Database Engineering	3
CS 330 - Operating Systems	3	CS 430 - Cyber Security	3
MGT 320 - Principles of Management	3	CS 402 - Computer Architecture	3
Humanity	3	ENGR 222 - Engineering Cost Anal & Economy	3
Total	15	Total	15
Senior Year			
Fall Semester		Spring Semester	
CS 360 - Automata and Formal Languages	3	CS 490 - Senior Project	3
CS Electives*	3	CS Electives*	3
Sci w/Lab 3	4	Free elective*	3
Writing Intensive	3	Free elective*	3
		Free elective	2
Total	13	Total	14

Note:

* Courses to be substituted by any 500 or 600 level courses in graduate degree program approved by the graduate advisor.

COMPUTER SCIENCE, M.S.

Program Description

The Master of Science in Computer Science (MSCS) degree is designed to provide students with the knowledge, skill, and professional practices needed in computing fields. The program also prepares students who desire to pursue further graduate work leading to a Ph.D. degree.

Admission Requirements

Minimum admission requirement for full admission includes completion of a four-year bachelor's degree in Computer Science or related program with GPA of 2.75 or higher on 4.0 scale. Applicants with a baccalaureate degree in a major other than computer science or related program may be admitted to the program and must successfully complete the following three additional bridge courses with a grade of B or above in the first two semesters of the program:

- Data Structure and Algorithms (CS 210)
- Data Engineering (CS 410)
- Applied Probability and Statistics (STA 345)

Whether an applicant meets the above requirements will be based on the information provided in the admission application and transcripts. International students must meet MU English proficiency standards and all other admission criteria prior to registering for the first semester of courses.

Degree Requirements

The MSCS degree requires 30 credit hours (CR) of graduate work. At least 18 CR must come from 600-level courses. The 30 CR is comprised of the following components:

- Five required CS courses (15 CR):
 - CS 510 Advanced Database Systems
 - CS 511 Advanced Programming
 - CS 515 Data Mining
 - CS 600 Advanced Web Technology
 - CS 620 Applied Algorithms

Every student must take CS 510 and CS 511 in their first six hours of coursework.

- Elective Courses (15 CR)
Any 600 level course in master programs in the division of computer science or 500 level course with special permission by chair of the program.

Thesis option

As elective course, the thesis option offers a student an opportunity for serious investigation into an area of interest. Students must summarize their thesis work in the form of a formal written document and deliver an oral presentation. Thesis work is typically conducted over two semesters (6 CR). Thesis can be taken only after the completion of 18 credits at the minimum. Please refer to *Thesis Guideline in CS* provided by your advisor for details.

Plan of Study

Students are required to complete a Plan of Study form in consultation with their academic advisors before the students can begin program of study. This is usually done the week before the first day of classes of first semester.

Semester 1

CS 510 Advanced Database Systems
CS 511 Advanced Programming
CS EL1

Semester 2

CS 515 Data Mining
CS 600 Advanced Web Technology
CS EL2

Semester 3

CS 620 Applied Algorithms
CS EL3 or CS 681 Thesis I
CS EL4

Semester 4

CS EL5 or CS 682 Thesis II

5 Year Dual Degree AMD (BSCS and MSCS) Study Plan (Sample)

1st Year				
	Fall Semester		Spring Semester	
	CS 110 - Computer Science I	3	CS 120 - Computer Science II	3
	CMM 103 - Communication	3	ENG 201 - English Comp II	3
	ENG 101 - English Comp I	3	MTH 230 - Calculus II	4
	MTH 229 (CT) - Calculus I	5	MTH 220 - Discrete Structures	3
	UNI 100	1	FYS100 - First Year Seminar	3
	Total	15	Total	16
2nd Year				
	Fall Semester		Spring Semester	
	CS 210 - Data Structures and Algorithms	3	CS 215 - Adv. Data Structures and Algo.	3
	ENG 354 - Scientific and Technical Writing	3	CS 300 - Programming Languages	3
	Physical/Natural Sci w/Lab 1	4	Sci w/Lab 2	4
	MTH 329 - Elementary Linear Algebra	3	Fine Arts	3
	Social Science	3	STA 345 - Applied Prob and Stat	3
	Total	16	Total	16
3rd Year				
	Fall Semester		Spring Semester	
	CS 305 - Software Engineering I	3	CS 310 - Software Engineering II	3
	CS 320 - Internetworking	3	CS 410 - Database Engineering	3
	CS 330 - Operating Systems	3	CS 430 - Cyber Security	3
	MGT 320 - Principles of Management	3	CS 402 - Computer Architecture	3
	Humanity	3	ENGR 222 - Engineering Economy	3
	Total	15	Total	15
4th Year				
	Fall Semester		Spring Semester	
	CS 360 - Automata and Formal Languages	3	CS 490 - Senior Project	3
	Graduate Course (CS 510)	3	Graduate Course (CS 515)	3
	Sci w/Lab 3	4	Graduate Course (Elective)	3
	Writing Intensive	3	Graduate Course (Elective)	3
			Free elective	2
	Total	13	Total	14
5th Year				
	Fall Semester		Spring Semester	
	Graduate Course (CS 511)	3	Graduate Course (CS 600)	3
	Graduate Course (CS 620)	3	Graduate Course (Elective)	3
	Graduate Course (Elective)	3	Graduate Course (Elective)	3
	Total	9	Total	9

**ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal**

Chair: Tracy Christofero

GC#10: AMD

Prepare one paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send one identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. **AMD students do not double count credits. They can take up to 12 graduate credits to be applied to the master's degree in place of 12 undergraduate elective credits. They will earn the undergraduate degree with up to 12 fewer credit hours, depending on how many graduate hours they take.**

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate programs are in different departments, clarify how they are appropriate for the AMD.

Rationale: Cybersecurity jobs are in high demand and Computer science roles are already in high demand as it is; adding in the element of security makes these roles even more critical and sought after. The proposed AMD program would provide a path for undergraduate computer science students into the MS in Cybersecurity program to advance their careers. The program will save students' time, money and open up more career possibilities early on and it will also improve the graduate's career earnings prospects.

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission requirements (e.g. waive test scores).

Admission Requirements: Undergraduate CS students seek admission to the AMD program should complete a minimum of 80 credits with an overall GPA of 3.30 and a GPA of 3.30 in their major. GRE test scores are not required.

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be applied to the master's degree. **These 12 credits take the place of 12 undergraduate electives.** Please note the maximum allowed credits.

AMD Credits: 12

Curriculum: The proposal should show how a student can complete the Bachelor's degree **by lowering the number of undergraduate credits (up to 12) with up to 12 graduate credits that will apply to the master's degree.**

Curriculum: BS in Computer Science (BSCS) curriculum requires 120 credit hours for graduation and the MS in Cybersecurity (MSCY) degree requires 30 credit hours. Students enrolled in AMD program can substitute up to a maximum of 12 credits of their BSCS courses to 12 graduate credits of MSCY program to receive both BSCS and MSCY degrees in 5 years by completing total of 138 credits.
BSCS curriculum requires 6 credits of computer science major electives and 8 credits of free electives (see attachment of BSCS Study Plan). During their senior year, AMD students will take four CS graduate courses (one in fall semester and three in spring semester) at the 500 or 600 level for graduate degree credit (see attachment of MSCY catalog) in lieu of major or free electives. Please see recommended courses in each semester (Senior Fall – CYBR 510, Senior Spring – CYBR 620, Free Elective, Concentration) in the attached AMD Study Plan.

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may require a higher GPA. Please note your required GPA.

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the computer science major.

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:

Allowable credits:

Student eligibility requirements:

Department: Department of Computer Sciences and Electrical Engineering

Allowable credits: 12 Credits

Student eligibility requirements: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the computer science major.

Approvals

Signatures

Wook Sung yoo

Undergraduate Advisor

Date

Wook Sung yoo

Graduate Studies Director

Date

Wook

Dean, Undergraduate College

Date

07/29/2020

Lani Stewart

Graduate Council Chair

Date

9/30/2020

BS in Computer Science 4 Year Study Plan

Freshman Year			
Fall Semester		Spring Semester	
CS 110 - Computer Science I	3	CS 120 - Computer Science II	3
CMM 103 - Communication	3	ENG 201 - English Comp II	3
ENG 101 - English Comp I	3	MTH 230 - Calculus II	4
MTH 229 (CT) - Calculus I	5	MTH 220 - Discrete Structures	3
UNI 100	1	FYS100 - First Year Seminar	3
Total	15	Total	16
Sophomore Year			
Fall Semester		Spring Semester	
CS 210 - Data Structures and Algorithms	3	CS 215 - Adv. Data Structures and Algorithms	3
ENG 354 - Scientific and Technical Writing	3	CS 300 - Programming Languages	3
Physical/Natural Sci w/Lab 1	4	Sci w/Lab 2	4
MTH 329 - Elementary Linear Algebra	3	Fine Arts	3
Social Science	3	STA 345 - Applied Prob and Stat	3
Total	16	Total	16
Junior Year			
Fall Semester		Spring Semester	
CS 305 - Software Engineering I	3	CS 310 - Software Engineering II	3
CS 320 - Internetworking	3	CS 410 - Database Engineering	3
CS 330 - Operating Systems	3	CS 430 - Cyber Security	3
MGT 320 - Principles of Management	3	CS 402 - Computer Architecture	3
Humanity	3	ENGR 222 - Engineering Cost Anal & Economy	3
Total	15	Total	15
Senior Year			
Fall Semester		Spring Semester	
CS 360 - Automata and Formal Languages	3	CS 490 - Senior Project	3
CS Electives*	3	CS Electives*	3
Sci w/Lab 3	4	Free elective*	3
Writing Intensive	3	Free elective*	3
		Free elective	2
Total	13	Total	14

Note:

* Courses to be substituted by any 500 or 600 level courses in graduate degree program approved by the graduate advisor.

CYBERSECURITY, M.S.

Program Description

The Master of Science in Cybersecurity program provides students with the knowledge, skills, and professional practices needed for careers in the cybersecurity fields. The program also prepares students who desire to pursue further graduate work that leads to a Ph.D. degree. The curriculum covers several advanced topics in cybersecurity, such as; advanced cryptography, cybersecurity policy, cyber risk and vulnerability, cyber operation, wireless network security, web/mobile security, software security, security in Internet of Things (IoT), etc. These courses will be taught using the very latest, state-of-the-art security tools and technologies.

Admission and Transfer Criteria

Minimum admission requirement for full admission includes completion of a four-year bachelor's degree in Cybersecurity or Computer Science or related program with GPA of 2.75 or higher on 4.0 scale. Applicants with a baccalaureate degree in a major other than computer science or related program may be admitted to the program and must successfully complete the following three additional bridge courses with a grade of B or above in the first two semesters of the program:

- Data Structure and Algorithms (CS 210)
- Internetworking (CS 320)
- Statistics (STA 225, STA 346, or STA 345)

Whether an applicant meets the above requirements will be based on the information provided in the admission application and transcripts. International students must meet MU English proficiency standards and all other admission criteria prior to registering for the first semester of courses.

M.S. Degree Requirements

The MS degree requires 30 credit hours (CR) of graduate work. At least 15 credit hours should be taken from 600 level courses.

- Core Required (12 CR):

CYBR 510	Introduction to Cybersecurity
CYBR 530	Cybersecurity Policies and Management
CYBR 615	Cybersecurity Vulnerability Assessment
CYBR 620	Cyberwarfare
- Concentration (6 CR)
Student must choose two courses from ONE concentration area below:
 - Network Security

CYBR 535	Cyber Risk
CYBR 542	Cyber Operations
CYBR 625	Applied Cryptography
IS 656	Communication and Network Technologies
 - Application Security

CYBR 500	Computer Security Design
CYBR 535	Cyber Risk
CYBR 625	Applied Cryptography
IS 646	Computer Systems Security
 - Security Management

CYBR 500	Computer Security Design
CYBR 542	Cyber Operations
IS 631	Information Security
IS 647	IT Disaster Planning & Recovery
- Thesis option or Core Electives Option (6 CR)
The Thesis option offers a student an opportunity for serious investigation into an area of interest by completing a 3 credit research course (CYBR 680) and a 3 credit thesis (CYBR 681) course. Students must summarize their thesis work in the form of a formal written document and deliver an oral presentation. Thesis work is typically conducted over two semesters. A thesis option can be taken after the completion of 12 credit hours. The 6 CR of the thesis option courses cannot be combined in a semester.
For the Core Electives Option, student may choose any two 600 level CYBR courses.
- Free electives (6 CR)
Students may choose any two from following CYBR/CS/IS courses.

CYBR 500	Computer Security Design (cross-listed with CYBR 400)
CYBR 535	Cyber Risk (cross-listed with CYBR 435)
CYBR 542	Cyber Operations (cross-listed with CYBR 442)
CYBR 625	Applied Cryptography (Also listed in the Network Security Concentration)
CYBR 685	Independent Study
CYBR 698	Internship
CS 504	High Performance Computing
CS 542	Communication Networks and Distributed Systems
CS 579	Software Engineering
CS 620	Applied Algorithms.
CS 625	AI Principles and Methods.
CS 630	Machine Learning.
CS 660	Big Data Systems.
IS 624	Data Warehousing.
IS 625	Software Engineering
IS 692	Image Processing for Forensics
IS 631	Information Security
IS 646	Computer Systems Security
IS 647	IT Disaster Planning & Recovery
IS 656	Communication and Network Technologies

Plan of Study

Below is a typical two-year study plan for a full time (9 credit hours a semester) students:

Year	Term	Course	Hr	Pre-requisite
1st	FA	CYBR 510: Introduction to Cybersecurity	3	
		CYBR 530: Cybersecurity Policies and Management	3	
		CYBR 615: Cybersecurity Vulnerability Assessment	3	
	SP	CYBR 620: Cyberwarfare	3	
		Concentration Course 1	3	
		Elective Course 1	3	
2nd	FA	CYBR 680 (Research) or Core Elective 1	3	CYBR 510
		Concentration Course 2	3	
		Elective Course 2	3	
	SP	CYBR 681 (Thesis) or Core Elective 2	3	CYBR 680 (thesis option)

5 Year Dual Degree AMD (BSCS and MSCY) Study Plan (Sample)

1st Year			
Fall Semester		Spring Semester	
CS 110 - Computer Science I	3	CS 120 - Computer Science II	3
CMM 103 - Communication	3	ENG 201 - English Comp II	3
ENG 101 - English Comp I	3	MTH 230 - Calculus II	4
MTH 229 (CT) - Calculus I	5	MTH 220 - Discrete Structures	3
UNI 100	1	FYS100 - First Year Seminar	3
Total	15	Total	16
2nd Year			
Fall Semester		Spring Semester	
CS 210 - Data Structures and Algorithms	3	CS 215 - Adv. Data Structures and Algo.	3
ENG 354 - Scientific and Technical Writing	3	CS 300 - Programming Languages	3
Physical/Natural Sci w/Lab 1	4	Sci w/Lab 2	4
MTH 329 - Elementary Linear Algebra	3	Fine Arts	3
Social Science	3	STA 345 - Applied Prob and Stat	3
Total	16	Total	16
3rd Year			
Fall Semester		Spring Semester	
CS 305 - Software Engineering I	3	CS 310 - Software Engineering II	3
CS 320 - Internetworking	3	CS 410 - Database Engineering	3
CS 330 - Operating Systems	3	CS 430 - Cyber Security	3
MGT 320 - Principles of Management	3	CS 402 - Computer Architecture	3
Humanity	3	ENGR 222 - Engineering Economy	3
Total	15	Total	15
4th Year			
Fall Semester		Spring Semester	
CS 360 - Automata and Formal Languages	3	CS 490 - Senior Project	3
Graduate Course (CYBR 510)	3	Graduate Course (CYBR 620)	3
Sci w/Lab 3	4	Graduate Course (Free Elective)	3
Writing Intensive	3	Graduate Course (Concentration)	3
		Free elective	2
Total	13	Total	14
5th Year			
Fall Semester		Spring Semester	
Graduate Course (CYBR 530)	3	Graduate Course (Concentration)	3
Graduate Course (CYBR 615)	3	Graduate Course (Free Elective)	3
Graduate Course (CYBR 680 or Core Elective)	3	Graduate Course (CYBR 681 or Core Elective)	3
Total	9	Total	9

**ACCELERATED MASTER'S DEGREE (AMD)
Program Proposal**

Chair: Tracy Christofero

GC#10: AMD

Prepare **one** paper copy with all signatures and forward to the Graduate Council Chair. Additionally, send **one** identical ELECTRONIC COPY with all supporting documentation as an e-mail attachment by to the Graduate Council Chair for electronic distribution to the Graduate Council Curriculum Committee.

Guidelines for an AMD Proposal

Accelerated Master's Degree Programs may be developed between an undergraduate and graduate program in a single department, between two programs in a single school/college or between programs in two different schools/colleges. AMD programs enrich the opportunities of the best undergraduates at Marshall University, enabling them to earn a Bachelor's and Master's degree in much less time than it would take following the traditional path. **AMD students do not double count credits. They can take up to 12 graduate credits to be applied to the master's degree in place of 12 undergraduate elective credits. They will earn the undergraduate degree with up to 12 fewer credit hours, depending on how many graduate hours they take.**

Rationale: The proposal should identify the rationale or need for an AMD, and, if the undergraduate and graduate programs are in different departments, clarify how they are appropriate for the AMD.

Rationale: Data science is relevant to virtually all industries and proficient and knowledgeable data science Master's degree graduates will be assets to employers in any industries they want to work in. The proposed AMD program would provide a path for undergraduate computer science students into the MS in Data Science program to advance their careers. The program will save students' time, money and open up more career possibilities early on and it will also improve the graduate's career earnings prospects.

Admission Requirements: The proposal should state whether admission requirements for the AMD differ from regular admission requirements (e.g. waive test scores).

Admission Requirements: Undergraduate CS students seek admission to the AMD program should complete a minimum of 80 credits with an overall GPA of 3.30 and a GPA of 3.30 in their major. GRE test scores are not required.

AMD Credits: The proposal may allow an undergraduate student to earn a maximum of 12 credits in approved graduate courses to be applied to the master's degree. **These 12 credits take the place of 12 undergraduate electives.** Please note the maximum allowed credits.

AMD Credits: 12

Curriculum: The proposal should show how a student can complete the Bachelor's degree **by lowering the number of undergraduate credits (up to 12) with up to 12 graduate credits that will apply to the master's degree.**

Curriculum: BS in Computer Science (BSCS) curriculum requires 120 credit hours for graduation and the MS in Data Science (MSDS) degree requires 30 credit hours. Students enrolled in AMD program can substitute up to a maximum of 12 credits of their BSCS courses to 12 graduate credits of MSCY program to receive both BSCS and MSDS degrees in 5 years by completing total of 138 credits.
BSCS curriculum requires 6 credits of computer science major electives and 8 credits of free electives (see attachment of BSCS Study Plan). During their senior year, AMD students will take four graduate courses (one in fall semester and three in spring semester) at the 500 or 600 level for graduate degree credit (see attachment of MSDS catalog) in lieu of major or free electives. Please see recommended courses in each semester (Senior Fall – CS 511, Senior Spring – STA 535, CS 630, Domain Elective) in the attached AMD Study Plan.

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the major. Programs may require a higher GPA. Please note your required GPA.

Student Eligibility: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the computer science major.

Accelerated Master's Degree Proposal-Page 2

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

AMD Proposal

Department:

Allowable credits:

Student eligibility requirements:

Department: Department of Computer Sciences and Electrical Engineering

Allowable credits: 12 Credits

Student eligibility requirements: AMD applicants must have a minimum over-all grade point average of 3.30 and 3.30 in the computer science major.

Approvals

Signatures

Wook Sung yoo

Undergraduate Advisor

Date

Wook Sung yoo

Graduate Studies Director

Date

Wook

07/29/2020

Dean, Undergraduate College

Date

Lauri Howard

9/30/2020

Graduate Council Chair

Date

BS in Computer Science 4 Year Study Plan

Freshman Year			
Fall Semester		Spring Semester	
CS 110 - Computer Science I	3	CS 120 - Computer Science II	3
CMM 103 - Communication	3	ENG 201 - English Comp II	3
ENG 101 - English Comp I	3	MTH 230 - Calculus II	4
MTH 229 (CT) - Calculus I	5	MTH 220 - Discrete Structures	3
UNI 100	1	FYS100 - First Year Seminar	3
Total	15	Total	16
Sophomore Year			
Fall Semester		Spring Semester	
CS 210 - Data Structures and Algorithms	3	CS 215 - Adv. Data Structures and Algorithms	3
ENG 354 - Scientific and Technical Writing	3	CS 300 - Programming Languages	3
Physical/Natural Sci w/Lab 1	4	Sci w/Lab 2	4
MTH 329 - Elementary Linear Algebra	3	Fine Arts	3
Social Science	3	STA 345 - Applied Prob and Stat	3
Total	16	Total	16
Junior Year			
Fall Semester		Spring Semester	
CS 305 - Software Engineering I	3	CS 310 - Software Engineering II	3
CS 320 - Internetworking	3	CS 410 - Database Engineering	3
CS 330 - Operating Systems	3	CS 430 - Cyber Security	3
MGT 320 - Principles of Management	3	CS 402 - Computer Architecture	3
Humanity	3	ENGR 222 - Engineering Cost Anal & Economy	3
Total	15	Total	15
Senior Year			
Fall Semester		Spring Semester	
CS 360 - Automata and Formal Languages	3	CS 490 - Senior Project	3
CS Electives*	3	CS Electives*	3
Sci w/Lab 3	4	Free elective*	3
Writing Intensive	3	Free elective*	3
		Free elective	2
Total	13	Total	14

Note:

* Courses to be substituted by any 500 or 600 level courses in graduate degree program approved by the graduate advisor.

DATA SCIENCE, M.S.

Program Description

The Master of Science in Data Science (MSDS) provides students with technical expertise in computational modeling, data collection and integration, data storage and retrieval, data processing, modeling and analytics, and visualization. Students graduating from this program will be able to handle large data sets (big data), write software to work with these large data sets, and apply the statistical skills to model and analyze sub-data sets of interest. The job opportunities in this field are rapidly growing.

Admission Requirements

Minimum admission requirement for full admission includes completion of a four-year bachelor's degree in Data Science, Computer Science, Statistics, Mathematics, or related program with GPA of 2.75 or higher on 4.0 scale. Applicants with a baccalaureate degree in a major other than computer science or related program may be admitted to the program and must successfully complete the following three additional bridge courses with a grade of B or above in the first two semesters of the program:

- Data Structure and Algorithms (CS 210)
- Database Engineering (CS 410)
- Applied Probability and Statistics (STA 345)

Whether an applicant meets the above requirements will be based on the information provided in the admission application and transcripts. International students must meet MU English proficiency standards and all other admission criteria prior to registering for the first semester of courses.

Degree Requirements

The MSDS degree requires 30 credit hours (CR) of graduate work. The 30 CR is comprised of the following components:

- *Required Core courses (18 CR)*
 - CS 511 Advanced Programming
 - CS 630 Machine Learning
 - CS 660 Big Data Systems
 - CS 670 Visual Analytics
 - STA 535 Statistical Data Mining
 - STA 634 Statistical Methods for Researchers

- **Domain Emphasis (12 CR)**

Domain Emphasis gives students a good understanding of a particular domain. A student is required to take 9 credits hours in one domain emphasis and 3 credit hours of free elective in any of the three domain areas:

- **Computing Domain**

This domain emphasis tackles computing areas including high performance computing, cloud computing, IoT, Artificial Intelligence, Cybersecurity, bioinformatics, etc. Students in Computing Domain should take any three courses from the list below:

CS 505 Computing for Bioinformatics
CS 539 Introduction to Artificial Intelligence CS 540 Digital Image Processing
CS 600 Advanced Web Technology
CS 601 The Internet of Things
CS 602 Cloud Computing
CS 620 Applied Algorithms
CS 645 Advanced Topics in Bioinformatics
CS 681 Thesis

- **Information Systems**

This domain emphasizes the use of information technology and their expected utility of their information systems. Students in Information Systems Domain should take any three courses from the list below:

IS 545 Health Care Data Analytics
IS 600 Management Information Systems IS 610 Systems Quality Assurance
IS 621 Information Structures I
IS 622 Emerging Tech in Info Systems IS 623 Database Management
IS 624 Data Warehousing
IS 665 Health Care Enterprise Info Syst
IS 681 Thesis

- **Predictive Analytics**

This domain emphasis gives students the opportunity to learn the use of various statistical modelling techniques that are applicable to predictive analytics. Students in Predictive Analytics Domain should take any three courses from the list below:

STA 512 Regression Analysis
STA 513 Experimental Designs
STA 520 Nonparametric Statistics
STA 564 Statistical Computing
STA 570 Applied Survival Analysis
STA 662 Applied Multivariate Statistical Methods

STA 663 Time Series Forecasting
STA 664 Bayesian Statistics
STA 665 Advanced Statistical Learning
STA 681 Thesis

Thesis Option in Domain Emphasis

Student may choose a thesis option replacing two courses from in the Domain Emphasis.

The thesis option (Thesis 1 and 2) offers students an opportunity for in-depth understanding and investigation into an area of interest. Students must summarize their thesis work in the form of a formal written document and deliver an oral presentation. Thesis work is typically conducted over two semesters. The thesis option can be taken after the completion of 12 credit hours. The 6 CR of the thesis option cannot be combined in a semester. If a student in the thesis option wishes to switch to the non-thesis option, the credit hours for the thesis will not count toward fulfilling the graduation requirement.

Plan of Study

Below is a typical two-year study plan for full-time (9 credit hours a semester) students:

Year	Term	Course	Credit
1st	FA	CS 511 Advanced Programming	3
		STA 634 Statistical Methods for Researchers	3
		Domain Emphasis Course 1	3
	SP	CS 630 Machine Learning	3
		STA 535 Statistical Data Mining	3
		Domain Emphasis course 2	3
2nd	FA	CS 670 Visual Analytics	3
		CS 660 Big Data Systems	3
		Domain Emphasis course 3 or Thesis 1	3
	SP	Domain Emphasis course 4 or Thesis 2	3

Note: All required core courses will be offered every semester. However, some elective courses may only be offered one semester a year. Students should work closely with advisors in developing a study plan.

5 Year Dual Degree AMD (BSCS and MSDS) Study Plan (Sample)

1st Year			
Fall Semester		Spring Semester	
CS 110 - Computer Science I	3	CS 120 - Computer Science II	3
CMM 103 - Communication	3	ENG 201 - English Comp II	3
ENG 101 - English Comp I	3	MTH 230 - Calculus II	4
MTH 229 (CT) - Calculus I	5	MTH 220 - Discrete Structures	3
UNI 100	1	FYS100 - First Year Seminar	3
Total	15	Total	16
2nd Year			
Fall Semester		Spring Semester	
CS 210 - Data Structures and Algorithms	3	CS 215 - Adv. Data Structures and Algo.	3
ENG 354 - Scientific and Technical Writing	3	CS 300 - Programming Languages	3
Physical/Natural Sci w/Lab 1	4	Sci w/Lab 2	4
MTH 329 - Elementary Linear Algebra	3	Fine Arts	3
Social Science	3	STA 345 - Applied Prob and Stat	3
Total	16	Total	16
3rd Year			
Fall Semester		Spring Semester	
CS 305 - Software Engineering I	3	CS 310 - Software Engineering II	3
CS 320 - Internetworking	3	CS 410 - Database Engineering	3
CS 330 - Operating Systems	3	CS 430 - Cyber Security	3
MGT 320 - Principles of Management	3	CS 402 - Computer Architecture	3
Humanity	3	ENGR 222 - Engineering Economy	3
Total	15	Total	15
4th Year			
Fall Semester		Spring Semester	
CS 360 - Automata and Formal Languages	3	CS 490 - Senior Project	3
Graduate Course (CS 511)	3	Graduate Course (STA 535)	3
Sci w/Lab 3	4	Graduate Course (CS 630)	3
Writing Intensive	3	Graduate Course (Domain Elective)	3
		Free elective	2
Total	13	Total	14
5th Year			
Fall Semester		Spring Semester	
Graduate Course (CS 670)	3	Graduate Course (Domain Elective)	3
Graduate Course (STA 634)	3	Graduate Course (Domain Elective)	3
Graduate Course (CS 660)	3	Graduate Course (Domain Elective)	3
Total	9	Total	9

Request for Graduate Non-Curricular Changes

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

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

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Medicine Dept/Division: Medical Education
 Contact Person: Todd Green, Ph.D. Phone: 304-696-3531

Rationale for Request:

The change is to allow conditional admission of students into the Medical Sciences MS program. Currently applications to the program cannot be reviewed until the applicant has graduated with a bachelor's degree. With the change, applicants can be admitted conditionally for one term while still an undergraduate student. Full admission will still require awarding of the bachelor's degree.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.
 NOTE: all requests may not require all signatures.

Department/Division Chair  Date 8/27/20 **Spring 2021**

Registrar  Date 8/28/2020

College Curriculum Committee Chair  Date 8/27/20
 (or Dean if no college curriculum committee)

Graduate Council Chair  Date 9/30/2020

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

Request for Graduate Non-Curricular Changes – Page 2

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

Attached

Request for Graduate Non-Curricular Changes – Page 3

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

Attached

Request for Graduate Non-Curricular Changes – Page 4

3. **New Catalog Description:** Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description.

Attached

Request for Graduate Non-Curricular Changes – Page 5

Please insert below your proposed change information for the Graduate Council agenda.

Type of change request: Non-curricular catalog change

Department: Medical Education

Degree program: Medical Sciences non-thesis MS

Effective date (fall/spring/summer, year): Spring 2021

CURRENT CATALOG DESCRIPTION

Pages 220-221

Biomedical Research M.S. Medical Sciences Area of Emphasis Applicants

Admission Requirements

Applicants must meet the admission requirements of both Marshall University Graduate Admissions as outlined on their website –

www.marshall.edu/graduate/admissions/how-to-apply-for-admission - and the Medical Sciences program of the Marshall University Joan C. Edwards School of Medicine. Interested persons should visit <https://jcesom.marshall.edu/students/ms-in-biomedical-research-with-medical-science-emphasis/>, e-mail medicallsciences@marshall.edu or call 304-696-3531.

Minimum Admission Requirements

- A baccalaureate degree from an accepted, regionally accredited college or university
- Successfully completed, with a grade of C or better, one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. A semester of biochemistry or molecular biology with associated laboratory is also required.
- A recommended minimum Grade Point Average (GPA) of 3.0
- A recommended minimum GPA of 3.0 in combined science and math courses
- Official transcript(s) from undergraduate degree granting institution(s). Transcripts for post-baccalaureate or graduate coursework may be required at the discretion of the program.
- Departmental materials: three recommendations, program online form, written statement addressing educational and career goals, CV/resume

Application Deadline - June 30

Applications are accepted on a rolling basis and are reviewed until the class is filled. Applications will be considered until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The completed application, application fee, official transcript(s), three recommendations, and written statement should be received in the Graduate Admissions Office by June 30. *No entrance exam is required.* The program online form should be received in the Office of Research and Graduate Education by June 30.

EDITS TO CURRENT DESCRIPTION

Biomedical Research M.S. Medical Sciences Area of Emphasis Applicants

Admission Requirements

Applicants must meet the admission requirements of both Marshall University Graduate Admissions as outlined on their website –

www.marshall.edu/graduate/admissions/how-to-apply-for-admission - and the Medical Sciences program of the Marshall

University Joan C. Edwards School of Medicine. Interested persons should visit

<https://jcesom.marshall.edu/students/ms-in-biomedical-research-with-medical-science-emphasis/>, e-mail medicallsciences@marshall.edu or call 304-696-3531.

Minimum Admission Requirements

- A baccalaureate degree from an accepted, regionally accredited college or university
- Successfully completed, with a grade of C or better, one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. A semester of biochemistry or molecular biology with associated laboratory is also required.
- A recommended minimum Grade Point Average (GPA) of 3.0
- A recommended minimum GPA of 3.0 in combined science and math courses
- Official transcript(s) from undergraduate degree granting institution(s). Transcripts for post-baccalaureate or graduate coursework may be required at the discretion of the program.
- **Departmental Program** materials: three recommendations, program online form, written statement addressing educational and career goals, CV/resume

Conditional Admission

The Medical Sciences program may admit applicants conditionally, for one term, pending receipt of the final official transcript from the undergraduate degree granting institution.

Application Deadline - June 30

Applications are accepted on a rolling basis and are reviewed until the class is filled. Applications will be considered until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The completed application, application fee, official transcript(s), three recommendations, and written statement should be received in the Graduate Admissions Office by June 30. *No entrance exam is required.* The program online form should be received in the Office of Research and Graduate Education by June 30.

NEW CATALOG DESCRIPTION

Biomedical Research M.S. Medical Sciences Area of Emphasis Applicants

Admission Requirements

Applicants must meet the admission requirements of both Marshall University Graduate Admissions as outlined on their website –

www.marshall.edu/graduate/admissions/how-to-apply-for-admission - and the Medical Sciences program of the Marshall University Joan C. Edwards School of Medicine. Interested persons should visit <https://jcesom.marshall.edu/students/ms-in-biomedical-research-with-medical-science-emphasis/>, e-mail medicalsciences@marshall.edu or call 304-696-3531.

Minimum Admission Requirements

- A baccalaureate degree from an accepted, regionally accredited college or university
- Successfully completed, with a grade of C or better, one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. A semester of biochemistry or molecular biology with associated laboratory is also required.
- A recommended minimum Grade Point Average (GPA) of 3.0
- A recommended minimum GPA of 3.0 in combined science and math courses
- Official transcript(s) from undergraduate degree granting institution(s). Transcripts for post-baccalaureate or graduate coursework may be required at the discretion of the program.
- Program materials: three recommendations, program online form, written statement addressing educational and career goals, CV/resume

Conditional Admission

The Medical Sciences program may admit applicants conditionally, for one term, pending receipt of the final official transcript from the undergraduate degree granting institution.

Application Deadline - June 30

Applications are accepted on a rolling basis and are reviewed until the class is filled. Applications will be considered until June 30, if openings are available. International applicants must meet the international application deadline of March 15. The completed application, application fee, official transcript(s), three recommendations, and written statement should be received in the Graduate Admissions Office by June 30. *No entrance exam is required.* The program online form should be received by June 30.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: COEPD

Dept/Division: School Psychology

Alpha Designator/Number: SPSY 710

☒ Graded ☐ CR/NC

Contact Person: Lanai Jennings, Program Director

Phone: 304-746-7067

NEW COURSE DATA:

New Course Title: Application of Multi-Tiered Systems of Support

Alpha Designator/Number: S P S Y / 1 0

Title Abbreviation: A P P L I C A T I O N O F M T S S

(limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

The focus of this course will be to integrate elements of consultation, assessment, and intervention into a comprehensive Multi-Tiered System of Support for behavior and academics from the perspective of a school psychologist.

Co-requisite(s): N/A

First Term to be Offered: Summer I 2021

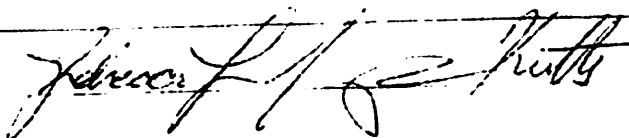
Prerequisite(s): SPSY 621 and SPSY 622

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

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

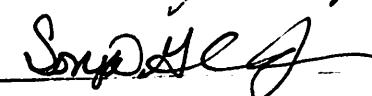
Dept. Chair/Division Head



Date

8/24/2020

Registrar

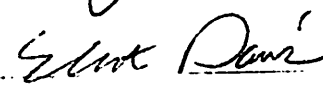


420101

Date

8/24/2020

College Curriculum Chair



Date

8/24/2020

Graduate Council Chair



Date

9/30/2020

Request for Graduate Course Addition - Page 2

College: COEPD

Department/Division: School Psychology

Alpha Designator/Number: SPSY 710

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Conrae Lucas-Adkins
Lanai Jennings
Sandra Stroebel

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter **"Not Applicable"** if not applicable.

SPSY 710 will add content addressing academics (reading and math) and behavior while providing opportunities to apply the foundation of consultation, assessment, and intervention to the candidates' internship sites.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter **"Not Applicable"** if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter **"Not Applicable"** if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter **"Not Applicable"** if not applicable.

Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Students will 1) demonstrate fundamental knowledge of MTSS for supporting social-emotional/behavioral and academic needs in pk-12 settings; 2) identify and explain the roles of key members in MTSS (i.e. school psychologists, specialist-providers in schools, teachers, administrators, families & community supports); 3) demonstrate understanding of data-collection using valid and reliable tools across MTSS; 4) distinguish between using appropriate and inappropriate uses of data in directing movement through MTSS; 5) evaluate different models of MTSS implementation for academic and social-emotional/behavioral issues in pk-12 settings (i.e. Interconnected Systems Framework); and 6) enhance their knowledge and understanding of MTSS through their development of tiered supports for social-emotional/behavioral and academic issues in pk-12 settings.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Brown-Chidsey, R. & Bickford, R. (2016). Practical handbook of multi-tiered systems of support: Building academic and behavior success in schools. The Guilford Press: New York, NY.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lectures, in-class activities, class discussions (during class and through discussion boards), field experiences (interviewing school district professional staff), and independent readings and research for projects.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

This class will include 1) Discussion Board Postings; 2) On-line Module Activities (reading and responding to instructor-posed questions); 3) Projects #1 and #2 (see attached syllabus for further description); 4) In-Class Activities (e.g. KWL chart about MTSS); 5) Final Project Presentation (see attached syllabus for further description)

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Barrett, S., Eber, L., Perales, K., & Pohlman, K., (2019) ISF Fact Sheet Series, retrieved from Pacific Southwest (HHS Region 9) Mental Health Training and Technology Center Funded by Substance Abuse and Mental Health Services Administration

Bruns, E. J., Duong, M. T., Lyon, A. R., Pullmann, M. D., Cook, C. R., Cheney, D., & McCauley, E. (2016). Fostering SMART partnerships to develop an effective continuum of behavioral health services and supports in schools. *American Journal of Orthopsychiatry*, 86(2), 156.

Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30(2), 166.

Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists.

Kilgus, S. P., Reinke, W. M., & Jimerson, S. R. (2015). Understanding mental health intervention and assessment within a multi-tiered framework: Contemporary science, practice, and policy. *School Psychology Quarterly*, 30(2), 159.

Miller, F. G., Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., & Fabiano, G. A. (2015). A comparison of measures to screen for social, emotional, and behavioral risk. *School Psychology Quarterly*, 30(2), 184.

Moulton, S., von der Embse, N., Kilgus, S., & Drymond, M. (2019, August 29). Building a Better Behavior Progress Monitoring Tool Using Maximally Efficient Items. *School Psychology*. Advance online publication. <http://dx.doi.org/10.1037/spq0000334>

National Association of School Psychologists. (2016). Building Capacity for Student Success: Every Student Succeeds Act Opportunities: Multitiered Systems of Support. [Flier]. Bethesda, MD: National Association of School Psychologists

National Association of School Psychologists. (2016). Integrated Model of Academic and Behavioral Supports [Position statement]. Bethesda, MD: Author.

Pendergast, L. L., Youngstrom, E. A., Ruan-lu, L., & Beysolow, D. (2018). The nomogram: A decision-making tool for practitioners using multitiered systems of support. *School Psychology Review*, 47(4), 345-359.

Splett, J.W., Perales K., Halliday-Boykins, C.A., Gilchrest, C.E., Gibson, N. & Weist, M.D. (2017) Best Practices for Teaming and Collaboration in the Interconnected Systems Framework, *Journal of Applied School Psychology*, 33:4, 347-368, DOI: 10.1080/15377903.2017.1328625

Stewart, R. M., Martella, R. C., Marchand-Martella, N., & Benner, G. J. (2005). Three-tier models of reading and behavior. *Journal of Early and Intensive Behavior Intervention*, 2(3), 115-124. doi:<http://dx.doi.org.marshall.idm.oclc.org/10.1037/h0100308>

Weist, M. D. (2003). Commentary: Promoting paradigmatic change in child and adolescent mental health and schools. *School Psychology Review*, 32(3), 336-342.

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: School Psychology

Course Number and Title: SPSY 710 Application of Multi-Tiered Systems of Support

Catalog Description: The focus of this course will be to integrate elements of consultation, assessment, and intervention into a comprehensive Multi-Tiered System of Support for behavior and academics from the perspective of a school psychologist.

Prerequisites: SPSY 621 and SPSY 622

First Term Offered: Summer I 2021

Credit Hours: 3

Final Presentation Instructions

SPSY 700, Summer 2020

Due:

Synthesize information from **text chapters 23, 24, & 25**. Create a 20 to 30-minute presentation of this information (include a ppt) appropriate for a group of educators. The goal of the presentation is to help them understand the connection between MTSS, 504 plan services, and special education services as well as the distinctions between them.

- You should define the audience you are preparing this presentation for, i.e. experienced special ed. teachers, new general ed. teachers, principals with only a basic understanding of the implementation of MTSS, school psychologists, etc.
- You may use this presentation as partial fulfillment of Domain 2.5 (systems-level project) in your internship portfolio as long as you actually deliver the presentation (with field supervisor's permission) and collect pre and post data.
- Develop a pre and post measure to determine the impact that this presentation had on your audience. You may use a questionnaire, polling activity, etc.

Essential elements for your project include:

- I. Evidence of material from the 3 assigned chapters = 10 points
- II. Professionalism of Product (visually appealing ppt; no spelling errors or typos; sufficient for 20-30 min. presentation; content appropriate for the audience you define) = 10 points
- III. Clearly defined role of school psychologist = 10 points
- IV. Evidence of 2 additional resources for the presentation besides your text = 10 points
- V. Pre and post measure for assessing the knowledge of presentation content from your audience = 10 points.

Total points for Final Exam = 50

MTSS Course Resources

<https://wvde.us/college-and-career-readiness/standards/>

ORTI Project- www.oregonrti.org

(calculating rate of improvement)

<https://www.readingrockets.org/article/fluency-norms-chart-2017-update>

(Hasbrouk & Tindal ORF)

<https://mtss4success.org/>

(Center on Multi-Tiered Systems of Support at American Institutes for Research)

<https://www.pbis.org/resource-type/assessments>

(National Technical Assistance Center on PBIS)

<http://www.ci3t.org/screening>

(Comprehensive, Integrated Three-Tiered Model of Prevention)

<https://danielsongroup.org/framework/framework-teaching>

(recommended from textbook)

<https://www.ode.state.or.us/wma/teachlearn/commoncore/danielson-2013-rubric-only.pdf>

<https://www.sciencedirect.com/science/article/pii/S0022440519300536?via%3Dihub>

Hagermoser Sanetti, L.M. & Collier-Meek, M.A. (2019) Increasing implementation science literacy to address the research to practice gap in school psychology. *Journal of School Psychology*, Vol. 76, pp. 33-47

<https://pubmed.ncbi.nlm.nih.gov/23586516/>

Forman SG, Shapiro ES, Coddling RS, et al. Implementation science and school psychology. *Sch Psychol Q*. 2013;28(2):77-100. doi:10.1037/spq0000019

<https://education.uw.edu/sites/default/files/Implementation%20Science%20Issue%20Brief%20072617.pdf>

(SAMHSA, Aaron Lyon, Implementation Science and Practice in the Education Sector)

<https://www.ncbi.nlm.nih.gov/books/NBK64964/>

Center for Substance Abuse Treatment. Enhancing Motivation for Change in Substance Abuse Treatment. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 1999. (Treatment Improvement Protocol (TIP) Series, No. 35.) Chapter 3—Motivational Interviewing as a Counseling Style. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK64964/>

<https://onbeing.org/programs/resmaa-menakem-notice-the-rage-notice-the-silence/>

(Diversity Discussion- podcast transcript)

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

(Leading by Convening materials)

CITATION

Splett, J. W., Perales, K., Al-Khatib, A. M., Raborn, A., & Weist, M. D. (2020, May 28). Preliminary Development and Validation of the Interconnected Systems Framework-Implementation Inventory (ISF-II). *School Psychology*. Advance online publication. <http://dx.doi.org/10.1037/spq0000369>

<https://www.pbis.org/search?query=interconnected+systems+framework>

<https://www.pbis.org/topics/mental-healthsocial-emotional-well-being>

Weist, M. D., Eber, L., Horner, R., Splett, J., Putnam, R., Barrett, S., ... Hoover, S. (2018). Improving Multitiered Systems of Support for Students With “Internalizing” Emotional/Behavioral Problems. *Journal of Positive Behavior Interventions*, 20(3), 172–184. <https://doi.org/10.1177/1098300717753832>

<http://www.midwestpbis.org/interconnected-systems-framework>

(Interconnected Systems Framework materials)

SPSY 700 Application of MTSS

Summer 2020

MTSS District Overview Project Instructions

This project is intended to orient you to your internship district and be thinking ahead about how you might be more involved as an intern.

Part One

Research your district for basic information such as: #schools, # or percentage of students receiving special education, demographics (cultural diversity, SES variability, any ELL students, etc.), and any other interesting information you may find. If you will be interning in the district for Fall 2020, try to get an idea of your responsibilities for internship.

Interview at least one employee of your district (special education or general education teacher, school psychologist, administrator, school counselor) who is knowledgeable about the MTSS process. Your interview should cover the following areas:

- Find out the role of the school psychologist in the MTSS process
- Be sure to discuss how both behavioral and academic problems are addressed through the MTSS process. Be able to clearly describe the 3 tiers of support for both behavioral and academic
- In what way are community behavioral healthcare providers involved in the MTSS process?
- How are students screened (how often and by whom)?
- What screening tools/instruments are used (behavior & academic)?
- Who reviews the universal screening data and progress monitoring data first?
- How are results disseminated to school officials, parents, and students?
- How does special education fit within the MTSS system? At what point are referrals for special education made? What happens during the interim

between referral and EC determination, i.e. does student continue receiving intervention, how is the data from intervention used in the EC decision?

- Find out if the district has plans for utilizing the MTSS process in some way to address the needs of returning students following COVID 19 disruption.

You will write up the results of your district research and interview in a narrative format.

Part Two

Find a credible resource that discusses “best practices” of MTSS implementation. Compare what you have found through your research & interview of your district with “best practices.” Write a narrative that discusses this comparison.

Additionally, you should suggest at least 3 areas for improvement (how your district could improve to be more consistent with best practices; if your district is in good shape, how might they enhance their supports). For each area of improvement, you need to list 3 to 5 action steps that could be taken. One of those steps should be a step that you could take as an intern next year (or when you begin internship).

Part Two should also be written up in narrative format.



Marshall University Syllabus

College of Education and Professional Development

School Psychology

Course

SPSY 710 Application of Multi-Tiered Systems of Support

Course Description

The focus of this course will be integrating elements of consultation, assessment, and intervention into a comprehensive Multi-Tiered System of Support (MTSS) within schools from the perspective of a school psychologist. Systems and supports for enhancing academic and socioemotional/behavioral needs of youth will be examined.

Credits

3 hours graduate

Prerequisites

SPSY 621 and SPSY 622

Term/Year

Summer I 2021

Class Meeting Days/Times

Tuesdays 4-6:50pm

Location

Blackboard Collaborate Classroom OR Classroom on Campus

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor

Conrae Lucas-Adkins, PsyD

Contact Information

- Office: GC 109
- Office Hours:

- Office Phone: 304-746-1937
- Marshall Email: lucas26@marshall.edu
- Email is the preferred way to contact instructor

Required and/or Recommended Texts and Materials

Required Texts and Materials

<https://www.guilford.com/books/Practical-Handbook-of-Multi-Tiered-Systems-of-Support/Brown-Chidsey-Bickford/9781462522484/audience>

Recommended/Optional Texts and Materials

Other materials will be provided by instructor

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course student learning outcomes	NASP Professional Standards	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will demonstrate fundamental knowledge of MTSS for supporting social-emotional/behavioral and academic needs in pk-12 settings	Domains 1, 2, 3, 4, 5, and 7	Readings, class discussions, independent research for Project #1	Discussion Board Postings, In-Class Discussions & Activities, Project #1, Online Module Activities
Students will identify and explain the roles of key members in MTSS (i.e. school psychologists, specialist-providers in schools, teachers, administrators, families & community supports)	Domains 1, 2, 3, 4, 5, and 7	Readings, class discussions, independent research for Projects #1 and #2	Projects #1 and #2, Final Presentation, In-Class Discussions & Activities, Online Module Activities

Course student learning outcomes	NASP Professional Standards	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will demonstrate understanding of data-collection using valid & reliable assessment tools across MTSS.	Domains 1, 5, 9, and 10	Readings, class discussions & in-class activities, independent research for Projects #1 and #2	Discussion Board Postings, In-Class Discussions & Activities, Projects #1 and #2, Final Presentation
Students will distinguish between appropriate and inappropriate uses of data in directing movement through the MTSS.	Domains 1, 5, 9, and 10	Readings, in-class discussion & activities, independent research for Project #2	Discussion Board Postings, Project #2, In-Class Activities
Students will evaluate different models of MTSS implementation for academic and social-emotional/behavior issues in pk-12 settings (i.e. Interconnected Systems Framework)	Domains 1, 2, 3, 4, 5, 6, 7,8 and 9	Readings, in-class discussions, independent research for Projects #1 and #2	Projects #1 and #2, Final Presentation, Online Module Activities, and Discussion Board Postings
Students will enhance their knowledge and understanding of MTSS through their development of tiered supports for social-emotional/behavioral and academic issues in pk-12 settings.	Domains 1, 2, 3, 4, 5, 6, 7,8 and 9	Readings, independent research, in-class discussions & activities	Final Presentation, Online Module Activities, Discussion Board Postings

NASP Professional Practice Standards (Domain descriptions)

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child

development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for

human diversity, and a commitment to social justice and equity.

Course Requirements/Due Dates (see calendar below for due dates)

1. Final Presentation (50 points)
2. MTSS District Overview Project (100 points)
3. Communication within MTSS Teams Project (100 points)
4. Online Module Activities (2 @ 25 points each = 50 Total Points)
5. In Class Activities/Discussion Board Postings (5 @ 10 points each = 50 Total Points)

Grading Policy

Total Points = 350

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 0%-59%

Attendance/Participation Policy

Class attendance and participation – Class attendance and participation are essential to success in the school psychology program. Students who are unable to attend class meetings, whether excused or unexcused, are to connect with a fellow cohort member to obtain missed notes and activities. Moreover, students who miss two or more required class meetings are subject to receiving no credit for the course. Activities for points that are missed during class meetings will not be able to be made up.

Late Assignments- Late assignments will be accepted but are subject to a reduction in points consistent with the delay of submission.

*Please monitor the Course Announcements regarding class sessions that may need to be cancelled and/or other changes that may be needed to the schedule.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/) and read the section, **Students with Disabilities**. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL <https://www.marshall.edu/it/office365/>).

Course Schedule

Date	Topic	Assignments Due
May 19	Collaborate Meeting <ul style="list-style-type: none"> Course Introduction & Syllabus Discussion Basics of MTSS (self- assessment What you know & what you'd like to know) Text Material: Part I Prevention Science in Schools 	
May 26	Enhanced Module 1 Only	
June 2	Collaborate Meeting <ul style="list-style-type: none"> Text Material: Part II The Importance of Collaboration & Teams Text Material: Part V MTSS Organizational Structure 	Enhanced Module 1 Activity due to BB by 11:59PM June 2
June 9	Collaborate Meeting <ul style="list-style-type: none"> Text Material: Parts II & V Continued 	
June 16	Collaborate Meeting <ul style="list-style-type: none"> Text Material: continue Parts II & V, introduce concepts from Part III 	
June 23	Collaborate Meeting <ul style="list-style-type: none"> Text Material: Part III Making Change Happen 	
June 30	Enhanced Module 2 Only <ul style="list-style-type: none"> Text Material: Part IV Effective Instruction within MTSS 	MTSS District Overview Project due to BB by 11:59PM June 30
July 7	Collaborate Meeting <ul style="list-style-type: none"> Text Material: Parts III & IV Continued 	Enhanced Module 2 Activity due to BB by 11:59PM July 7
July 14	Collaborate Meeting	

	<ul style="list-style-type: none"> Text Material: Part VI Connecting MTSS with other supports 	
July 21	Collaborate Meeting <ul style="list-style-type: none"> Text Material: Key Points from All Sections 	
July 28	No class meeting/No module Work on Final Presentation as needed (consult with instructor per appt. during class period)	Communication within MTSS Project due to BB by 11:59PM July 28
August 4	No class meeting Work on Final Presentation (consult with instructor per appt. during class period)	Final Presentation due by 11:59PM on Friday, August 7th.

Technology and Technical Skill Requirements

[Enter requirements such as the example below. Edit as needed and delete anything that is not required.]

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.

- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- Marshall [Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)