

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

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

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

College: COEPD

Dept/Division: Leadership Studies

Contact Person: Louis Watts

Phone: 61933

Degree Program EdD

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

16

Spring 20

☐

Summer 20

☐

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

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

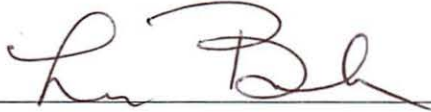
Dept. Chair/Division Head



Date

3-7-16

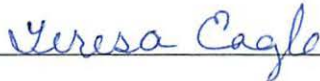
College Curriculum Chair



Date

3/14/16

College Dean



Date

3-24-16

Graduate Council Chair



Date

5-23-16

Provost/VP Academic Affairs

Date

Presidential Approval

Date

Board of Governors Approval

Date

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 2

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

Competition from for-profit online institutions and the migration of our regional competition into the online environment have had a detrimental effect on enrollments in the leadership studies EdD such that it is no longer feasible for the program to maintain three separate concentrations. The program requests that major codes GEJ0-GEJ1 (higher education administration), GEJ0-GEJ2 (public school administration) and GEJ0-GEJ3 (community college administration) be eliminated, and a single code, GEJ0, be available for students enrolling in the leadership studies doctoral program.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

NONE

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

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

NONE

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

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 3

3. Current Catalog Description

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

Educational Leadership, Ed.D.

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in Educational Leadership with Areas of Emphasis in Public School Administration, Higher Education Administration or Community College Administration. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices (p. 113, Graduate Catalog, 2015-16).

4. Edits to the Current Description

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

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 4

5. New Catalog Description

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

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in Leadership Studies. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

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

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

Department:

Major or Degree:

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

Rationale:

Department: Leadership Studies

Major/Degree: EdD

Type of Change: Change in major codes

Rationale: Competition from for-profit online institutions and the migration of our regional competition into the online environment have had a detrimental effect on enrollments in the leadership studies EdD such that it is no longer feasible for the program to maintain three separate concentrations. The program requests that major codes GEJ0-GEJ1 (higher education administration), GEJ0-GEJ2 (public school administration) and GEJ0-GEJ3 (community college administration) be eliminated, and a single code, GEJ0, be available for students enrolling in the leadership studies doctoral program.

ATTACHMENT A
Edited Copy

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

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in ~~Educational Leadership with Areas of Emphasis in Public School Administration, Higher Education Administration or Community College Administration~~ Leadership Studies. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

ATTACHMENT B
Clean Copy

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

This program is designed to offer the opportunity to earn the Doctor of Education (Ed.D.) degree in Leadership Studies. Coursework and other requirements will be met on the South Charleston campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

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 Technical Education (ATE)

Contact Person: Louis Watts, Ed.D. Assoc. Prof./Prog. Dir.--Leadership Studies/ATE

Phone: (304) 746-1933

Action Requested

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Degree Program Master of Science in Adult and Technical Education (ATE)

Area of Emphasis Adult Education and Training and Development

Effective Term/Year Fall 20 Spring 20 Summer 20

Notifications

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

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

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

Dept. Chair/Division Head <u>Chris Watts</u>	Date <u>4-11-16</u>
Registrar <u>Roberta Ferguson</u>	Date <u>4/13/16</u>
College Curriculum Chair <u>Lisa Burton ss</u>	Date <u>4/14/16</u>
College Dean _____	Date _____
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>5-23-16</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:

Please refer to the attached "Proposal for Graduate Program Change -- Adult and Technical Education (ATE) Master of Science Degree Program -- Transitioning to an Online Program Format and Program Title Change." The proposal provides a rationale for change in area of emphasis. With the new online program format, the Adult Education and Training and Development areas of emphasis will be merged into one area of emphasis, namely: Adult Education and Evaluation.

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.

Please refer to the attached "Proposal for Graduate Program Change -- Adult and Technical Education (ATE) Master of Science Degree Program -- Transitioning to an Online Program Format and Program Title Change" that follows after the application form. The proposal provides a rationale for change in area of emphasis.

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.

NONE

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 attachment, **Appendix B**, which includes the Adult and Technical Education (ATE) current catalog description, extracted from the Fall 2015 graduate catalog, print version.

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. A copy of the previous ATE catalog description is attached after the new ACE catalog description. Refer to **Appendix B**.

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)

Refer to **Appendix A** in the attached "Proposal for Graduate Program Change -- Adult and Technical Education (ATE) Master of Science Degree Program -- Transitioning to an Online Program Format and Program Title Change." **Appendix A** in the proposal includes a full description of the new Adult and Continuing Education (ACE) Online Program catalog description.

The following is a synopsis of the Adult and Continuing Education (ACE) Online Program new catalog description:

Program Description, M.S.

The 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 fulltime basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional role 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, Training and Development, 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 online program includes two areas of emphasis: (1) Adult Education and Evaluation and (2) Career and Technical Center Teaching. Students electing to complete a Master of Science degree in Adult Education and Evaluation or Career and Technical Center Teaching, will be required to complete 30 credit hours. Entering students in the program will build upon their 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 following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education and Evaluation
- b. Career and Technical Center Teaching

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 Technical Education (ATE)

Area of Emphasis Title: Adult Education and Evaluation

Type of Change Requested: Change the following two areas of emphasis to one: (From (1) Adult Education and (2) Training and Development, to (1) Adult Education and Evaluation. The Career and Technical Center Teaching Teaching area of emphasis will remain the same.

Term to Take Effect: (Fall 2016)

Rationale: Please refer to the attached "Proposal for Graduate Program Change -- Adult and Technical Education (ATE) Master of Science Degree Program -- Transitioning to an Online Program Format and Program Title Change." **Appendix A** in the proposal includes a full description of the new Adult and Continuing Education (ACE) Online Program catalog description.

Proposal for Graduate Program Change

Marshall University Adult and Technical Education (ATE) Master of Science Degree Program

Transitioning to an Online Program Format and Program Title Change

Prepared by:

Dr. Feon M. Smith

Associate Professor, Adult and Technical Education

Jessica M. Hanna

Assistant Professor, Adult and Technical Education

Submitted to:

Dr. Teresa Eagle, Dean

Marshall University

College of Education and Professional Development

Dr. Louis Watts

*Associate Professor of Leadership Studies and
Program Coordinator, Adult and Technical Education*

Marshall University

College of Education and Professional Development

Submitted on: January 12, 2016

Edited on: March 28, 2016

Program Identification

Name of Current Program:	Adult and Technical Education (ATE)
Current ATE Program Areas of Emphasis:	(1) Adult Education; (2) Training and Development; and (3) Career and Technical Center Teaching
Name of New Online Program:	Adult and Continuing Education (ACE)
New Online Program Areas of Emphasis:	(1) Adult Education and Evaluation; and (2) Career and Technical Center Teaching
College:	College of Education and Professional Development
Institution:	Marshall University
Degree to be offered:	Master of Science (M.S.)
Proposed Start Date for Online Delivery:	Fall Semester 2016
(CIP) Code(s) Associated with the Program:	13.0403; 13.1201; 52.1001; 13.0401
Appendix A:	Marshall University Graduate Catalog Description

New Online Program Proposal Narrative

This Proposal serves as a vehicle to modify the Adult and Technical Education (ATE) Master of Science degree program to an online format, and to change the program title.

Current Adult and Technical Education (ATE) Program Overview

The Master of Science degree program in Adult and Technical Education (ATE), Department of Leadership Studies, College of Education and Professional Development, 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 role 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, Training and Development, and Career and Technical Center Teaching.

The areas of emphasis in Adult and Technical Education (ATE) 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.

New Online Program Title and Description

The online program's new name will be **Adult and Continuing Education (ACE) Master of Science Degree**.

Online Program Areas of Emphasis

The new online program will include two areas of emphasis: (1) Adult Education and Evaluation, and (2) Career and Technical Center Teaching.

Online Program Description

The 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 fulltime basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional role 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, Training and Development, 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. Students electing to complete a Master of Science degree in Adult Education and Evaluation or Career and Technical Center Teaching, will be required to complete 30 credit hours. Entering students in the program will build upon their 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 following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education and Evaluation
- b. Career and Technical Center Teaching

Online Program 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 (ACE) program:

- Students will be expected to have achieved the academic standards set forth by Marshall University. These students should possess the knowledge and skills necessary for admission in the College of Education and Professional Development.
- Admission will be open only to students in good academic standing who have received a four-year 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 Center Teaching area of emphasis require that students be employed as a career and technical center teacher in West Virginia.

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 and Continuing Education (ACE) 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 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.
- 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.

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

Prerequisite for ATE 671 (ATE 656)

ATE 677 Research Methods and Design

ATE 689 Grant Proposal Writing NP Agnc

Capstone – (3 Hours):

ATE 685 Capstone Portfolio

Total Adult Education and Evaluation Program Hours: 30

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 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

The West Virginia Career and Technical Center Teaching Preparation and Certification Program (ATE Master of Science Degree with focus in Career Centered Teaching) is restricted to only currently employed individuals in a CTE Concentration/Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers.

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 Career Tech Ed

ATE	511	Introduction to Career and Technical Education
ATE	524	Safety in Career and Technical Education
ATE	548	Appl Basic Skills Career Tech
ATE	631	Survey Pract Computer Appl
ATE	637	Indiv Computer Prog App
ATE	673	Assessment in Adult/Technical Education

Capstone (3 Hours):

ATE	685	Capstone Portfolio
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Total Career and Technical Center Teaching Program Hours: 30

Rationale for Online Program Format

In order to become competitive with other higher education institutions that offer fully online adult and continuing education programs, the Adult and Technical Education Program will be modified by merging the Adult Education and Training & Development areas of emphasis into one program of study.

- The Adult Education area of emphasis is designed to serve persons who work with adults in either an instructional or an administrative role. As such, its participants 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.
- The Training and Development area of emphasis is designed to serve persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Graduate students are drawn from 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.

Since the Adult Education and Training & Development areas of emphasis serve similar populations, and draws students from similar career fields, merging them into one specialization will be a mechanism for a cost-effective, collaborative, and creative fully online Master of Science degree program.

Program Mission Statement

The online program shall be centrally related to the Marshall University Board of Governors Approved Mission Statement of the Institution. The Marshall University Mission Statement: Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The

University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge. (<http://www.marshall.edu/strategic/university-mission-statement/>)

Program Objectives

Upon completion of the Adult and Continuing Education (ACE) program, students will be able to:

1. Understand the theoretical framework for Adult and Continuing Education.
2. Create effective professional development for adult populations.
3. Evaluate the effectiveness of professional development for adult populations.
4. Acquire and apply current information related to Adult and Continuing Education.
5. Demonstrate interpersonal and intrapersonal skills appropriate for career success.
6. Appreciate and make use of multiculturalism and diversity.
7. Identify and resolve conflict management.
8. Apply effective oral and written communication skills.
9. Apply effective leadership practices
10. Construct and manage a budget.
11. Comprehend the changing role of technology.

Program Standards

The current Adult and Technical Education program consists of seven standards to be addressed in the Capstone portfolios of students who are candidates for the M.S. degree. These standards will remain the same in the Adult and Continuing Education (ACE) program. The standards are as follows:

- **Standard 1 - Interpersonal and Intrapersonal Skills**
 - A. Apply effective written communications
 - B. Convey effective oral communications
 - C. Collaborate effectively
 - D. Assessing self
 - E. Reflective practice
- **Standard 2 - Program Planning and Development**
 - A. Conduct needs assessment
 - B. Examine program ideas
 - C. Design instructional plans
 - D. Develop transfer of training techniques
 - E. Evaluating programs
 - F. Formatting scheduling and staffing
 - G. Budgeting
 - H. Coordinating facilities
 - I. Discerning context

J. Reflective practice

- **Standard 3 - Professionalism**
 - A. Promote a positive climate
 - B. Apply best practices
 - C. Design professional growth plan
 - D. Reflective practice
- **Standard 4 - Instructional Development and Delivery**
 - A. Needs Assessment
 - B. Collaborate with stakeholders
 - C. Develop course objectives
 - D. Apply adult learning theory
 - E. Identify learning styles and utilize in effective practice
 - F. Reflective practice
- **Standard 5 - Critical Thinking and Problem Solving.**

This standard deals with academic preparation in the following areas:

 - A. Employ research principles
 - B. Utilize research to solve problems
 - C. Promote critical thinking in educational settings
 - D. Implement critical thinking in professional practice
 - E. Reflective practice
- **Standard 6 - Adult Learning Theory**

This standard deals with academic preparation in the following areas:

 - A. Identify adult learning theory
 - B. Differentiate theory to practice
 - C. Utilize adult learning theory
 - D. Reflective practice
- **Standard 7 - Presentation**

Student Demand for the Online Program

The online program is designed to maximize the use of existing faculty, space, equipment, and meet the educational needs of the adult learner (non-traditional student). The program is designed to complement students' prior academic and experiential accomplishments, and promote future employment potential. This online Master of Science degree will increase enrollment by recruiting students from all across the country, who meet admission criteria, to enroll in the program. It will also bring financial revenue to the university through increased enrollments.

The overall scope of the program will contribute to increased career opportunities in students' professions, help to meet West Virginia's and the surrounding states' need for a better prepared

workforce. The program will also encourage adult learners to enroll, who would customarily be unable to pursue an advanced degree due to demanding work schedules, family commitments, commuting issues, and other access barriers.

Regional, State, and National Factors

A thorough search was conducted via the World Wide Web to locate adult education master's degree programs. The search returned a total of 48 programs nationwide that offer adult education degrees. The Marshall University Adult and Continuing Education (ACE) Online Master of Science degree would be the only one of its kind in West Virginia.

Employment Possibilities for Graduates of this Program

Graduates in the Adult and Continuing Education (ACE) program can expect employment opportunities from a variety of human services areas in business, industry, government, community agencies, health care, or education.

According to the Bureau of Labor Statistics, the projected growth (2010-2020) for Training and Development Specialists in the state of West Virginia is expected to increase from 920 to 1,100, a 19% change [<http://www.onetonline.org/link/summary/13-1151.00>].

The projected growth (2010-2020) for Education Teachers, Postsecondary in the state of West Virginia is expected to increase from 370 to 390, a 6% change [<http://www.onetonline.org/link/summary/25-1081.00>].

The data from the Bureau of Labor Statistics indicate that there is potential for growth in both areas of Training and Development and Adult Education in West Virginia. On a national level, both areas show an increase between the years 2012 and 2022. Hence, merging these together as one program of study would be beneficial to students.

Classification of Program

Consistent with the program identification, as provided in the Classification of Instructional Programs (C.I.P.) developed and published by the U.S. Department of Education, Center for Educational Statistics (13.0403 – *Adult and Continuing Education Administration*, 13.1201 – *Adult and Continuing Education and Teaching*, 52.1001 – *Human Resources Management/Personnel Administration, General*, 13.0401 – *Educational Leadership and Administration, General*), it is the intent of this proposal to modify the program name, curriculum, and incorporate one alternative specialization.

Online Program Curriculum

The curriculum for the online program will consist of the following:

- A total of 30 credit hours is required for program completion for both the Adult Education and Evaluation, and Career and Technical Center Teaching areas of emphasis.
- A total of 12 credit hours of the following core courses must be completed by students in the Adult Education and Evaluation program and the Career and Technical Center Teaching areas of emphasis: ATE 600; ATE 603; ATE 656, and LS 632.
- ATE 656 will be a Prerequisite for ATE 671.
- LS 632 will replace ATE 550.
- ATE 650 will be removed from the CTC Teaching Program.

The following table illustrates the online program course offerings and rotation schedule:

Adult & Continuing Education Proposed Course Rotation				
	FALL	SPRING	SUMMER	
			<i>EVEN</i>	<i>ODD</i>
Core Courses	LS 632	LS 632	LS 632	LS 632
	ATE 600			ATE 600
	ATE 603			ATE 603
		ATE 656		
General Courses	ATE 618			
			ATE 628	
	ATE 689	ATE 689	ATE 689	ATE 689
	ATE 661	ATE 661	ATE 661	ATE 661
			ATE 671	
	ATE 677			
Capstone	ATE 685	ATE 685	ATE 685	ATE 685
Career & Technical Center Teaching (stays the same)				
CTC Teaching	ATE 508	ATE 508	ATE 508	ATE 508
	ATE 511	ATE 511	ATE 511	ATE 511
	ATE 524	ATE 524	ATE 524	ATE 524
	ATE 631/637	ATE 631/637	ATE 631/637	ATE 631/637
	ATE 650	ATE 650	ATE 650	ATE 650
	ATE 673	ATE 673	ATE 673	ATE 673

Accreditation

Once the Adult and Continuing Education (ACE) Online Program has been approved to begin, an application will be submitted to the Accrediting Council for Continuing Education & Training (ACCET). The ACCET is the only recognized accrediting organization nationwide for adult education programs. Having the program accredited will ensure that it receives the benefits of quality assurance, gatekeepers, government training contracts, listing in directories of accredited institutions, and continuing education units (CEUs).

Degree Completion Recognition

Students who successfully complete the requirements of the program will earn the Master of Science degree in Adult and Continuing Education (ACE).

Program Administration

The Adult and Continuing Education (ACE) Online Program will remain in the College of Education and Professional Development. No changes will be necessary in the administrative organization of Marshall University. The current faculty are as follows: Dr. Feon Smith, Ph.D., Associate Professor; Dr. Jessica M. Hanna, Ed.D., Assistant Professor, and Dr. LeVene Olson, Ed.D., Professor.

Approvals

Adult and Technical Education Department Coordinator

Date_____

Dean, College of Education and Professional Development

Date_____

Provost, Academic Affairs

Date_____

Appendix A:

Marshall University
Graduate Catalog Description
for the new
Adult and Continuing Education (ACE)
Online Program

College of Education and Professional Development
Dr. Teresa Eagle, Dean
www.marshall.edu/coepd

ADULT AND CONTINUING EDUCATION (ACE), M.S.

Areas of Emphasis

Adult Education and Evaluation

Career and Technical Center Teaching

Program Description, M.S.

The 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 fulltime basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional role 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, Training and Development, 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 online program includes two areas of emphasis: (1) Adult Education and Evaluation and (2) Career and Technical Center Teaching. Students electing to complete a Master of Science degree in Adult Education and Evaluation or Career and Technical Center Teaching, will be required to complete 30 credit hours. Entering students in the program will build upon their 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 following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education and Evaluation
- b. Career and Technical Center Teaching

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 (ACE) program:

- Students will be expected to have achieved the academic standards set forth by Marshall University. These students should possess the knowledge and skills necessary for admission in the College of Education and Professional Development.
- Admission will be open only to students in good academic standing who have received a four-year 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 Center Teaching area of emphasis require that students be employed as a career and technical center teacher in West Virginia.

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 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.
- 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.

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 <i>Prerequisite for ATE 671 (ATE 656)</i>
ATE 677	Research Methods and Design
ATE 689	Grant Proposal Writing NP Agnc

Capstone – (3 Hours):

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

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 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

The West Virginia Career and Technical Center Teaching Preparation and Certification Program (ATE Master of Science Degree with focus in Career Centered

Teaching) is restricted to only currently employed individuals in a CTE Concentration/Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers.

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 Career Tech Ed
ATE	511	Introduction to Career and Technical Education
ATE	524	Safety in Career and Technical Education
ATE	548	Appl Basic Skills Career Tech
ATE	631	Survey Pract Computer Appl
ATE	637	Indiv Computer Prog App
ATE	673	Assessment in Adult/Technical Education

Capstone (3 Hours):

ATE	685	Capstone Portfolio
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Total Career and Technical Center Teaching Program Hours: 30

Appendix B:

ATE Previous Catalog Description
from the
2015 Graduate Catalog

ADULT AND TECHNICAL EDUCATION, M.S.

Areas of Emphasis

Adult Education

Training and Development

Career and Technical Center Teaching

Education Specialist with Area of Emphasis in Adult and Technical Education, Ed.S.

Program Description, M.S.

The Master of Science in Adult and Technical Education is a field-based program designed to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical 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. Most courses are taught in the evening or at other convenient times. Every effort is made to tailor the program to meet the needs of the student.

The following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education
- b. Interdisciplinary Studies (admission suspended)
- c. Training and Development
- d. Career and Technical Center Teaching

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 Technical Education program:

- Admission to the program also requires an undergraduate Grade Point Average (GPA) of 2.75 or higher on a 4.0 scale for all previously completed undergraduate work.
- 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 Training and Development

Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option 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 a portfolio in their last semester of enrollment and may take no more than one other 3-hour course in the semester that the portfolio class is taken.

Adult Education Area of Emphasis

The Adult Education program is designed to serve persons who work with adults in either an instructional or an administrative role. As such, its participants 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.

Minimum Requirements33-36 hours

Major Field..... 27

Required:

ATE 603 Introduction to Adult Education and Adult Learners

(continued)

- ATE 618 Literature of Adult and Continuing Education
- ATE 628 Adult Instruction: Environmental and Personal Aspects
- ATE 675 Literature & Applied Research in ATE or Equivalent
- ATE 679 Problem Report (3 hours only)

**ATE Previous Catalog
Description from 2015
Graduate Catalog**

Elect 12 hours from the following:

- ATE 600 Aspects of Training and Development
- ATE 609 Developing Training in Business and Industry
- ATE 656 Instructional Planning for Adult Populations
- ATE 661 Practicum in Adult and Continuing Education
- ATE 671 Evaluation of Adult and Technical Education

Thesis (6 hours) or Electives (9 hours) 6-9

Select any academic graduate courses for electives from Adult and Technical Education, Counseling, Curriculum and Instruction, Economics, English, Family and Consumer Sciences, Instructional Technology, Mathematics, Management, Marketing, Psychology, Literacy education, Safety Technology, Sociology, or other approved disciplines.

Training and Development Area of Emphasis

The Training and Development program is designed to serve persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Graduate students are drawn from areas such as management, marketing, human resources, and safety whose responsibilities include instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

Minimum Requirements33-36 hours

Major Field..... 27

Required:

- ATE 503 Introduction to Adult Learning Theory*
- ATE 600 Aspects of Training and Development
- ATE 609 Developing Training in Business and Industry*
- ATE 628 Adult Instruction: Environmental and Personal Aspects*
- ATE 652 Field Based Job Analysis and Curriculum Design*
- ATE 661 Practicum in Adult and Continuing Education
- ATE 675 or equivalent

Elect 6 hours of additional ATE course credit

Thesis (6 hours) or Electives (9 hours)..... 9

Select any academic graduate courses for a minor field from Adult and Technical Education, Communications Studies, Counseling, Instructional Technology, Management, Marketing, Psychology, Safety Technology, or other approved disciplines.

*Students may register for Internship after successful completion of: ATE 503, ATE 609, ATE 628, ATE 652.

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

The required GPA to complete the master's degree is 3.0 (B). Students must pass the capstone course requirements in order to obtain the M.S. degree.

Master of Science – Area of Emphasis in Career and Technical Center Teaching

Required Courses

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

Total Required Hours.....21

(continued)

Elective Courses (choose 9 hours of these ATE courses)

ATE	603	Introduction to Adult Education and Adult Learners
ATE	628	Adult Instruction: Environmental and Personal Aspects
ATE	609	Developing Training Plans for Business and Industry
ATE	549	Occupational Analysis and Instructional Design
ATE	550	Interpersonal Skills in the Workplace

**ATE Previous Catalog
Description from 2015
Graduate Catalog**

Total Elective Hours 9

(Students must complete all required courses before registering for ATE 618)

Required Capstone Course

ATE	618	Literature of Adult and Continuing Education.....	3
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TOTAL DEGREE HOURS

33

Ed.S. with Area of Emphasis in Adult and Technical Education

Program Description

The program is designed to permit specialization in the field of Adult and Technical Education.

Admission Requirements, M.S.

Applicants must have a master's degree from a regionally accredited institution and work experience that provides an applicable background for the program. 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

Program Requirements

All programs must be completed in seven years from admittance and conform to the following standards:

1. Completion of a minimum of 36 hours of planned, approved graduate study with a 3.25 GPA, including the following:

Core coursework 15

LS	703	Research Design
EDF	625	Qualitative Research in Education;
CIEC	700	Technology and Education
EDF	711	Survey Research in Education;
CI	677	Writing for Publication OR
HUM	604	Expository Writing

Adult and Technical Education Coursework..... 15

ATE	618	Literature of Adult and Continuing Education
ATE	689	Grant Writing;
ATE	701	Community and Technical College
ATE		Applied Research in Career and Technical Center Teaching
ATE	723	Perspectives and Strategies for Workforce Education

Research Component..... 3

ATE	679	Problem Report
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TOTAL HOURS33

2. 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 off 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.

Appendix C:
Catalog Description with
Strikethrough Text
(Old ATE Catalog Text)
and
Highlighted Text
(New ACE Catalog Text)

College of Education and Professional Development

Dr. Teresa Eagle, Dean

www.marshall.edu/coepd

~~ADULT AND TECHNICAL EDUCATION, M.S.~~

~~Areas of Emphasis~~

~~Adult
Education—
Training and
Development
Career and Technical Center Teaching~~

Remove Strikethrough Text
Old ATE Catalog Text

~~Education Specialist with Area of Emphasis in Adult and Technical Education, Ed.S.~~

ADULT AND CONTINUING EDUCATION (ACE), M.S.

Areas of Emphasis

Adult Education and
Evaluation Career and
Technical Center
Teaching

ADD – Highlighted Text
New ACE Catalog Text

~~Program Description, M.S.~~

~~The Master of Science in Adult and Technical Education is a field-based program designed to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical 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. Most courses are taught in the evening or at other convenient times. Every effort is made to tailor the program to meet the needs of the student.~~

~~The following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:~~

- ~~a. Adult Education~~
- ~~b. Interdisciplinary Studies (admission suspended)~~
- ~~c. Training and Development~~
- ~~d. Career and Technical Center Teaching~~

Remove Strikethrough Text
Old ATE Catalog Text

Program Description, M.S.

The 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 fulltime basis. The comprehensive program is intended for individuals who serve in an instructional, training, leadership, or professional role 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

ADD – Highlighted Text
New ACE Catalog Text

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, Training and Development, 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 online program includes two areas of emphasis: (1) Adult Education and Evaluation and (2) Career and Technical Center Teaching. Students electing to complete a Master of Science degree in Adult Education and Evaluation or Career and Technical Center Teaching, will be required to complete 30 credit hours. Entering students in the program will build upon their 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 following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education and Evaluation
- b. Career and Technical Center Teaching

Admission Requirements

Remove Strikethrough Text
Old ATE Catalog Text

~~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 Technical Education program:~~

- ~~• ADMISSION TO THE PROGRAM ALSO REQUIRES AN UNDERGRADUATE GRADE POINT AVERAGE (GPA) OF 2.75 OR HIGHER ON A 4.0 scale for all previously completed undergraduate work.~~
- ~~• ADMISSION TO THE CAREER AND TECHNICAL TEACHING EMPHASIS REQUIRES THAT STUDENTS BE EMPLOYED AS A CAREER AND technical center teacher in West Virginia.~~

ADD – Highlighted Text
New ACE Catalog Text

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 (ACE) program:

- Students will be expected to have achieved the academic standards set forth by Marshall University. These students should possess the knowledge and skills necessary for admission in the College of Education and Professional Development.
- Admission will be open only to students in good academic standing who have received a four-year 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 Center Teaching area of emphasis require that students be employed as a career and technical center teacher in West Virginia.

Remove Strikethrough Text
Old ATE Catalog Text

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

~~Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option 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 a portfolio in their last semester of enrollment and may take no more than one other 3-hour course in the semester that the portfolio class is taken.~~

ADD – Highlighted Text
New ACE Catalog Text

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 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.

Remove Strikethrough Text
Old ATE Catalog Text

Adult Education Area of Emphasis

The Adult Education program is designed to serve persons who work with adults in either an instructional or an administrative role. As such, its participants 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.

Minimum Requirements33-36 hours

Major Field 27

Required:

ATE 603 Introduction to Adult Education and Adult Learners

(continued)

Graduate Catalog 2015-2016

Degree Programs and Requirements

95

ATE 618 Literature of Adult and Continuing Education

ATE 628 Adult Instruction: Environmental and Personal Aspects

ATE 675 Literature & Applied Research in ATE or Equivalent

ATE 679 Problem Report (3 hours only)

Elect 12 hours from the following:

ATE 600 Aspects of Training and Development

ATE 609 Developing Training in Business and Industry

ATE 656 Instructional Planning for Adult Populations

ATE 661 Practicum in Adult and Continuing Education

ATE 671 Evaluation of Adult and Technical Education

Thesis (6 hours) or Electives (9 hours) 6-9

Select any academic graduate courses for electives from Adult and Technical Education, Counseling, Curriculum and Instruction, Economics, English, Family and Consumer Sciences, Instructional Technology, Mathematics, Management, Marketing, Psychology, Literacy education, Safety Technology, Sociology, or other approved disciplines.

ADD – Highlighted Text
New ACE Catalog Text

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.

- 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.

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 <i>Prerequisite for ATE 671 (ATE 656)</i>
ATE	677	Research Methods and Design
ATE	689	Grant Proposal Writing NP Agnc

Capstone – (3 Hours):

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

Remove Strikethrough Text
Old ATE Catalog Text

Training and Development Area of Emphasis

The Training and Development program is designed to serve persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Graduate students are drawn from areas such as management, marketing, human resources, and safety whose responsibilities include instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

Minimum Requirements.....33-36 hours

Major Field.....27

Required:

ATE	503	Introduction to Adult Learning Theory*
ATE	600	Aspects of Training and Development
ATE	609	Developing Training in Business and Industry*
ATE	628	Adult Instruction: Environmental and Personal Aspects*
ATE	652	Field Based Job Analysis and Curriculum Design*
ATE	661	Practicum in Adult and Continuing Education

ATE 675 or equivalent

Elect 6 hours of additional ATE course credit

Thesis (6 hours) or Electives (9 hours)..... 9

Select any academic graduate courses for a minor field from Adult and Technical Education, Communications Studies, Counseling, Instructional Technology, Management, Marketing, Psychology, Safety Technology, or other approved disciplines.

*Students may register for Internship after successful completion of: ATE 503, ATE 609, ATE 628, ATE 652.

Remove Strikethrough Text
Old ATE Catalog Text

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

The required GPA to complete the master's degree is 3.0 (B). Students must pass the capstone course requirements in order to obtain the M.S. degree.

~~Master of Science -- Area of Emphasis in Career and Technical Center Teaching~~

~~Required Courses~~

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

~~Total Required Hours~~.....21

(continued)

Elective Courses (choose 9 hours of these ATE courses)

ATE 603	Introduction to Adult Education and Adult Learners
ATE 628	Adult Instruction: Environmental and Personal Aspects
ATE 609	Developing Training Plans for Business and Industry
ATE 549	Occupational Analysis and Instructional Design
ATE 550	Interpersonal Skills in the Workplace

Total Elective Hours.....9

(Students must complete all required courses before registering for ATE 618)

Required Capstone Course

ATE 618	Literature of Adult and Continuing Education	3
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TOTAL DEGREE HOURS.....33

ADD – Highlighted Text New ACE Catalog Text
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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 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

The West Virginia Career and Technical Center Teaching Preparation and Certification Program (ATE Master of Science Degree with focus in Career Centered Teaching) is restricted to only currently employed individuals in a CTE Concentration/Endorsement Program Area in one of the comprehensive high schools, career tech centers, or multi-county centers.

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 Career Tech Ed
ATE	511	Introduction to Career and Technical Education
ATE	524	Safety in Career and Technical Education
ATE	548	Appl Basic Skills Career Tech
ATE	631	Survey Pract Computer Appl
ATE	637	Indiv Computer Prog App
ATE	673	Assessment in Adult/Technical Education

Capstone (3 Hours):

ATE	685	Capstone Portfolio
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Total Career and Technical Center Teaching Program Hours: 30

Remove Strikethrough Text
Old ATE Catalog Text

Ed.S. with Area of Emphasis in Adult and Technical Education

Program Description

The program is designed to permit specialization in the field of Adult and Technical Education.

Admission Requirements, M.S.

Applicants must have a master's degree from a regionally accredited institution and work experience that provides an applicable background for the program. 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

Program Requirements

All programs must be completed in seven years from admittance and conform to the following standards:

1. Completion of a minimum of 36 hours of planned, approved graduate study with a 3.25 GPA, including the following:

Core coursework.....15

LS	703	Research Design
EDF	625	Qualitative Research in Education;
CEC	700	Technology and Education
EDF	711	Survey Research in Education;
CI	677	Writing for Publication OR
HUM	604	Expository Writing

Adult and Technical Education Coursework.....15

ATE	618	Literature of Adult and Continuing Education
ATE	689	Grant Writing;
ATE	701	Community and Technical College
ATE		Applied Research in Career and Technical Center Teaching
ATE	723	Perspectives and Strategies for Workforce Education

Research Component.....3

ATE	679	Problem Report
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TOTAL HOURS.....33

2. 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 off 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.

ATTACHMENT 1: EXISTING CATALOG DESCRIPTION

Acceptance into the Program

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

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

EDUCATION, M.A.

Teacher Licensure in West Virginia

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

EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.

Areas of Emphasis

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

SECONDARY, M.A.

Areas of Emphasis

- Educational Computing
- Individualized Plan of Study
- Instructional Processes and Strategies
- Math through Algebra I
- Middle Childhood Education
- School Library Media
- Teaching English as a Second Language

Graduate Certificates

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

Program Description

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

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

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

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

Admission Requirements to Master's Degree Programs

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

In addition:

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

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

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

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

Plan of Study

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

EARLY CHILDHOOD EDUCATION, M.A.

Program Requirements

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

Two options for advanced studies in Early Childhood are available:

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

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

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

Core Subjects.....15 hrs.

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

Specialty:18 hrs.

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

Capstone Experience.....6 hrs.

TOTAL.....39 hrs.

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

Core Subjects.....15 hrs.

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

Specialty:18 hrs.

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

EDF 513 Human Growth and Development
 CI 690 Early Childhood Education: Practicum
 in Early Childhood Education

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

Capstone Experience

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

ELEMENTARY EDUCATION, M.A.

Program Requirements

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

Core Subjects..... 15 hrs.

EDF 521 Educational Research and Writing OR
 EDF 525 Qualitative Research in Education
 EDF 526 Advanced Studies in Human Development
 CIEC 534 Applications Software in the Classroom Curriculum Area OR
 CIEC 530 Instructional Design and Technology OR
 CIEC 535 Using the Internet in the Classroom
 EDF 532 Educational Evaluation OR
 CI 690 Elementary Education: Curriculum
 or The Modern Elementary School OR
 CI 691 Early Childhood Curriculum
 CI 694 Instructional Models and Assessment Techniques OR
 CI 697 Advanced Instructional Strategies OR
 Approved methods course

Area of Emphasis..... 18 hrs.

Capstone Experience..... 6 hrs.

TOTAL..... 39 hrs.

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

1. Early Childhood Education
2. Educational Computing
3. Instructional Design and Strategies
4. Mathematics Curriculum
5. Middle Childhood Education
6. Second Language Acquisition
7. Teaching English as a Second Language (ESL)
8. Individualization of Instruction

Capstone Experience:

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

SECONDARY EDUCATION, M.A.

Program Requirements

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

Core Subjects 15 hrs.

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

Area of Emphasis 18 hrs.

Capstone Experience 6 hrs.

TOTAL 39 hrs.

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

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

Capstone Experience:

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

ADDITIONAL CERTIFICATION FOR TEACHERS

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

Plans of Study for Areas of Emphasis, Professional Development Programs

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

Plans of study marked with an asterisk (*) may be used as graduate certificate programs. Certificate coursework may be taken as a standalone program.

Certificate Program Admission Requirements

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

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

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

CIEE 501 Early Childhood Education: Early Childhood Programs
 CIEE 502 Early Childhood Education: Adult Involvement in Early Education
 CIEE 503 Language and Cognition in Early Childhood
 ECE 504 Evaluation of Early Childhood Programs
 ECE 505 Human Growth and Development Birth-8
 CIEE 506 Early Childhood Education: Practicum in Early Childhood Education, plus
 CIEE 507 Applications Software in the Classroom Curriculum Area OR
 CIEE 508 Instructional Design and Technology OR
 CIEE 509 Using the Internet in the Classroom

TOTAL 21 hrs.

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

CIEE 507 Applications Software in the Classroom Curriculum Area
 CIEE 508 Instructional Design and Technology
 CIEE 509 Using the Internet in the Classroom
 CIEE 510 Local Area Networks and Telecommunications in the School
 CIEE 511 Computer Systems and Multimedia
 CIEE 512 Using the Internet in the Classroom
 CIEE 513 Project in Curriculum Area
 An elective to complete

TOTAL 21 hrs.

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

CIME 501 Mathematics for the Elementary Teacher I
 CIME 502 Mathematics for the Elementary Teacher II
 CIME 503 Advanced Mathematics for Mathematics Educators
 CIME 504 Research for Mathematics Educators
 CIME 505 Assessment for Mathematics Educators
 CIME 506 Elementary Mathematics Methods and Supervised Field Practicum K-6
 CIEE 507 Applications Software in the Classroom Curriculum Area

TOTAL 21 hrs.

Instructional Processes: Certificate

IEP 501 Current Issues in Education
 IEP 502 Instructional Models and Assessment Techniques
 IEP 503 Instructional Strategies

(continued)

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

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

TOTAL..... 21 hrs.

Certificate in Program Evaluation

Students may apply to the program as either degree or non-degree students (in either case, students must **apply** for the certificate through Graduate Admissions). Also, as in other certificate programs, to make an application, students must possess a baccalaureate degree from a regionally accredited college or university, with a minimum grade point average of 2.5 on a scale of 4. No more than 3 hours of transfer credit can be applied to the certificate (and the credit may not be more than 7 years old), to be applied only to the local cultural agency certificate program. Students may not transfer CI 627, EDF 620, or EDF 629). Students may apply to graduate degrees in GSEPD as well as in the Graduate Humanities Program as well as to existing students' programs of study. Credits earned in the proposed certificate can also count toward other professional continuing education as well; again, depending on approval of faculty in GSEPD and/or the Graduate Humanities Program.

Curriculum for Core Courses	Capstone Evaluation
<p>EDUC 3000: Introduction to Education</p> <p>EDUC 3100: Educational Psychology</p> <p>EDUC 3200: Educational Research Methods</p> <p>EDUC 3300: Educational Technology</p> <p>EDUC 3400: Educational Leadership</p> <p>EDUC 3500: Educational Policy</p> <p>EDUC 3600: Educational Law</p> <p>EDUC 3700: Educational Ethics</p> <p>EDUC 3800: Educational Assessment</p> <p>EDUC 3900: Educational Communication</p> <p>EDUC 3000: Introduction to Education</p> <p>EDUC 3100: Educational Psychology</p> <p>EDUC 3200: Educational Research Methods</p> <p>EDUC 3300: Educational Technology</p> <p>EDUC 3400: Educational Leadership</p> <p>EDUC 3500: Educational Policy</p> <p>EDUC 3600: Educational Law</p> <p>EDUC 3700: Educational Ethics</p> <p>EDUC 3800: Educational Assessment</p> <p>EDUC 3900: Educational Communication</p>	<p>EDUC 4000: Educational Planning and Evaluation</p> <p>EDUC 4100: Educational Research Methods</p> <p>EDUC 4200: Educational Technology</p> <p>EDUC 4300: Educational Leadership</p> <p>EDUC 4400: Educational Policy</p> <p>EDUC 4500: Educational Law</p> <p>EDUC 4600: Educational Ethics</p> <p>EDUC 4700: Educational Assessment</p> <p>EDUC 4800: Educational Communication</p> <p>EDUC 4900: Educational Planning and Evaluation</p> <p>EDUC 4000: Educational Planning and Evaluation</p> <p>EDUC 4100: Educational Research Methods</p> <p>EDUC 4200: Educational Technology</p> <p>EDUC 4300: Educational Leadership</p> <p>EDUC 4400: Educational Policy</p> <p>EDUC 4500: Educational Law</p> <p>EDUC 4600: Educational Ethics</p> <p>EDUC 4700: Educational Assessment</p> <p>EDUC 4800: Educational Communication</p> <p>EDUC 4900: Educational Planning and Evaluation</p>

Interested persons may call the College of Education and Professional Development at 304-696-3131.

Leadership Skills	1. Leadership Skills
Areas of Impact	2. Leadership Skills
Education Leadership (School Principal)	3. Leadership Skills
Justice Leadership	4. Leadership Skills
Leadership Skills	5. Leadership Skills
Education Specialist	6. Leadership Skills
Areas of Impact	7. Leadership Skills

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ATTACHMENT 2 : EDITS TO THE CURRENT DESCRIPTION

Acceptance into the Program

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

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

EDUCATION, M.A.

Teacher Licensure in West Virginia

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

EARLY CHILDHOOD, M.A.

ELEMENTARY, M.A.

Areas of Emphasis

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

SECONDARY, M.A.

Areas of Emphasis

- Educational Computing
- Individualized Plan of Study
- Instructional Processes and Strategies
- Math through Algebra I
- Middle Childhood Education
- School Library Media
- Teaching English as a Second Language

Graduate Certificates

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

Program Description

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

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

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

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

Admission Requirements to Master's Degree Programs

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

In addition:

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

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

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

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

Plan of Study

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

EARLY CHILDHOOD EDUCATION, M.A.

Program Requirements

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

Two options for advanced studies in Early Childhood are available:

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

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

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

Core Subjects 15 hrs.

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

Specialty: 18 hrs.

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

Capstone Experience 6 hrs.

TOTAL 39 hrs.

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

Core Subjects 15 hrs.

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

Specialty: 18 hrs.

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

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

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

Capstone Experience

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

ELEMENTARY EDUCATION, M.A.

Program Requirements

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

Core Subjects.....15 hrs.

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

Area of Emphasis.....18 hrs.

Capstone Experience.....6 hrs.

TOTAL..... 39 hrs.

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

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

Capstone Experience:

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

SECONDARY EDUCATION, M.A.

Program Requirements

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

Core Subjects..... 15 hrs.

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

Area of Emphasis..... 18 hrs.

Capstone Experience..... 6 hrs.

TOTAL..... 39 hrs.

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

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

Capstone Experience:

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

ADDITIONAL CERTIFICATION FOR TEACHERS

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

Plans of Study for Areas of Emphasis, Professional Development Programs

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

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

Certificate Program Admission Requirements

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

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

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

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

TOTAL 21 hrs.

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

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

TOTAL 21 hrs.

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

CINE	500	Mathematics for the Elementary Teacher I
CINE	501	Mathematics for the Elementary Teacher II
CINE	565	Technical Mathematics for Mathematics Educators
CINE	650	Algebra for Mathematics Educators
CINE	658	Geometry for Mathematics Educators
CINE	673	Elementary Mathematics Methods and Supervised Field Practicum K-6
CIEC	534	Applications Software in the Classroom Curriculum Area

TOTAL 21 hrs.

Instructional Processes and Strategies:

EDF	610	Trends and Issues in Education
CI	623	Instructional Models and Assessment Techniques
CI	624	Advanced Instructional Strategies

(continued)

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

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

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

TOTAL 24 hrs.

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

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

TOTAL 24 hrs.

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

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

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

TOTAL 15 hrs.

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

ITL	501	Libraries and the Learning Process
ITL	502	Library Materials for Adolescents
ITL	515	Reference and Bibliography
ITL	602	Cataloging
ITL	605	Library Organization and Administration
ITL	601	Technology and the Library
ITL	650	Library Practice (Field Work)
CIEC	613	Children's Literature

TOTAL 24 hrs.

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

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

TOTAL..... 21 hrs.

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

Certificate in Program Evaluation

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

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

Curriculum for Certificate in Program Evaluation

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

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

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

FAMILY AND CONSUMER SCIENCES

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

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

Leadership Studies, M.A.

Areas of Emphasis:

Educational Leadership (School Principal)

Justice Leadership

Leadership Specialist

Education Specialist, Ed.S.

Areas of Emphasis:

(continued)

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

Attachment 3 – Clean Copy of Proposed Description

EDUCATION, M.A.

Teacher Licensure in West Virginia

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

Master of Arts in Education

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

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

Program Description

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

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

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

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

Admission Requirements to Master's Degree Programs

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

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

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

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

Plans of Study

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

Program Requirements

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

Core Courses 15 hrs.

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

EDF 616 Advanced Studies in Human Development OR EDF 619 Educational Psychology

CIEC 534 Applications Software in the Classroom Curriculum Area OR CIEC 600 Instructional Design and Technology OR CIEC635 Using the Internet in the Classroom

CI 623 Instructional Models and Assessment Techniques OR approved methods course from Area of Emphasis

EDF 612 Educational Evaluation

Area of Emphasis 18-21 hrs.

Capstone Experience 0-3 hrs.

TOTAL 36 hrs.

Capstone Experience:

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

ADDITIONAL CERTIFICATION FOR TEACHERS

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

Certificate Program Admission Requirements

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

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

Plans of Study for Areas of Emphasis and Graduate Certificate Programs

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

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

Early Childhood Education:

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

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

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

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

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

TOTAL 21 hrs.

ECE Option 2 (PreK-K Licensed):

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

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

TOTAL 18 hrs.

***+ Elementary Mathematics Specialist:**

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

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

TOTAL 21 hrs.

Individualized Plan of Study:

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

Instructional Processes and Strategies:

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

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

TOTAL 18 hrs.

+ Instructional Technology and Learning:

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

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

TOTAL 21 hrs.

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

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

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

TOTAL 24 hrs.

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

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

TOTAL 21 hrs.

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

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

TOTAL 21 hrs.

School Library Media Specialist

Core Courses (15 hours)

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

Area of Emphasis Courses (18 hours)

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

Capstone Experience (3 hours)

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

Total Hours: 36

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

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

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Tina Allen

Phone: 68958

Degree Program Master of Arts in Teaching (MAT)

Check action requested: ☐ Addition ☐ Deletion ☒ ChangeEffective Term/Year Fall 20 ☐ Spring 20 ☐ Summer 20 ☐ 16

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

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

Dept. Chair/Division Head <u>Ynia A. Heaton</u>	Date <u>3-1-16</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>3/14/16</u>
College Dean <u>Veresa Cagle</u>	Date <u>3-24-16</u>
Graduate Council Chair <u>Christofero</u>	Date <u>5-23-16</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 2

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

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

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

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

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

No additional resources are required

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

None

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

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 3

3. Current Catalog Description

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

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

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

4. Edits to the Current Description

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

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 4

5. New Catalog Description

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

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

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

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

Department:

Major or Degree:

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

Rationale:

Department: Elementary and Secondary Education

Major or Degree: Master of Arts in Teaching

Type of Change: Change

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



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

NAME:
ADDRESS:

MUID:
EMAIL:

PHONE: HOME:
WORK:
CELL:

Graduate Catalog of Record:

Projected Date of Graduation:

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

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

Foundation Courses (15 hours)

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

Curriculum & Instruction (18 hours)

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

Supervised Student Teaching (3 hours)

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

Total 36 Hours

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

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

Candidate Date

Advisor Date

Program Coordinator Date

Dean Date



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

NAME:
ADDRESS:

MUID:
EMAIL:

PHONE: HOME:
WORK:
CELL:

Graduate Catalog of Record:

Projected Date of Graduation:

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

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

Foundation Courses (12 hours)

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

Curriculum & Instruction (24 hours)

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

Supervised Student Teaching (3 hours)

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

Total 39 36Hours

Candidate _____ Date _____

Advisor _____ Date _____

Program Director _____ Date _____

Dean _____ Date _____

*Courses Required for Certification.

Spring 2016



Graduate School of Education and Professional Development

Preparing the Experienced Professional as Specialist

PLAN OF STUDY: Master of Arts in Teaching (Grades 5-Adult)

English, General Science, Mathematics, Social Studies, Spanish, Japanese

NAME:
ADDRESS:

MUID:
EMAIL:

PHONE: HOME:
WORK:
CELL:

Graduate Catalog of Record:

Projected Date of Graduation:

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

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

Foundation Courses (12 hours)

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

Curriculum & Instruction (24 hours)

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

Supervised Student Teaching (3 hours)

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

Total 39 36 Hours

Candidate _____ Date _____

Advisor _____ Date _____

Program Coordinator _____ Date _____

Dean _____ Date _____

*Courses Required for Certification.

Spring 2016



Graduate School of Education and Professional Development

Preparing the Experienced Professional as Specialist

PLAN OF STUDY: Master of Arts in Teaching (Grades 9-Adult)

Biology, Chemistry, Physics

NAME:
ADDRESS:

MUID:
EMAIL:

PHONE: HOME:
WORK:
CELL:

Graduate Catalog of Record:

Projected Date of Graduation:

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

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

Foundation Courses (12 hours)

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

Curriculum & Instruction (24 hours)

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

Supervised Student Teaching (3 hours)

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

Total 39 36 Hours

Candidate _____ Date _____

Advisor _____ Date _____

Program Coordinator _____ Date _____

Dean _____ Date _____

*Courses Required for Certification.

Spring 2016

TEACHING, M.A.T.

Post-Baccalaureate Teacher Certificate

Program Description: Master of Arts in Teaching

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

Admission and Program Requirements: Master of Arts in Teaching

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

1. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.
3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.
4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing = 162, and Math = 150.
5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

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

(continued)

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

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

TOTAL 39 Hours

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

2. Master of Arts in Teaching - Grades 5-Adult

- English
- Mathematics
- General Science
- Social Studies
- Spanish

Foundations of Education and Technology..... 15 Hours

Research and Writing (3 hrs.)

 EDF 621 Educational Research and Writing OR

 EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

 EDF 665 Sociology of American Schools OR

 EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

 EDF 616 Advanced Studies in Human Development OR

 EDF 619, Educational Psychology

EDF 537	Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)	
CIEC 534	Applications Software in the Classroom Curriculum Area
CIEC 600	Instructional Design and Technology
CIEC 635	Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)	
EDF 612	Educational Evaluation
EDF 636	Classroom Assessment
Curriculum and Instruction 24 Hours	
CI 501	Middle Childhood Curriculum
CI 503	Methods and Materials of Teaching in the Middle Childhood Grades
CISP 510	Intro. to Instructional Practices/Exceptional Children
CISP 521	Children with Exceptionalities
CI 515	Integrated Methods and Materials
EDF 637	Clinical II - Lab to accompany CI 515
CI 624	Advanced Instructional Strategies
CIRG 644	Literacy in the Content Area
*EDF 677	Clinical III - Student Teaching

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

TOTAL 39 Hours

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

3. Master of Arts in Teaching - Grades 9-Adult

- Biology
- Chemistry
- Physics

Foundations of Education and Technology	15 Hours
Research and Writing (3 hrs.)	
EDF 621	Educational Research and Writing OR
EDF 625	Qualitative Research in Education
Social and Cultural Foundations (3 hrs.)	
EDF 665	Sociology of American Schools OR
EDF 615	History of Education in the United States
Development or Psychology (3 hrs.)	
EDF 616	Advanced Studies in Human Development.....OR
EDF 619,	Educational Psychology
EDF 537	Clinical I - Lab to accompany EDF 616 or EDF 619
Instructional Technology (3 hrs.)	
CIEC 534	Applications Software in the Classroom Curriculum Area OR
CIEC 600	Instructional Design and Technology OR
CIEC 635	Using the Internet in the Classroom
Evaluation or Assessment (3 hrs.)	
EDF 612	Educational Evaluation OR
EDF 636	Classroom Assessment
Curriculum and Instruction 24 Hours	
CISP 510	Intro. to Instructional Practices/Exceptional Children

(continued)

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

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

TOTAL..... 39 Hours

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

Post-Baccalaureate Teacher Certificate Program

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

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

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement.
4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.
6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.
7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

TEACHING, M.A.T.

Post-Baccalaureate Teacher Certificate

Program Description: Master of Arts in Teaching

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

Admission and Program Requirements: Master of Arts in Teaching

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

1. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.
3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.
4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing = 162, and Math = 150.
5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

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

Grades PreK-Adult

- Art Education
- Japanese
- Music Education
- Wellness

(continued)

Grades 5-Adult

- English
- Mathematics
- General Science
- Social Studies
- Spanish

Grades 9-Adult

- Biology
- Chemistry
- Physics

Foundations of Education and Technology 15 Hours

Research and Writing (3 hrs.)

EDF 621 Educational Research and Writing OR

EDF 625 Qualitative Research in Education

Social and Cultural Foundations (3 hrs.)

EDF 665 Sociology of American Schools OR

EDF 615 History of Education in the United States

Development or Psychology (3 hrs.)

EDF 616 Advanced Studies in Human Development OR

EDF 619, Educational Psychology

~~EDF 537 Clinical I—Lab to accompany EDF 616 or EDF 619~~

Instructional Technology (3 hrs.)

CIEC 534 Applications Software in the Classroom Curriculum Area OR

~~CIEC 600 Instructional Design and Technology OR~~

CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

EDF 612 Educational Evaluation

~~EDF 636 Classroom Assessment~~

Curriculum and Instruction 21 24 Hours

~~CI 503 Methods and Materials of Teaching in the Middle-Childhood Grades~~

CISP 510 Intro. to Instructional Practices/Exceptional Children

CISP 520 Introduction to Exceptional Children

~~CISP 521 Children with Exceptionalities~~

CI 515 Integrated Methods and Materials

EDF 537 Clinical II - Lab to accompany CI 515

~~EDF 637 Clinical II—Lab to accompany CI 515~~

CI 549 Instructional and Classroom Management in Secondary Education

CI 624 Advanced Instructional Strategies

~~CI 631 Current Influences on Early Childhood~~

CIRG 644 Literacy in the Content Area

*EDF 677 Clinical III - Student Teaching

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

TOTAL 3639 Hours

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

2. ~~Master of Arts in Teaching—Grades 5-Adult~~

- ~~• English~~
- ~~• Mathematics~~
- ~~• General Science~~

~~• Social Studies~~
~~• Spanish~~

~~Foundations of Education and Technology..... 15 Hours~~

~~Research and Writing (3 hrs.)~~

~~EDF 621 Educational Research and Writing OR~~

~~EDF 625 Qualitative Research in Education~~

~~Social and Cultural Foundations (3 hrs.)~~

~~EDF 665 Sociology of American Schools OR~~

~~EDF 615 History of Education in the United States~~

~~Development or Psychology (3 hrs.)~~

~~EDF 616 Advanced Studies in Human Development OR~~

~~EDF 619, Educational Psychology~~

~~EDF 537 Clinical I—Lab to accompany EDF 616 or EDF 619~~
~~Instructional Technology (3 hrs.)~~

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

~~Evaluation or Assessment (3 hrs.)~~

~~EDF 612 Educational Evaluation~~
~~EDF 636 Classroom Assessment~~

~~Curriculum and Instruction 24 Hours~~

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

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

~~**TOTAL 39 Hours**~~

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

~~3. Master of Arts in Teaching—Grades 9-Adult~~

~~—Biology~~
~~—Chemistry~~
~~—Physics~~

~~Foundations of Education and Technology 15 Hours~~

~~Research and Writing (3 hrs.)~~

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

~~Social and Cultural Foundations (3 hrs.)~~

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

~~Development or Psychology (3 hrs.)~~

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

~~Instructional Technology (3 hrs.)~~

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

~~Evaluation or Assessment (3 hrs.)~~

~~EDF 612 Educational Evaluation OR~~
~~EDF 636 Classroom Assessment~~

~~Curriculum and Instruction 24 Hours~~

~~CISP 510 Intro. to Instructional Practices/Exceptional Children~~
~~(continued)~~

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

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

TOTAL **39 Hours**

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

Post-Baccalaureate Teacher Certificate Program

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

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

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement.
4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.
6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.
7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

TEACHING, M.A.T.

Post-Baccalaureate Teacher Certificate

Program Description: Master of Arts in Teaching

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

Admission and Program Requirements: Master of Arts in Teaching

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

1. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
2. In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, must meet the Praxis Core requirement, and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.
3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.
4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing = 162, and Math = 150.
5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Program Options and Degree Requirements: Master of Arts in Teaching

Grades PreK-Adult

- Art Education
- Japanese
- Music Education
- Wellness

(continued)

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

- Grades 9-Adult
- Biology
 - Chemistry
 - Physics

Foundations of Education and Technology 15 Hours

Research and Writing (3 hrs.)

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

Social and Cultural Foundations (3 hrs.)

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

Development or Psychology (3 hrs.)

- EDF 616 Advanced Studies in Human Development OR
- EDF 619, Educational Psychology

Instructional Technology (3 hrs.)

- CIEC 534 Applications Software in the Classroom Curriculum Area OR
- CIEC 635 Using the Internet in the Classroom

Evaluation or Assessment (3 hrs.)

- EDF 612 Educational Evaluation

Curriculum and Instruction 21 Hours

- CISP 510 Intro. to Instructional Practices/Exceptional Children
- CISP 520 Introduction to Exceptional Children
- CI 515 Integrated Methods and Materials
- EDF 537 Clinical II - Lab to accompany CI 515
- EDF 637 Clinical II
- CI 549 Instructional and Classroom Management in Secondary Education
- CI 624 Advanced Instructional Strategies
- CIRG 644 Literacy in the Content Area
- *EDF 677 Clinical III - Student Teaching

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

TOTAL 36 Hours

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

Post-Baccalaureate Teacher Certificate Program

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

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

Admission to PBC and Licensure Requirements

1. Candidates must request a transcript analysis through a certification officer either in Huntington or South Charleston. An unofficial copy of the transcript may be used for the analysis. The analysis will identify the courses that can be used to meet content licensure requirements and the list of additional courses needed. Candidates must have at least 90% of the required content courses.
2. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Students should apply as Certificate/Professional Development students and select the Post-Baccalaureate Teacher Certificate on the admissions form. Please note that all admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.
3. In addition to university admissions requirements, applicants must have an overall GPA of 2.80 and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement.
4. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, or a master's degree or higher.
5. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the PBC program. The required Praxis scores are Reading = 156, Writing = 162, and Math = 150.
6. Students may enroll in graduate courses only after they have been fully admitted to the PBC program. All students must maintain a cumulative Grade Point Average of 3.0.
7. In the last semester of the program students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate PBC courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all PBC coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the PBC program.
9. Upon completion of the PBC program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Request for Graduate Course Change

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

Current Alpha Designator/Number: COUN 675

Contact Person: Robert L. Rubenstein

Phone: 304 746-1953

CURRENT COURSE DATA:

Course Title: Legal and Ethical Issues for Counselors

Alpha Designator/Number:

6 7 5 C O U N


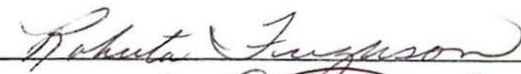

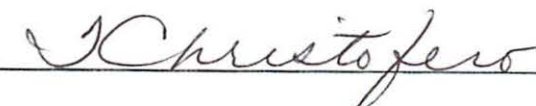
COUN 675

Title Abbreviation:

L e g / E t h i c a l I s s u e s C o u n

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head		Date	2/22/16
Registrar		Date	3/1/16
College Curriculum Chair		Date	3/14/16
Graduate Council Chair		Date	5-23-16

Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Counseling

Alpha Designator/Number: _____

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From

L	e	g	/	E	t	h	i	c	a	l		I	s	s	u	e	s		S	c	h	o	o	l		C	o	u	n
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 (limited to 30 characters and spaces)

To

L	e	g	/	E	t	h	i	c	a	l		I	s	s	u	e	s		f	o	r		C	o	u	n			
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If Yes, Rationale

Counseling 675 - Legal & Ethical Issues for School Counselors has evolved into a general Legal & Ethical course encompassing legal and ethical issues across the spectrum of mental health services. By changing the title to Legal & Ethical Issues in Counseling it will allow the Mental Health emphasis students to take the course for CPC licensure.

Change in COURSE ALPHA DESIGNATOR:

From:

6	7	5	
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 To:

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☐ YES ☒ NO

If Yes, Rationale

No change in ALPHA Designator

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

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 To:

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If Yes, Rationale

No Change

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

No Change in Grading

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From

See Attachment

To

See Attachment

If Yes Rationale

Counseling 675 - Legal & Ethical Issues for School Counselors has evolved into a general Legal & Ethical course encompassing legal and ethical issues across the spectrum of mental health services. By changing the title to Legal & Ethical Issues in Course

Attachment 1 – Current Catalog

COUN	600	Professional Orientation
COUN	602	Human Development & Psychopathology
EDF	621	Educational Research and Writing
COUN	603	Counseling Theories
COUN	604	Group Counseling
COUN	605	Theory & Practice of Human Appraisal
COUN	607	Counseling Techniques in Human Relationships
COUN	631	Diagnosis & Treatment Planning in Mental Health Counseling
COUN	632	Introduction to Marriage, Couple & Family Counseling
COUN	606	Career & Lifestyle Development
COUN	608	Practicum
COUN	691	Internship in Clinical Mental Health
COUN	698	Internship in School Counseling

Total Core Hour Requirement.....45

Please check course prerequisites prior to registration.

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

AREAS OF EMPHASIS

Clinical Mental Health Counseling

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

COUN	555	Crisis Intervention and Conflict Resolution
COUN	630	Introduction to Clinical Mental Health Counseling
		Advisor-Approved Electives (9 hours)

Emphasis total 15

Total credit hours (including core) 60

School Counseling

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

CIEC	534	Applications Software in the Classroom Curriculum Area
COUN	670	Interventions: Current Issues in School Counseling
COUN	672	Organization and Administrationof School Counseling Programs
COUN	673	Counseling Children, Parents and Adolescents
COUN	675	Legal and Ethical Issues for School Counselors

Emphasis total 15

Total credit hours (including core) 60

Certification Requirements for School Counselors

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

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

(continued)

(Attachment to Page 2 of 5 Pages)

Current Catalog Description

675 Legal and Ethical Issues for School Counselors. 3 hrs.

An overview of professional issues in the field of counseling, mental health and education; an overview of legal and ethical issues specific to the field of school counseling; an overview of international, national, regional and state legal and ethical cases effecting the field of school counseling; an introduction to ethical and legal issues including an ethical and legal decision making models, licensure and Certification requirements, confidentiality, etc. (PR COUN 600 and COUN 603)

New Catalog Description

675 Legal and Ethical Issues for ~~School~~ Counselors. 3 hrs.

An overview of professional issues in the field of counseling, mental health and education; an overview of legal and ethical issues specific to the field of ~~school~~ counseling; an overview of international, national, regional and state legal and ethical cases effecting the field of ~~school~~ counseling; an introduction to ethical and legal issues including an ethical and legal decision making models, licensure and Certification requirements, confidentiality, etc. (PR COUN 600 and COUN 603)

Attachment 2 – Change to Catalog

COUN	600	Professional Orientation
COUN	602	Human Development & Psychopathology
EDF	621	Educational Research and Writing
COUN	603	Counseling Theories
COUN	604	Group Counseling
COUN	605	Theory & Practice of Human Appraisal
COUN	607	Counseling Techniques in Human Relationships
COUN	631	Diagnosis & Treatment Planning in Mental Health Counseling
COUN	632	Introduction to Marriage, Couple & Family Counseling
COUN	606	Career & Lifestyle Development
COUN	608	Practicum
COUN	691	Internship in Clinical Mental Health
COUN	698	Internship in School Counseling

Total Core Hour Requirement.....45

Please check course prerequisites prior to registration.

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

AREAS OF EMPHASIS

Clinical Mental Health Counseling

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

COUN	555	Crisis Intervention and Conflict Resolution
COUN	630	Introduction to Clinical Mental Health Counseling
		Advisor-Approved Electives (9 hours)

Emphasis total..... 15

Total credit hours (including core) 60

School Counseling

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

CIEC	534	Applications Software in the Classroom Curriculum Area
COUN	670	Interventions: Current Issues in School Counseling
COUN	672	Organization and Administrationof School Counseling Programs
COUN	673	Counseling Children, Parents and Adolescents
COUN	675	Legal and Ethical Issues for School Counselors

Emphasis total..... 15

Total credit hours (including core) 60

Certification Requirements for School Counselors

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

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

(continued)

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From No Change

To

Rationale No change

Request for Graduate Course Change-Page 4

College: COEPD

Department: Counseling Program

Course Number/Title COUN 675 Legal & Ethical Issues for Counselors

1. **REQUIRED COURSE:** If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

N/A

2. **COURSE DELETION:** List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

N/A

3. **ADDITIONAL RESOURCE REQUIREMENTS:** If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

N/A

Attachment 2 – New Catalog

COUN	600	Professional Orientation
COUN	602	Human Development & Psychopathology
EDF	621	Educational Research and Writing
COUN	603	Counseling Theories
COUN	604	Group Counseling
COUN	605	Theory & Practice of Human Appraisal
COUN	607	Counseling Techniques in Human Relationships
COUN	631	Diagnosis & Treatment Planning in Mental Health Counseling
COUN	632	Introduction to Marriage, Couple & Family Counseling
COUN	606	Career & Lifestyle Development
COUN	608	Practicum
COUN	691	Internship in Clinical Mental Health
COUN	698	Internship in School Counseling

Total Core Hour Requirement.....45

Please check course prerequisites prior to registration.

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

AREAS OF EMPHASIS

Clinical Mental Health Counseling

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

COUN	555	Crisis Intervention and Conflict Resolution
COUN	630	Introduction to Clinical Mental Health Counseling
		Advisor-Approved Electives (9 hours)

Emphasis total 15

Total credit hours (including core) 60

School Counseling

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

CIEC	534	Applications Software in the Classroom Curriculum Area
COUN	670	Interventions: Current Issues in School Counseling
COUN	672	Organization and Administration of School Counseling Programs
COUN	673	Counseling Children, Parents and Adolescents
COUN	675	Legal and Ethical Issues for Counselors

Emphasis total 15

Total credit hours (including core) 60

Certification Requirements for School Counselors

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

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

(continued)

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE TITLE CHANGE

From: Legal & Ethical Issues for School Counselors - To: Legal & Ethical Issues for Counselors

Counseling 675 - Legal & Ethical Issues for School Counselors has evolved into a general Legal & Ethical course encompassing legal and ethical issues across the spectrum of mental health services. By changing the title to Legal & Ethical Issues in Course

Request for Graduate Course Change

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: Elem/Sec Ed

Current Alpha Designator/Number: EDF 537

Contact Person: Tina Allen

Phone: 68958

CURRENT COURSE DATA:

Course Title: MAT Level I Clinical Experience

Alpha Designator/Number:

E	D	F		5	3	7			
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Title Abbreviation:

M	A	T		L	e	v	e	I		C	l	i	n	i	c	a	I		E	x	p	
---	---	---	--	---	---	---	---	---	--	---	---	---	---	---	---	---	---	--	---	---	---	--

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u><i>Ynia A. Hutton</i></u>	Date <u><i>3-1-16</i></u>
Registrar <u><i>Robert Ferguson</i></u>	Date <u><i>3/3/16</i></u>
College Curriculum Chair <u><i>Ln B</i></u>	Date <u><i>3/14/16</i></u>
Graduate Council Chair <u><i>Tracy Christofero</i></u>	Date <u><i>5-23-16</i></u>

Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Elem/Sec Ed

Alpha Designator/Number: EDF 537

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From:

 To:

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

 To:

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From

Thirty five-hours of public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: EDF 616 or EDF 619)

To

Thirty five-hours of public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: CI 515)

If Yes
Rationale

CI 515 focuses on classroom methods and materials. Requiring CI 515 and EDF 537 to be taken together will allow students to implement methods discussed in CI 515 in a public school classroom environment.

Request for Graduate Course Change - Page 3

Change in **COURSE CREDIT HOURS**: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COEPD

Department: Elementary & Secondary Education

Course Number/Title EDF 537 MAT Level I Clinical Experience

1. **REQUIRED COURSE:** If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. **COURSE DELETION:** List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. **ADDITIONAL RESOURCE REQUIREMENTS:** If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. 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

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Elementary & Secondary Education

Course Number and Title: EDF 537 MAT Level I Clinical Experience

Rationale: CI 515 focuses on classroom methods and materials. Requiring CI 515 and EDF 537 to be taken together will allow students to implement methods discussed in CI 515 in a public school classroom environment.

Course Description (old) Thirty five-hours of public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: EDF 616 or EDF 619)

Course Description: (new) Thirty five-hours of public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: CI 515)

Catalog Description: Thirty five-hours of public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: CI 515)

Request for Graduate Course Change

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: Elem/Sec Ed

Current Alpha Designator/Number: EDF 637

Contact Person: Tina Allen

Phone: 68958

CURRENT COURSE DATA:

Course Title: MAT Level II Clinical Experience

Alpha Designator/Number:

E D F 6 3 7

Title Abbreviation:

M A T L e v e l I I C l i n i c a l E x p

1. Complete this five page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u>Tina A. Heaton</u>	Date <u>3-1-16</u>
Registrar <u>Richard Ferguson</u>	Date <u>3/1/16</u>
College Curriculum Chair <u>Chris B.</u>	Date <u>3/14/16</u>
Graduate Council Chair <u>Christofero</u>	Date <u>5-23-16</u>

Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Elem/Sec Ed

Alpha Designator/Number: EDF 637

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From:

 To:

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

 To:

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From

Seventy five-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537; CR: CI 515)

To

see attached (description will not fit in this box)

If Yes
Rationale

Performance in EDF 637 requires knowledge acquired during CI 515. The change from requiring CI 515 as a co-requisite to a prerequisite will better prepare students for success in EDF 637.

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COEPD

Department: Elementary & Secondary Education

Course Number/Title EDF 637 MAT Level II Clinical Experience

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. 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

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE DESCRIPTION CHANGE

Department: Elementary & Secondary Education

Course Number and Title: EDF 637 MAT Level II Clinical Experience

Rationale: Performance in EDF 637 requires knowledge acquired during CI 515. The change from requiring CI 515 as a co-requisite to a prerequisite will better prepare students for success in EDF 637

Course Description (old) Seventy five-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537; CR: CI 515)

Course Description: (new) Seventy five-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537 and CI 515)

Catalog Description: Seventy five-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537 and CI 515)

Attachment - New description that should appear in box on page 2

Change in CATALOG DESCRIPTION:

To

Seventy five-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537 and CI 515)

Request for Graduate Addition, Deletion, or Change of a Certificate

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

NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: COEPD

Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton

Phone: 304-746-2026

Name of Certificate Educational Computing (GX00GXE1) to Instructional Technology & Learning

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Effective Term/Year

Fall 20

☐

Spring 20

☐

Summer 20

☐ 16

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

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

Dept. Chair/Division Head <u><i>Lisa A. Heaton</i></u>	Date <u>3-3-16</u>
College Curriculum Chair <u><i>Lu B</i></u>	Date <u>3/14/16</u>
College Dean <u><i>Seresa Pagli</i></u>	Date <u>3-24-16</u>
Graduate Council Chair <u><i>J Christofero</i></u>	Date <u>5-23-16</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 2

Please provide a rationale for addition, deletion, change:

The request is to change the title of this certificate from Educational Computing to Instructional Technology and Learning. Overall, we are attempting to modernize the title. The new title puts an emphasis on the use of technology both for instruction and for learning. We already consider other technologies beyond traditional computers, such as interactive white boards, SmartPhones, and tablets, within the curriculum. Within the PreK-12 and teacher education environments the emphasis in the field has really shifted from instructor use of technology to learner use of technology. The new title should also be more searchable/findable when prospective students are searching for a program of this type.

Please describe any changes in curriculum:

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

NONE

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this certificate, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

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

NONE

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

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

3. Current Catalog Description

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

May attach separate page if needed)

See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

4. Edits to the Current Description

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

5. New Catalog Description

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

See Attachment 3: New Catalog Description

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 4

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Department: Elementary & Secondary Education

Name of Certificate: Instructional Technology and Learning

Credit Hours: 21

Type of Change: change (title)

Rationale: The request is to change the title of this certificate from Educational Computing to Instructional Technology and Learning.

Overall, we are attempting to modernize the title. The new title puts an emphasis on the use of technology both for instruction and for learning. We already consider other technologies beyond traditional computers, such as interactive white boards, SmartPhones, and tablets, within the curriculum. Within the PreK-12 and teacher education environments the emphasis in the field has really shifted from instructor use of technology to learner use of technology. The new title should also be more searchable/findable when prospective students are searching for a program of this type.

Request for Graduate Addition, Deletion, or Change of a Certificate

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

NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: COEPD

Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton

Phone: 304-746-2026

Name of Certificate Elementary Science Education (GX00GXE4)

Check action requested: ☐ Addition ☒ Deletion ☐ ChangeEffective Term/Year Fall 20 ☐ Spring 20 ☐ Summer 20 ☐ 16

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

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

Dept. Chair/Division Head



Date

3-3-16

College Curriculum Chair



Date

3-14-16

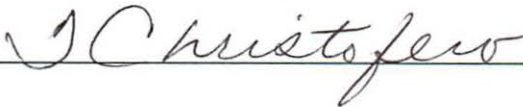
College Dean



Date

3-24-16

Graduate Council Chair



Date

5-23-16

Provost/VP Academic Affairs

Date

Presidential Approval

Date

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 2

Please provide a rationale for addition, deletion, change:

Admission to this graduate certificate was suspended some time ago due to low enrollment. There is not currently a viable market for this specialization.

Please describe any changes in curriculum:

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

NONE

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this certificate, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

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

NONE

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

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

3. Current Catalog Description

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

See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

4. Edits to the Current Description

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

5. New Catalog Description

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

See Attachment 3: New Catalog Description

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 4

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Department: Elementary & Secondary Education

Name of Certificate: Elementary Science Education

Credit Hours: 21

Type of Change: deletion

Rationale: Admission to this graduate certificate was suspended some time ago due to low enrollment. There is not currently a viable market for this specialization.

Request for Graduate Addition, Deletion, or Change of a Certificate

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

NOTE: If proposing a new certificate, please read this first: www.marshall.edu/graduate/graduatecouncil/certificatespolicy/certificatepolicy.pdf

College: COEPD

Dept/Division: Elem & Sec Ed

Contact Person: Lisa Heaton

Phone: 304-746-2026

Name of Certificate Middle Childhood Education (GX00GXEE)

Check action requested: ☐ Addition ☒ Deletion ☐ Change

Effective Term/Year

Fall 20

☐

Spring 20

☐

Summer 20

☐ 16

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

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

Dept. Chair/Division Head



Date

3-3-16

College Curriculum Chair



Date

3-14-16

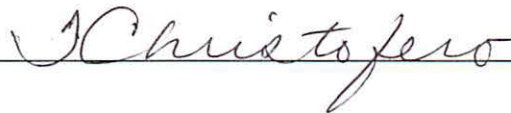
College Dean



Date

3-24-16

Graduate Council Chair



Date

5-23-16

Provost/VP Academic Affairs

Date

Presidential Approval

Date

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 2

Please provide a rationale for addition, deletion, change:

The Graduate Certificate in Middle Childhood Education was created as an added endorsement program for West Virginia teachers. The demand for this specialization has diminished greatly for multiple reasons, including but not limited to: a shift away from the middle school philosophy and changes in policy to allow teachers to pass the associated Praxis without completing any graduate course work.

Please describe any changes in curriculum:

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

NONE

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this certificate, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

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

NONE

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

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 3

3. Current Catalog Description

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

May attach separate page if needed)

See Attachment 1: Current Catalog Description

For edits see Attachment 2: Tracked Changes in Catalog Description

4. Edits to the Current Description

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

5. New Catalog Description

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

See Attachment 3: New Catalog Description

Request for Graduate Addition, Deletion, or Change of a Certificate-Page 4

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

Department:

Name of Certificate:

Credit Hours:

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

Rationale:

Department: Elementary & Secondary Education

Name of Certificate: Middle Childhood Education

Credit Hours: 15

Type of Change: deletion

Rationale: The Graduate Certificate in Middle Childhood Education was created as an added endorsement program for West Virginia teachers. The demand for this specialization has diminished greatly for multiple reasons, including but not limited to: a shift away from the middle school philosophy and changes in policy to allow teachers to pass the associated Praxis without completing any graduate course work.

Request for Graduate Course Change

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: COLA

Dept/Division: English

Current Alpha Designator/Number: ENG 630

Contact Person: Kristen Lillvis

Phone: 304-696-6269

CURRENT COURSE DATA:

Course Title: Materials and Methods of Research

Alpha Designator/Number:

E N G 6 3 0

Title Abbreviation:

M A T E R I A L S & M E T H R E S E A R C H

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u>Jane Hill</u>	Date <u>11 March 2016</u>
Registrar <u>Shuta Ferguson</u>	Date <u>3/14/16</u>
College Curriculum Chair <u>Kevin Law</u>	Date <u>4/6/16</u>
Graduate Council Chair <u>Christofero</u>	Date <u>5-23-16</u>

College: COLA Department/Division: English Alpha Designator/Number: ENG 630

Change in CATALOG TITLE: ☐ YES ☒ NO

[illegible]

If Yes, Rationale NA

From:

--	--	--	--

 To

--	--	--	--

☐ YES ☒ NO

If Yes, Rationale	NA
-------------------	----

From:

--	--	--	--

 To:

--	--	--	--

If Yes, Rationale	NA
-------------------	----

From ☐ Grade To ☒ Credit/No Credit

Rationale	NA
-----------	----

From NA

To	NA
----	----

If Yes Rationale	NA
---------------------	----

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 4

To 3

Change in COURSE CONTENT: ☐ YES ☒ NO

From NA

To NA

Rationale NA

Request for Graduate Course Change-Page 4

College: COLA _____

Department: English _____

Course Number/Title ENG 630: Materials and Methods of Research _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NOT APPLICABLE

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. 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

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

COURSE CREDIT HOUR CHANGE

Department: English

Course Number and Title: ENG 630: Materials and Methods of Research

Course Credits (Old): 4

Course Credits (New): 3

Rationale: The course only meets for the number of contact hours associated with a 3-credit course.

Documentation of Adjusted Work Requirements
(As Required for a Change in Course Credit Hours)

Changing ENG 630: Materials and Methods of Research from 4 credit hours (the current status) to 3 credit hours (the requested status) will require **no adjustment of work requirements**.

- Faculty and students in ENG 630 currently (and, as records show, previously) meet only for the number of contact hours associated with a 3 credit course.
- ENG 630 faculty do not hold additional work requirements nor do they receive any additional compensation for teaching the course at 4 credit hours (their work load and compensation match that for any 3 credit course).

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: COHP Dept/Division: SOK Alpha Designator/Number: E5552 ☒ Graded ☐ CR/NC

Contact Person: Wanyong Choi Phone: 304-696-2937

NEW COURSE DATA:

New Course Title: Sport Performance Analysis

Alpha Designator/Number: E5552

Title Abbreviation: SPORT PERFORMANCE ANALYSIS

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course will provide students with an understanding of basic and advanced principle of sport performance analysis and specific method to adapt and utilize in the practical sports fields.

Co-requisite(s): _____ First Term to be Offered: Fall 2016

Prerequisite(s): _____ Credit Hours: 3

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

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

Dept. Chair/Division Head <u>Mary E</u>	Date <u>3-9-16</u>
Registrar <u>Roberta Ferguson</u> 310504	Date <u>3/9/16</u>
College Curriculum Chair <u>Wanyong Choi</u>	Date <u>3/16/16</u>
Graduate Council Chair <u>Christofero</u>	Date <u>5-23-16</u>

Request for Graduate Course Addition - Page 2

College: COHP Department/Division: SOK Alpha Designator/Number: ESS 552

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.

Wanyong Choi, Dr. Jennifer Y. Mak

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.

N/A

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

N/A

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.

N/A

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.

N/A

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

Request for Graduate Course Addition - Page 3

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

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

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

Lecture. Project. Field practice.

Request for Graduate Course Addition - Page 4

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

Midterm, Final, Projects.

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

N/A

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

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:

School of Kinesiology
ESS 552

This course will provide students with an understanding of basic and advanced principle of sport performance analysis, and specific method to adapt and utilize in the practical sports fields.

Fall 2016.

3 credit hours.

**School of Kinesiology
MARSHALL UNIVERSITY
Huntington, West Virginia
ESS 552**

**Sport Performance Analysis
(3 CREDITS, CRN: 0000, SECTION: 101)**

COURSE INFORMATION

MEETING TIME:

ROOM:

PROFESSOR: Wanyong Choi choiw@marshall.edu

OFFICE: GH 104B

PHONE: 304-696-2937

OFFICE HOURS: Monday/Wednesday: 10:00am-12:00pm
Tuesday/ Thursday: 2:00-3:00pm or by appointment

UNIVERSITY POLICIES:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment.

COURSE DESCRIPTION:

This course will provide students with an understanding of basic and advanced principles of sport performance analysis and specific methods to adapt and utilize in the practical sports fields.

➤ **COURSE GOALS:**

Upon completion of this course students are expected to successfully:

- Understand basic principles of sports performance analysis
- Create and analyze conceptual models of sports performance analysis
- Apply the basic principles for the real sports field
- Utilize advanced strategies for the comprehensive analysis of sports performance
- Understand the principles of data-base management

STUDENT LEARNING OUTCOME:

The course is especially designed to provide students with more practical knowledge for better understanding of performance analysis. This class will cover basic concepts of performance analysis based on the 'Notation Analysis' which is a very basic principle and the most important factor. The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

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
Inquiry Based Thinking: Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.	Literature review Discussion Presentation	Program Development Presentation Review of analysis program
Integrative Thinking: Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.	Program Development	Program Development Presentation
Creative Thinking: Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas.	Program Development	Program Development Presentation
Communication Fluency: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.	Discussion Presentation Proposal	Proposal Program Development Presentation

REQUIRED TEXT:

Hughes, M. & Franks, I. M. (2015). *Essentials of performance analysis in sport (2nd Edition)*. New York, NY: Routledge.

COURSE REQUIREMENTS: The following assignments will be used to assess the student's academic standing in ESS-410

➤ **Investigation of Performance Analysis Program Scope: 50 points**

As a basic step to know about the performance analysis, students need to know about the current condition or situation of analysis program. You will get assigned your own sports to focus on then, you need to investigate specific analysis programs in the sports fields. The following includes specific information of it.

1. Information of assigned sports
2. General situation of the field.
 - a. What is the analysis program that has been commonly used in the field?
 - b. How many kinds of programs are existed?
3. Specific Program Information
 - a. What is the name of the analysis program?
 - b. How much is it?
 - c. What are the features of the program? (e.g., input information, output information)
 - d. How is the program consisted of?
4. How does it store the information and utilize the stored and analyzed data?
5. Does it have the video analysis function?

➤ **Program Development Presentation: 100 points**

Each group in class will be expected to develop a specific performance analysis program and present the group's program to the class. The below indicates the specific guideline for your presentation.

1. Information of sports that you choose and summarize the notation methodologies
2. Flow chart for the game and sports
3. Hand notation system for the game
4. Performance indicators
5. Tactical and technical aspects of games
 - a. Input data and window
 - b. Output data and window
6. Specific rules of sport which needs to be considered
7. Reliability issue
8. Limitation of program

If students don't show up on the presentation date or prepare the presentation by the designated date, they will be given '0' without any other makeup chances. If you have acceptable reasons, professor might consider to rescheduling. The student must speak with the professor at least one week prior to the date of the presentation. If one or some of your group members don't show up on the presentation date, the rest of group members must bring their assignments (paper and PT slides). Then, the professor can consider evaluating separately. If not, all group members will get '0'.

➤ **Program Proposal Practice : 50 points**

Each group in class will be expected to develop a unique analysis project with specific sports organization such as professional leagues or national sports-related government committee. That is, the groups will be asked to write a 10-page paper which describes their program and project in more detail. More information on this project is provided on Blackboard.

➤ **Article Review : 100 points**

Each student will be required to read and critically analyze two research papers as an individual assignment. The assignment is designed to introduce the student to problems or issues that people might face in sports world. Each student will read an article, and answer the following questions. The paper will need to be between 5-6 pages.

- 1) *The review assignment needs to introduce the performance analysis technique, rationalising the use of performance analysis and illustrating its different applications with examples about the article. Also, the general aim(s) should be stated at the end of this section, this is then followed by the limitations, delimitations and definitions of terms (if any). [20%]*
- 2) *Describe and appraise the methods of data gathering, data analysis and presentation of information needs to be described accurately and critically appraised. Describe the data, the procedures, the reliability study and subsequent analyses. [20%]*
- 3) *Give examples of the results gained using the technique, highlight their relevance to the sport and advancement of our understanding the of the sport and sports science. [20%]*
- 4) *Discuss the the nature of the data that it produces, the reliability of the data, different forms of data presentation should all be discussed in the light of their application to different sports and sports science. Compare and contrast work wherever possible. [45%]*
- 5) *The conclusions should be made about the overall experiences of analysing performance analysis in the sport(s) that have been used as examples. [10%]*

➤ **In-class activity: 50 points**

There will be a few in-class activities (e.g, hand-notation system, video camera operating). Students are expected to engage in active manner in this and most of the result will be turned in and assessed.

➤ **Exams (200 pts.)**

Each student will complete an examination on the material that is covered in class through course readings, lectures, class discussions, practice, and guest speakers. The format for the exam could include, but is not limited to, case studies, multiple choice, matching, true or false, short answer and/or essay questions.

GRADING POLICY:

Course Requirements:	Mid Term	100
	Final	100
	Investigation of Analysis Program Scope	50
	In-class activities	50
	Program Development Presentation	100
	Program Proposal Practice	100
	Article Review	100
	Participation & Attendance	100
	Total	700

Grading Scale:

A = 700-630

B = 649-560

C = 559-490

D = 489-420

F = below 420

ATTENDANCE POLICY:

➤ Participation and Attendance: 100 pts

1. You are expected to come prepared for class so that you might participate in a knowledgeable fashion. In order to be successful in this or any industry, you must be able to express your thoughts verbally and with confidence.
2. I value everyone's opinion in class and many classes will include discussions, student presentations. It is important to engage in class discussion in an appropriate manner.
3. There may be a number of miscellaneous assignments which do not receive a letter grade, but will be utilized for participation purposes in class.
4. Electronic devices (e.g., cell phones, laptops) are not permitted without specific approval from your professor. 5 points will be deducted for any usage of electronic devices at any time during the class period.
5. Any missed classes assignments will be reflected in your participation grade.
6. If students miss the class without any other reasons, **10 points (each)** will be deducted from the P&A points.
7. If students miss the class **10 times**, students will automatically get '**F**'.
8. If students show up after class begins (i.e., 9:30 a.m.) a student will receive a 3-point deduction from you P&A points.
9. Professionalism and collegiality are expected and any detrimental behavior (e.g., unprofessional actions, talking to peers, sleeping, disrespectful comments) exhibited in the classroom and/or toward your peers, guest speakers, and professor will not be tolerated. Such behavior will result in significant deductions (50 points) from your P&A and/or a dismissal from the classroom (which will involve a severe point deduction).
10. **P&A evaluation is professor's own area and right, so nobody can appeal the results of P&A.**

COURSE POLICIES and EXPECTATIONS:

- Students are expected to arrive on time prepared and ready to contribute to the class.
- **Assignments:** Each assignment must be turned in at the class on the date it is due. **No late assignments will be accepted. Email submissions will not be accepted unless otherwise noted.** In the case of an excused absence, the student must speak with the instructor at least one week prior to the date of the excused absence to determine when they must turn in their assignment. For excused absences, students must provide proper documentation in order to be considered excused. You are responsible for keeping a copy of your work until receive a grade for all assignments.
- If an assignment is given in class and due in class, anyone absent cannot make it up. For assignments given in class and due the next class period, it is the responsibility of the student to find out from their peers what the assignment was and turn it in on time.
- **Written Assignments:** Written assignments must be typed/computer printed (Times New Roman, Double spaced, 12 point with one inch margins) and stapled. No handwritten assignments will be accepted. Problems with spelling, grammar, and punctuation will result in a lower grade. The top, right-hand corner should have the following information (**single spaced**): Name (John Elway); Class (ESS 552); Assignment (Proposal Practice); and Date (September 13th, 2016). In addition, please pay special attention to page lengths for all written assignments. For example, if the assignment asks for 3-4 pages, the assignment should be 3-4 full pages. 2 ½ pages is not 3 pages.
- It is your responsibility to check **Blackboard** to obtain your grades, readings, handouts, and announcements.
- Students are expected to exhibit **professionalism in all class presentations and written assignments.**
- **Religious Observations:** In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course professor by the end of the second week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, a copy retained by instructor and original returned to the student.
- Students with documented disabilities who will require accommodations should contact the **Office of Disability Services for Students at (304) 696-2271**. If you already have a memo from this office, bring it to me during office hours or by appointment as soon as possible. I will work with this office to ensure that you receive the assistance you need.
- **Academic and Personal Misconduct** by students in this class are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct. (MU Policies, <http://www.marshall.edu/academic-affairs/?page id=802>)

• **Plagiarism** – Is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

1) A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgement

2) A student must give credit to the originality of others and acknowledge indebtedness whenever:

a. Directly quoting another person's actual words, whether oral or written

b. Using another person's ideas, opinions, or theories;

c. Paraphrasing the words, ideas, opinions or theories of others whether oral or written;

d. Borrowing facts, statistics, or illustrative material; or

e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement

• **Technology**-To help facilitate a productive learning environment each student is expected to **turn off any personal communication devices during class time. Students using cellular phones for any reason will be asked to leave the class and will be considered absent for the day.**

• Wikipedia may not be used to reference your work.

• Due to potential extenuating circumstances, the professor reserves the right to change the syllabus and course schedule with written notice.

• Any email correspondence with me needs to be professional, complete, and without

writing errors. The email needs to include a) a couple words in the subject line,

b) some personalized greeting at the beginning of the email, c) complete sentences in the body of the email, and d) a closing (e.g., a sign-off, your name).

• Just as with the requirements of any written documents in class, points will be deducted from the P&A for failures to comply with the standards detailed above for email communication.

• Also, please specify what class you are taking from me (e.g., I am in your ESS 552 class).

Tentative Course Schedule (note: students are responsible for knowledge about schedule changes even if absent from class on the day the change is made)

WEEK	DATE	TOPICS	ITEMS DUE
1	8/22,24	Introduction to course/syllabus review Importance of feedback	Reading: Chap.1
2	8/29,31	What is Performance of analysis	Reading: Chap.2
3	9/5(NC) 9/7	Video based technologies, substitution of reality and performance feedback	Reading: Chap.4
4	9/12,14	An overview of the development of notation analysis	Reading: Chap.5
5	9/19, 21	The use of performance indicators in performance analysis	Reading: Chap.6
6	9/26, 28	Sports analysis	Reading: Chap.7
7	10/3,5	How do we design simple systems? How to develop a notation system?	Reading: Chap.8
8	10/10	Mid-term	
9	10/17,19	Examples of notation systems	Reading: Chap.9
10	10/24,26	Analysis of notation data: reliability	Reading: Chap. 10
	10/31,11/2	Rule changes in sport and the role of notation	Reading: Chap. 17
11	11/7,9	Notational analysis of coaching behavior	Reading: Chap. 18
12	11/14,16	Notational analysis of coaching behavior	Reading: Chap. 19
	11/21,23	Thanksgiving Break	
13	11/28/30	Group Presentations	
14	12/5/7	Group Presentations	
15		Final exam	

School of Kinesiology
MARSHALL UNIVERSITY
Huntington, West Virginia
ESS 552
Sport Performance Analysis
(3 CREDITS, CRN: 0000, SECTION: 101)

COURSE INFORMATION

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ROOM:

PROFESSOR: Wanyong Choi choiw@marshall.edu

OFFICE: GH 104B

PHONE: 304-696-2937

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COURSE DESCRIPTION:

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Upon completion of this course students are expected to successfully:

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Course Requirements:	Mid Term	100
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	Program Development Presentation	100
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	Article Review	100
	Participation & Attendance	100
	Total	700

Grading Scale:

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F = below 420

ATTENDANCE POLICY:

➤ Participation and Attendance: 100 pts

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- Students with documented disabilities who will require accommodations should contact the **Office of Disability Services for Students at (304) 696-2271**. If you already have a memo from this office, bring it to me during office hours or by appointment as soon as possible. I will work with this office to ensure that you receive the assistance you need.
- **Academic and Personal Misconduct** by students in this class are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct. (MU Policies, <http://www.marshall.edu/academic-affairs/?page id=802>)

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- b. Using another person’s ideas, opinions, or theories;
- c. Paraphrasing the words, ideas, opinions or theories of others whether oral or written;
- d. Borrowing facts, statistics, or illustrative material; or
- e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement

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- Just as with the requirements of any written documents in class, points will be deducted from the P&A for failures to comply with the standards detailed above for email communication.

- Also, please specify what class you are taking from me (e.g., I am in your ESS 552 class).

Tentative Course Schedule (note: students are responsible for knowledge about schedule changes even if absent from class on the day the change is made)

WEEK	DATE	TOPICS	ITEMS DUE
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	11/21,23	Thanksgiving Break	
13	11/28/30	Group Presentations	
14	12/5/7	Group Presentations	
15		Final exam	

Request for Graduate Non-Curricular Changes

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

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

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

College: Graduate College

Dept/Division: _____

Contact Person: David J. Pittenger

Phone: 6-2818

Rationale
for Request

One of the many criteria of the Higher Learning Commission affirmation documents states that "The institution's degree programs are appropriate to higher education." Another states that "Courses and programs are current and require levels of performance by students appropriate to the degree or certificate offered"

(May attach
separate page
if needed)

As a part of our continual reaffirmation process with the HLC, I believe it prudent to define our doctoral and master's degrees with a specific reference to the Department of Education's definition of these degrees. Having these definitions will allow us to affirm that we clearly disclose expectations for the academic work required of the degree and the distinction among the various types of degrees offered.

will

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 <u>4.15.14</u>
Registrar _____	Date <u>4/15/16</u>
College Curriculum Committee Chair _____ (or Dean if no college curriculum committee)	Date <u>4.15.14</u>
Graduate Council Chair _____	Date <u>5-23-16</u>

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. (May attach separate page if needed)

Doctoral Degrees

Since 1992 Marshall University has offered the Ph.D. in Biomedical Sciences. The doctorate in clinical psychology (the Psy.D.) admitted its first class in the Fall of 2002. The Ed.D. features majors in Curriculum and Instruction and Educational Leadership. The Doctor of Management Practice in Nurse Anesthesia is offered by the College of Business in collaboration with the School of Nurse Anesthesia of the Charleston Area Medical Center. In 2011 Marshall University added the Doctor of Physical Therapy (D.P.T.), and Doctor of Pharmacy (Pharm.D.) degrees.

Master's Degrees

Marshall University offers a wide array of master's degrees. The master's may serve one or more of the following purposes: to provide greater specialization within one's area of interest; to facilitate licensure in certain fields; to provide access to Education Specialist or doctoral degrees; to support professional advancement, and to promote intellectual growth and personal fulfillment.

Request for Graduate Non-Curricular Changes-Page 3

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

Doctoral Degrees

Marshall University follows The US Department of Education's definition of a doctoral degree as an earned degree that carries the title of Doctor. The Doctor of Philosophy degree (Ph.D.) requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctor's degrees are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), management practice in nurse anesthesia (D.M.P.N.A), pharmacy (Pharm.D.), physical therapy (D.P.T.), and psychology (Psy.D.). (<http://nces.ed.gov/programs/coe/glossary.asp>)

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Master's Degrees

Marshall University follows The US Department of Education's definition of a master's degree as a degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. The Master of Arts (M.A.) and the Master of Science (M.S.) are by programs offered by several of the University's colleges for advanced scholarship in the discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program of study, business administration (M.B.A), education (M.Ed. and M.A.T.), engineering (M.S.E.), journalism (M.A.J.), nursing (M.S.N.), public health (M.P.H.), social work (M.S.W.), and public administration (M.P.A.). (<http://nces.ed.gov/programs/coe/glossary.asp>)

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Graduate Council

Request for 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. (May attach separate page if needed)

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Graduate Council Request for Non-Curricular Changes-Page 5

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

Type of change request:

Department:

Degree program:

Effective date (*Fall/Spring/Summer, Year*)

Type of change request: Non-Curricular Changes - Enhanced definitions of Doctoral and Master's Degrees to ensure compliance with Higher Learning Commission reaffirmation.

Department: The Graduate College

Degree program: NA

Effective date: Fall 2016

Request for Graduate Non-Curricular Changes

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

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

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

College: Graduate

Dept/Division: All Graduate Programs

Contact Person: David Pittenger

Phone: 304.696.2818

Rationale
for Request

(May attach
separate page
if needed)

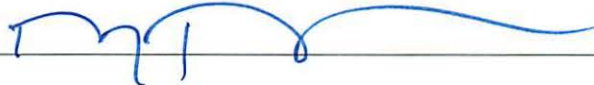
There is an undocumented policy allowing students to retake graduate courses. In addition, 13 programs have a "Two-C" rule that stipulates a student will be dismissed when a student earns two grades of C or less. The programs are: Biological Sciences, Biomedical Sciences, Business Administration, Criminal Justice, English, Health Care Administration, History, Human Resource Management, Journalism and Mass Communications Graduate Certificates, Management Foundations Graduate Certificate, Nursing, Political Science, and Psychology.

To address the lack of documentation and opportunity for confusion, I have drafted the following additions and changes for the next edition of the Graduate Catalog. As you will read, I have created a new subsection that outlines the opportunity to repeat a course and have the second, and hopefully better, grade posted in the student's plan of study. I also included a warning about the Two-C rule. For other subsections, I have identified edits that will ensure we provide ample information about the option to repeat courses and warning to review the department's academic standards.

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 3.31.18

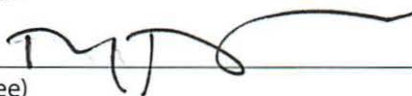
Registrar



Date 4/5/16

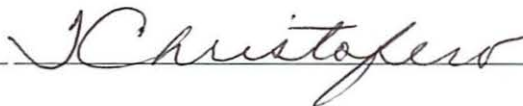
College Curriculum Committee Chair

(or Dean if no college curriculum committee)



Date 4.5.16

Graduate Council Chair



Date 5-23-16

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. (May attach separate page if needed)

student's Plan of Study), will be used to calculate the student's GPA—no other courses will be included in the GPA.

Courses with grades of W, PR, NC, CR, S, or U are not computed in the GPA. The grade of I is computed as an F in determining qualifications for graduation.

PLAN OF STUDY

Each degree-seeking student at the master's or doctoral level is required to develop a "Plan of Study" with his or her graduate advisor. The Plan of Study is a student's "blueprint" for completing degree requirements. A student's certification for graduation depends on completion of the Plan of Study.

A Plan of Study approved by the department/program must be submitted for approval to the appropriate dean before the student registers for his or her 12th semester hour. Students who fail to do so will have a hold placed on subsequent enrollment. If changes are made to the Plan of Study, the student's advisor must report those changes to the appropriate dean or to his or her designee. Consult the degree programs section of the catalog for specific information about each program's Plan of Study.

Request for Graduate Non-Curricular Changes-Page 3

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

ACADEMIC PROBATION

Any student who has less than a 3.0 GPA either overall or in his or her current major will be placed on academic probation by the Graduate Dean. Following notification of probation and prior to subsequent registration, students will be counseled by their advisor or the department chair. During this session, the student will be advised of his or her deficiencies and the requirements for removing the deficiencies within the next nine semester hours of enrollment.

Students may repeat courses for which they earned a low grade. Please review *Repeating Courses* for more information.

The student will not be permitted to register without the written approval of the Dean of the Graduate College or the Dean of the College Education and Professional Development. A second counseling session will follow the first semester or term of subsequent enrollment and will be a review of the student's progress. If probationary status is not removed within a satisfactory time period, the Dean of the Graduate College in consultation with the graduate department will determine if the student is to be retained or recommended for dismissal and what counseling or remediation steps will be required of the student as a condition of retention.

DISMISSAL FROM PROGRAM

Only grades of A, B, C, CR, or S are acceptable in fulfilling graduate degree requirements on any Plan of Study.

Particular programs may require higher performance than C in certain courses. Exclusively, all courses completed after admission to the current degree program, along with any previous Marshall University coursework to be counted toward the current degree (should be in the student's Plan of Study), will be used to calculate the student's GPA—no other courses will be included in the GPA.

Several programs maintain a policy that stipulates dismissal of students who earn two grades of C or less. Repeating a course for a higher grade does not negate the existence of the former grade. As such, a student may be dismissed from the program upon earning a second grade of C or less even if the student repeated a course and earned a higher grade. Students are advised to review with care the degree requirements for their program of study in the *Graduate Catalog* published the year they began the program.

A graduate student is required to maintain a minimum cumulative GPA of 3.0 for this coursework. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program. See *Grade Point Average and Other Requirements for Graduation* and *Repeating Courses* for more information.

Grade Point Average Defined

Anywhere in this catalog where GPA is discussed, unless otherwise noted, GPA means degree GPA. However, the final transcript GPA includes all graduate-level grades taken at Marshall University at any time, regardless of whether or not they count toward the student's degree. The GPA is calculated only on graduate coursework taken at Marshall University, and only includes coursework taken within the past seven years, or older for coursework that has been revalidated (see Time Limitations for coursework older than seven years). Exclusively, all courses completed after admission to the current degree program, along with any previous Marshall University coursework to be counted toward the current degree (should be in the

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REPEATING COURSES

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Graduate Council
Request for 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. (May attach separate page if needed)

Graduate Council Request for Non-Curricular Changes-Page 5

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

Type of change request:

Department:

Degree program:

Effective date (*Fall/Spring/Summer, Year*)

Type of change request: Non-Curricular
Department: Graduate College
Degree program: All Graduate programs
Effective date: Fall 2016

ACADEMIC PROBATION

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Request for Graduate Non-Curricular Changes

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

College: Graduate

Dept/Division: All Graduate College Programs

Contact Person: Dr. David Pittenger

Phone: 304.696.2818




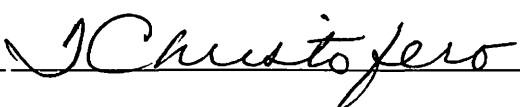
Rationale
for Request

Clarify the roles and responsibilities of the faculty serving on a student's thesis/dissertation committee.

(May attach
separate page
if needed)

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 <u>4.11.16</u>
Registrar 	Date <u>4/11/16</u>
College Curriculum Committee Chair  (or Dean if no college curriculum committee)	Date <u>4.11.16</u>
Graduate Council Chair 	Date <u>5-23-16</u>

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. (May attach separate page if needed)

None.

Request for Graduate Non-Curricular Changes-Page 3

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

Roles and Responsibilities of the Thesis/Dissertation Committee

The roles and responsibilities of the faculty serving on a student's thesis/dissertation committee are manifold. In essence, the members of the committee help the student demonstrate the ability to plan and execute a scholarly and creative project while developing an expertise within the discipline. To this end, the members of the committee advise the student to ensure he or she has identified a project that will sufficiently challenge his or her skills, make use of appropriate disciplinary research and creative methods, and be completed using available resources in a timely manner. The members of the committee also ensure the highest quality of the published thesis/dissertation by requiring the student to submit a final thesis/dissertation that conforms to the preferred editorial guidelines of the discipline and the Graduate College. As such, the signature page included in the thesis/dissertation verifies that the faculty have read with care the thesis/dissertation to ensure the student's work is without error in the form, substance, and expression of the student's work. The members of the committee sign this page once the student has prepared a final draft of the approved thesis and affirm that the work meets the editorial standards of the Graduate College.

Graduate Council

Request for 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. (May attach separate page if needed)

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Graduate Council Request for Non-Curricular Changes-Page 5

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

Type of change request:

Department:

Degree program:

Effective date (*Fall/Spring/Summer, Year*)

Type of change request: Non-curricular

Department: Graduate College

Degree program: All Programs

Effective Date: Fall 2016

Request for Graduate Course Change

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: COHP

Dept/Division: School of Kinesiology

Current Alpha Designator/Number: HS 515

Contact Person: Joseph A. Beckett, EdD, ATC

Phone: 304-696-2929

CURRENT COURSE DATA:

Course Title: Clinical Practicum I

Alpha Designator/Number:


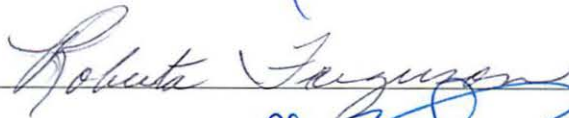

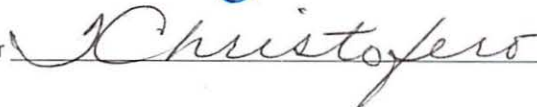
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Title Abbreviation:

C	L	I	N	I	C	A	L		P	R	A	C	T	I	C	U	M		I					
---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	--	---	--	--	--	--	--

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

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

Dept. Chair/Division Head <u></u>	Date <u>3-7-16</u>
Registrar <u></u>	Date <u>3/11/16</u>
College Curriculum Chair <u></u>	Date <u>3/16/16</u>
Graduate Council Chair <u></u>	Date <u>5-23-16</u>

Request for Graduate Course Change - Page 2

College: COHP

Department/Division: School of Kinesiology

Alpha Designator/Number: HS 515

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☐ YES ☒ NO

From

 (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From:

 To:

☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From:

 To:

If Yes, Rationale

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From To develop evaluation and treatment skills of the student under the direction of a BOC-certified Athletic Trainer. Requires completion of 75 clinical hours.

To To develop evaluation and treatment skills of the student under the direction of a BOC-certified Athletic Trainer. Requires completion of clinical hours and assigned competencies.

If Yes Rationale Credit hours awarded need to be changed to a variable number of credit hours because of financial aid requirements for students to be considered full-time during the summer and thus eligible to receive financial aid. As a result , the description needs to be modified accordingly.

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☒ YES ☐ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From 1 credit hour

To 1-3 credit hours (NOTE: because this course and HS 512 will both be taken during the summer 3 session time frame and given that HS 515 is a clinical course, students can only be expected to obtain a specific number of clinical hours during this period, in addition to time spent attending both HS 512 and 515)

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COHP _____

Department: School of Kinesiology _____

Course Number/Title HS 515, Clinical Practicum I _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. 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

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE

Department:
Course Number and Title:
Rationale:
Course Description (old)
Course Description: (new)
Catalog Description:

COURSE NUMBER CHANGE

Department:
Current Course Number/Title:
New Course Number:
Rationale:
Catalog Description:
Credit hours:

COURSE TITLE CHANGE

Department:
Current Course Number/Title:
New Course Title:
Rationale:
Catalog Description:

COURSE CREDIT HOURS CHANGE

Department: School of Kinesiology
Current Course Number/Title: HS 515, Clinical Practicum I
New Course Number:
Rationale: Credit hours awarded need to be changed to a variable number of credit hours because of financial aid requirements for students to be considered full-time during the summer and thus eligible to receive financial aid. As a result , the description needs to be modified accordingly.
Catalog Description (old): To develop evaluation and treatment skills of the student under the direction of a BOC-certified Athletic Trainer. Requires completion of 75 clinical hours.
Catalog Description (new): To develop evaluation and treatment skills of the student under the direction of a BOC-certified Athletic Trainer. Requires completion of clinical hours and assigned competencies.
Credit hours: 1-3

Course: HS515: Athletic Training Clinical Experience I
Time/Location: TBD; GH209
Instructor: Zach Garrett, MS, MHA, ATC
Office: Gullickson Hall 203D
Office Hours: MW 9:30-11:30am, 2-3pm; TR 2-3pm; other times and F by appointment

Term: Summer III 2016
Email: garrett46@marshall.edu
Mail: GH108
Phone: 304-696-2929

Texts: Principles in Athletic Training. Prentice, 14th edition or newer (Required)
Trail Guide to the Body. Biel, 4th edition or newer (Required)
The Rehabilitation Specialist's Handbook. Rothstein, 3rd edition or newer (Recommended)

Prerequisites: Admission to the ATP, current enrollment in HS512.

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802:

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment.

Catalog description: To develop evaluation and treatment skills of the student under the direction of a BOC-certified Athletic Trainer. Requires completion of clinical hours and assigned competencies.

Learning Outcomes:	Outcome Practice:	Outcome Assessment:
Explain Strategies for communicating with coaches, athletes, parents, administrators, and other relevant personnel regarding potentially, dangerous conditions related to the environment, field, or playing surfaces.	◦ In-Class practice sessions	◦ Written Exams ◦ Quizzes
Explain the legal, moral, and ethical parameters that define the athletic trainer's scope of acute and emergency care.	◦ In-class discussion and practice sessions.	◦ Written Exams
Demonstrate proper CPR, AED, bag valve mask, supplemental oxygen and advanced airway use on patients.	◦ In-class discussion and practice sessions.	◦ Written Exams ◦ Oral Practical
Demonstrate the roles and responsibilities of an athletic trainer in comparison to other healthcare professionals.	◦ In-class discussion	◦ Written Exams ◦ Written Assignments
Discuss the proper actions of taking the thorough history, evaluation and assessment of injuries or health related issues.	◦ In-class discussions and practice sessions	◦ Written Exams ◦ Written Assignments
Discuss head, cervical, thoracic and lumbar spine trauma. Demonstrate the appropriate actions for each injury.	◦ In-class practice	◦ Written Exams ◦ Quizzes
Demonstrate the proper technique for cervical and lumbar spine stabilization. Demonstrate the ability to backboard and carry the patient properly.	◦ In-class practice	◦ Clinical Supervisor evaluation ◦ Semester log completion ◦ Written Exams
Discuss the assessment process of posture, gait, and movement patterns.	◦ In-Class practice	◦ Written Exams ◦ Oral/Written Exams
Develop, implement, and monitor prevention strategies for at-risk individuals, perform a comprehensive evaluation, and determine the appropriate outcome for the patient.	◦ In-Class practice	◦ Written Exams ◦ Written Paper

Learning Outcomes:	Outcome Practice:	Outcome Assessment:
Evaluate and treat orthopedic injuries and determine the correct return to play criteria.	<ul style="list-style-type: none"> ◦ In-class practice ◦ Assignments 	<ul style="list-style-type: none"> ◦ Written Exams ◦ Semester log
Discuss the appropriate actions for wound assessment, treatment, cleaning and bandaging.	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Clinical Supervisor evaluation ◦ Semester log completion
Discuss the appropriate actions of scene, primary and secondary surveys.	<ul style="list-style-type: none"> ◦ In-class Practice 	<ul style="list-style-type: none"> ◦ Written Exams
Develop a professional Resume to be used for employment. Discuss federal, state and local laws related to pharmaceuticals.	<ul style="list-style-type: none"> ◦ In-class Practice 	<ul style="list-style-type: none"> ◦ Clinical Supervisor evaluation ◦ Semester log completion
Discuss the appropriate actions for general and emergency medical conditions. (internal hemorrhage, cold/heat illness, shock, drug overdose, cardiac arrest, stroke, etc.)	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Clinical Supervisor evaluation ◦ Semester log completion
Demonstrate proper transfer and gait procedures.	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Clinical Supervisor Evaluation ◦ Semester log completion
Discuss appropriate documentation and SOAP/HOPS note taking.	<ul style="list-style-type: none"> ◦ In-class Practice 	<ul style="list-style-type: none"> ◦ Written Exams ◦ Assignments ◦ Semester Log Completion
Discuss the role of the NATA, BOC, CAATE, and state licensure/registration for the athletic trainer.	<ul style="list-style-type: none"> ◦ In-class discussion 	<ul style="list-style-type: none"> ◦ Written Exams ◦ Assignments
Discuss what OSHA is and proper procedures to follow as an athletic trainer	<ul style="list-style-type: none"> ◦ In-class discussion 	<ul style="list-style-type: none"> ◦ Written Exams ◦ Assignments
Explain the principles of environmental illness prevention programs and the proper tools used to prevent injury/illness.	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Written Exams ◦ Assignments
Discuss the proper procedures and tools used to properly fit individuals with sporting equipment.	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Clinical Supervisor Evaluation ◦ Semester log Completion ◦ Written Exams
Demonstrate the ability to properly tape and wrap to prevent or protect injuries.	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Clinical Supervisor Evaluation ◦ Semester log Completion ◦ Oral practicals
Discuss nutrition, eating disorders, body composition and proper dietary intake for patients under the care of the athletic trainer.	<ul style="list-style-type: none"> ◦ In-class practice ◦ Food Log 	<ul style="list-style-type: none"> ◦ Clinical Supervisor Evaluation ◦ Semester log Completion ◦ Written Exams
Identify and describe the basic signs and symptoms of mental health disorders that may indicate the need for referral to a mental healthcare professional.	<ul style="list-style-type: none"> ◦ In-class practice 	<ul style="list-style-type: none"> ◦ Written Exams

Attendance policy: Attendance at both class and clinical rotations is mandatory. If you are unable to come to class (extreme cases only), please speak with me in person or leave a message on my voice mail or email PRIOR to class. Absences at clinical rotations must be approved by the supervisor in writing and reported to me beforehand. **There is no excuse for lack of communication with the class instructor and clinical supervisor.**

- **Qualified excused absences include:** illness, family crisis, or approved institutional activity. If you miss class due to an acute illness, you must bring a note from your physician for an excused absence (note: this does NOT include routine medical appointments unless of a special nature and only then with prior written notice and approval). Students have one week to provide appropriate documentation to excuse an absence. The student is expected to have a personal schedule appropriate for clinical rotations.
- **Exams/practicals:** must be taken on or before their scheduled date. Students who miss an exam/practical due to approved unforeseen circumstances have a maximum of one week to make it up (those missed without an excuse will receive a grade of zero).
- **Absenteeism at class/clinicals will have the following effect on your grade:** 5 points off participation grade for *each* absence; two tardies (5+ minutes) count as an absence; five cumulative *unexcused* absences will result in your being dropped from the course.

Make-up policy: If you are going to miss a test, you must speak with me PRIOR to the test date for approval. If you miss a test due to illness, you must bring a note from the student health center. All test make-ups should be scheduled for either the original test day, or for the next possible day after the test date.

Assessments:

Semester Log Completion: Students are required to complete all clinical skills listed on the mid- and end-of-semester logs. These skills must be documented (signed) by a clinical instructor through e*Value. (50pts each)

Clinical Supervisor Evaluations: Each student will be evaluated by their clinical supervisor twice during the semester (midterm and end-of-term). This evaluation is of a general nature providing insight into the general performance characteristics of the student. The student is responsible to ensure the evaluation is completed and submitted on time. Evaluations must be reviewed in person with your supervisor and signed. (25pts each)

Quizzes/Writing Assignments: There will be pop quizzes during the semester in materials covered in any previous athletic training courses. Materials discussed in clinical class and classes related to athletic training will be used for quizzes. Articles assignments will also be given throughout the semester on subjects related to class. (20pts each)

Reflection Papers: Students will submit mid- and end-of-semester reflection papers that discuss their progress toward their individual clinical goals and the goals they made for their supervisor; details to follow. (50pts each)

Oral/Practical Exams: Students will complete two 30-minute comprehensive oral/practical exams during the semester. Students will be responsible for providing a model on which to demonstrate an injury evaluation. Sign-up sheets for time slots will be available the week prior to each exam. (50pts each)

Clinical Hours: Clinical hours are an extremely important component of your education. You are expected to attend your assignment with enthusiasm, promptness, and diligence. You should record your clinical hours daily on a log sheet kept at your clinical site. Do not record hours spent traveling, talking on the phone, or other activities not directly related to the athletic training. A comprehensive (and signed by your supervisor) monthly hours log must be submitted to this instructor no later than the 7th of the month through e*Value. Failure to obtain 150hrs over the 14 week semester may require you to repeat the entire clinical course (no hours can be completed on or after reading day). **It is the student's responsibility to submit the clinical hour logs.** (100pts)

Resume Development: Students will submit an up-to-date resume at the end of the semester. (25pts)

Late Work: Each day an assignment is late is 5 points off its grade. All assignments are due in class; those turned in after 8am are considered 1 day late and will be marked down accordingly.

Grading:

Attendance/participation	100 points
Semester Log Completion (2)	50 points each
Formal Evaluations (2)	25 points each
Quizzes/Assignments (5)	20 points each
Reflection Papers (2)	50 points each
SOAP Notes (2)	50 points each
Oral/Practical Evaluations (2)	50 points each
Mid-Term Examination	100 points
Final Examination	100 points
Clinical Hour Completion	100 points
Resume Development	<u>25 points</u>
Total:	975 points

Course evaluation (%):

A	100-93
B	92-85
C	84-77
D	76-70
F	69-below

Honor code: Students found to have violated the honor code will be penalized; they will receive a zero on the assignment for the first offense; a second offense will result in a zero on the assignment and a two letter grade reduction in the course; a third offense is an automatic F in the course and recommended expulsion. The student will also be subject to dismissal from the athletic training program and/or Marshall University. For more information on Marshall's Academic Dishonesty policy go to: <http://www.marshall.edu/president/board/Policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf>. All offenders will be reported to the School of Kinesiology Chair and director of athletic training education as per the program disciplinary policy.

Statement on learning disabilities: Reasonable accommodations will be made for students with diagnosed disabilities. Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

Social Justice: No one will be discriminated against on the basis of race, sex, ethnicity, age, sexual orientation, social class, abilities, or differing viewpoints. Each student will be viewed as a valuable part of this class.

Wireless Apparatus/Electronic Devices: All electronic devices (computers, phones, pagers, games, iPods, etc.) must be turned off at the beginning of each class unless the instructor specifically permits them for an in-class assignment. If a special circumstance arises (e.g. family emergency), notify the instructor before class to obtain permission to keep an electronic device on during class time.

Course calendar: Clinical rotation times vary for each individual student depending upon their particular site assignment. Students will complete and submit a minimum of 150 clinical hours as directed by their supervisor, which could include afternoons, evenings, and weekends. This clinical class meets at the posted time each week. All assignments and extra credit are to be completed/submitted no later than the last regular class day at 12noon.

Week	Topic	Assessment
1	◦ Bony anatomy review	
	◦ Soft tissue anatomy review	◦ Quiz #1
	◦ Anthropometrics	◦ Quiz #2
	◦ Goniometrics	◦ Quiz #3
	◦ AROM, PROM, AAROM, RROM	◦ SOAP Note #1
2	◦ CPR-AED ◦ Advanced airways	◦ Oral/Practical #1
	◦ Spine boarding ◦ Equipment fitting/removal	◦ Midterm Exam ◦ Mid-semester Log, ACI Evaluation, and Reflection Paper #1 Due
	◦ Nutritional considerations ◦ Designing diets	◦
	◦ Eating disorders ◦ Assessing body composition	◦ Quiz #4
3	◦ Supplementation ◦ Ergogenic aids	◦
	◦ Environmental illnesses ◦ Environmental evaluation	◦ SOAP Note #2
	◦ Facility design ◦ Facility evaluation	◦ Oral/Practical #2
4	◦ Psychosocial intervention ◦ Community partners for mental health	◦
	◦ Medical specialties (designing a referral network) ◦ Communicating medical information (to stakeholders)	◦ Quiz #5
	◦ Guided practice for remaining semester log skills	◦ Reflection Paper #2, ACI Evaluation, and End-of-Semester Log Due
		◦ Resume due ◦ Final Exam

Course Bibliography: based on texts recommended by the Board of Certification (BOC), the NATA Education Council (EDC), and the BOC AT Program Director (PD) Reference Survey Report (top 5 in each domain):

Author	Title	Whose List
American Red Cross	Preventing Disease Transmission	PD/EDC
Anderson, M.K. et al.	Foundations of Athletic Training: Prevention, Assessment, and Management.	BOC/PD/EDC
Biel	Trail Guide to the Body	
Hoppenfeld	Physical Examination of the Spine and Extremities	PD/EDC
Kettenbach, G.	Writing Patient/Client Notes: Ensuring Accuracy in Documentation.	BOC/PD/EDC
Konin & Frederick	Documentation for Athletic Training.	BOC/PD/EDC
Konin, Wiksten, Isear, & Brader	Special Tests for Orthopedic Examination	PD/EDC
Madden, C. et al.	Netter's Sports Medicine.	BOC
Magee	Orthopedic Physical Assessment.	BOC/PD/EDC
Netter, F.H.	Atlas of Human Anatomy.	BOC/PD/EDC
Prentice, W.E.	Principles of Athletic Training: A Comprehensive-Based Approach.	BOC/PD/EDC
Rankin & Ingersoll	Athletic Training Management – Concepts and Applications	PD/EDC
Shultz, S.J. et al.	Examination of Musculoskeletal Injuries.	BOC/PD/EDC
Starkey, C. and G. Johnson, eds.	Athletic Training and Sports Medicine (AAOS).	BOC/PD/EDC
Starkey, C. et al.	Examination of Orthopedic and Athletic Injuries.	BOC/PD/EDC

Request for Graduate Course Deletion

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, merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.**
4. Additionally, attach a copy of your written notification and any response(s) regarding this course deletion to other Departments/Divisions which advise students to enroll in this course as a prerequisite, co-requisite, or as an approved elective.

College Dept/Div. Contact Person Phone Current Course Number and Title Rationale for Course Deletion Final term and year this course is to be offered: Fall 20 Spring 20 Summer 20

Course being ADDED in place of this DELETION. NOTE: A course ADDITION request form is also required.

Course Number and Title Credit Hrs.

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

Dept. Chair/Division Head *Gia A. Heaton*Date *4-4-16*Registrar *Roberta Ferguson*Date *4/11/16*College Curriculum Chair *Lisa Burton*Date *4/12/16*Graduate Council Chair *Tracy Christofero*Date *5-23-16*

Request for Graduate Course Deletion-Page 2

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

Department:

Course Number and Title:

Rationale for deletion:

Final Term Offered:

Courses added (*if any*):

Department: Elem/Sec Ed

Course Number and Title: ITL 515 Reference and Bibliography

Rationale for deletion: Course is structured heavily around print reference materials and selection

Final Term Offered: Spring 2016

Courses added: ITL 627 Cataloging and Reference for School Librarians

Request for Graduate Course Deletion

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, merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and signed hard copy.**
4. Additionally, attach a copy of your written notification and any response(s) regarding this course deletion to other Departments/Divisions which advise students to enroll in this course as a prerequisite, co-requisite, or as an approved elective.

College Dept/Div. Contact Person Phone Current Course Number and Title

Rationale for Course Deletion

Class focus on detailed MARC records and cataloging appropriate for professional level catalogers and not school library personnel

 Final term and year this course is to be offered: Fall 20 ☐ Spring 20 ☐ Summer 20

Course being ADDED in place of this DELETION. NOTE: A course ADDITION request form is also required.

Course Number and Title Credit Hrs.

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

Dept. Chair/Division Head *Joni A. Heaton*Date *4-4-16*Registrar *Roberta Ferguson*Date *4/11/16*College Curriculum Chair *Lisa Burton*Date *4/12/16*Graduate Council Chair *Christofero*Date *5-23-16*

Request for Graduate Course Deletion-Page 2

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

Department:

Course Number and Title:

Rationale for deletion:

Final Term Offered:

Courses added (*if any*):

Department: Elem/Sec Ed

Course Number and Title: ITL 622 Cataloging and Classification

Rationale for deletion: Course is structured for professional level cataloging or academic library catalogers

Final Term Offered: Summer 2016

Courses added: ITL 627 Cataloging and Reference for School Librarians

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: Elem/Sec Ed

Alpha Designator/Number: 627

☒ Graded ☐ CR/NC

Contact Person: Kimberly McFall

Phone: 304-746-8975

NEW COURSE DATA:

New Course Title: Cataloging and Reference for School LibrariansAlpha Designator/Number:

I	T	L			6	2	7		
---	---	---	--	--	---	---	---	--	--

Title Abbreviation:

C	A	T	A	L	O	G	I	N	G		&		R	E	F	E	R	E	N	C	E		
---	---	---	---	---	---	---	---	---	---	--	---	--	---	---	---	---	---	---	---	---	---	--	--

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course is a study of cataloging for the school library professional and the basic reference services for school libraries. Emphasis is on MARC records, circulation software, materials evaluation, the reference interview, and research strategies.

Co-requisite(s): none

First Term to be Offered: Summer 2017

Prerequisite(s): none

Credit Hours: 3Course(s) being deleted in place of this addition (must submit course deletion form): ITL 515; ITL 622

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

Dept. Chair/Division Head

Yvonne A. HeatonDate 4-4-16

Registrar

Roberta Ferguson250101Date 4/11/16

College Curriculum Chair

Lisa BurtonDate 4/12/16

Graduate Council Chair

J ChristoferoDate 5-23-16

Request for Graduate Course Addition - Page 2

College: COEPD

Department/Division: _____

Alpha Designator/Number: ITL 627

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.

Dr. Kimberly McFall

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.

Not Applicable

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)

The objective of this course is to introduce cataloging skills and strategies along with reference material selection guidelines to professionals preparing to enter the school library based on the standard 3 as provided by the American Association of School Librarians (AASL).

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)

Title Organizing Information in School Libraries: Basic Principles and New Rules
Author(s) Houston, C.
Publisher Libraries Unlimited
Edition 1st
ISBN 978-1-4408-3686-2

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

Online, asynchronous format

Request for Graduate Course Addition - Page 4

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

Reference Interview, Self-Reflection Paper, Evaluation of Software, Lesson Plan, Reference Material lists, MARC records practice, Comparison of integrated library systems, School Board Presentation

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

none

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

References:

- Boelens, H. (2007). Knowledge management in secondary schools and the role of the school librarian. *School Libraries Worldwide*, 13(2), 63-72.
- Butler, R. P. (2007). Borrowing media from around the world: School libraries and copyright law. *School Libraries Worldwide*, 13(2), 73-81.
- Geitgey, G. A. & Tepe, A. E. (2007). Can you find the evidence-based practice in your school library? *Library Media Connection* 25(6), 10-12.
- Hamilton, B. J. (2007). Transforming information literacy for NowGen students. *Knowledge Quest*, 37(2), 48-53.
- Haycock, K., & Sheldon, B. E. (2008). *The portable MLIS: Insights from the experts*. Westport, CT: Libraries Unlimited.
- Hoover, C. (2006). Research-based instructional strategies. *School Libraries Activities Monthly*, 22(8), 2608.
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- Todd, R. J. (2003). Irrefutable evidence: How to prove you boost student achievement. *School Library Journal*, 49(4), 52-54.

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: College of Education & Professional Development

Course Number and Title: ITL 627 Cataloging & Reference for the School Librarian

Catalog Description: This course is a study of cataloging for the school library professional and the basic reference services for school libraries. Emphasis is on MARC records, circulation software, materials evaluation, the reference interview, and research strategies.

Prerequisites: None

First Term Offered: Summer 2017

Credit Hours: 3

**MASTER SYLLABUS
School Library Media**

**MARSHALL UNIVERSITY
College of Education and Professional Development**

COURSE: ITL 627 Cataloging and Reference for the School Librarian

CREDIT HOURS: 3

**COURSE/CATALOG
DESCRIPTION:**

This course is a study of cataloging for the school library professional and the basic reference services for school libraries. Emphasis is on MARC records, circulation software, materials evaluation, the reference interview, and research strategies.

**COURSE
CONTENT/RATIONALE:**

The objective of this course is to introduce cataloging skills and strategies along with reference material selection guidelines to professionals preparing to enter the school library based on the standards provided by the American Association of School Librarians (AASL).

MAJOR TOPICS: MARC Records, Integrated Circulation Software, Reference material selection process, research databases for K-12

**LEARNER
OUTCOMES:**

After completing this course, the student should be able to:

- Identify and understand significant parts of a MARC record
- Catalogue items for a school library media center
- Understand the difference in available integrated circulation systems and how to manipulate records, reports and data
- Select appropriate reference items for library patrons

COURSE OBJECTIVES:

ITL 627 aligns with AASL Standard 3

Standard 3	Assessed
3.1 Efficient and ethical information-seeking behavior <ul style="list-style-type: none"> Identify and provide support for diverse student information needs Model multiple strategies for students, teachers, and administrators to locate, evaluate and ethically use information for specific purposes Collaborate with students, teachers and administrators to efficiently access, interpret and communicate information 	<ul style="list-style-type: none"> Reference Interview Self-Reflection Discussion Board
3.2 Access to information <ul style="list-style-type: none"> Support flexible, open access for library services Demonstrate ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services Facilitate access to information in print, non-print, and digital formats Model and communicate the legal and ethical codes of the profession 	<ul style="list-style-type: none"> Reference Material Lists MARC records practice Reference Interview Video Evaluation of Destiny Software Discussion Board
3.3 Information Technology <ul style="list-style-type: none"> Demonstrate ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources Model and facilitate the effective use of current resources and emerging digital tools to locate, analyze, evaluate, and 	<ul style="list-style-type: none"> Dewey Decimal System Lesson Plan Comparison of Integrated Library Management systems Discussion Board

use information resources to support research, learning, creating, and communicating in a digital society	
3.4 Research and knowledge creation <ul style="list-style-type: none"> • Use evidence-based, action research to collect data • Interpret and use data to create and share new knowledge to improve practice in school libraries 	<ul style="list-style-type: none"> • Circulation Reports • School Board Presentation

**FIELD/CLINICAL
EXPERIENCES or ASSIGNMENTS:**

<i>Dates</i>	<i>Topics and Activities</i>	<i>Readings</i>	<i>Module Assignments</i>
Module 1:	Evolution of Cataloging	Houston, Chapters 1 & 2	Class Bio Discussion Investigation of current school's library management system Online Discussion
Module 2:	What is a MARC record? (part 1)	Houston, Chapters 3 & 7	MARC record practice: print
Module 3:	What is a MARC record? (part 2)	Houston, Chapters 8 & 9	MARC record practice: non-print, reference
Module 4:	Sears Subject Headings	Houston, Chapter 4	View webcast Discussion board; MARC record practice
Module 5:	Dewey Decimal Classification (DDC)	Houston, Chapter 5	Create library classification system for your current classroom; Lesson Plan and Presentation of introduction of DDC for students MARC record practice
Module 6:	Inside Library	Student	Evaluation of Destiny

	Management Systems (LMS)	accounts provided by Follett	Management; discussion board
Module 7:	Inside Library Management Systems	Other LMS Non-Destiny platforms	Comparison of Integrated library systems; Creating circulation reports for data support of program
Module 8:	Circulation systems and diverse learners	Barack article (2014) Boyer article	Set up titlewave and bound to stay bound (BTSB) accounts
Module 9:	Reference selection material for students (part 1)	Become familiar with reviews of current reference materials in print and non-print Fredrick article Stroud article	Create & submit lists (\$500 cap) of reference materials within titlewave and BTSB; with documentation of order supports diverse learners
Module 10:	Reference selection material for students (part 2) Ethical Use	Barack article (2012) Fontichiaro article Kirk article Monahan article	Reference interview video Discussion Board
Module 11:	Advocacy (part 1)	Advocating for your stakeholders	School Board presentation on selected Library Automation System
Module 12:	Advocacy (part 2)	Advocating for your Library	Self-Reflection

BIBLIOGRAPHY:

- Boelens, H. (2007). Knowledge management in secondary schools and the role of the school librarian. *School Libraries Worldwide*, 13(2), 63-72.
- Butler, R. P. (2007). Borrowing media from around the world: School libraries and copyright law. *School Libraries Worldwide*, 13(2), 73-81.
- Geitgey, G. A. & Tepe, A. E. (2007). Can you find the evidence-based practice in your school library? *Library Media Connection* 25(6), 10-12.
- Hamilton, B. J. (2007). Transforming information literacy for NowGen students. *Knowledge Quest*, 37(2), 48-53.
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Request for Graduate Course Addition - Page 2

College: COEPD

Department/Division: Leadership Studies

Alpha Designator/Number: LS 704

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.

Dr. Eugenia Damron

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.

Not Applicable.

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 see attached syllabus.

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

Please see attached syllabus.

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

Crockett, Jean B. (2012) Handbook of Leadership and Administration for Special Education Paperback

Krych, Kristin. (2014) The Advocate Principal: Principal Leadership in Special Education.

Yell, Mithcell. (2012) The Law and Special Education (3rd Edition)

Wright, Peter W.D., Wright, Pamela Darr. (2007). Wrightslaw: Special Education Law, 2nd Edition. Harfield, VA: Harbor House Law Press.

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

Instructional methods will include discussion/group activities, guest speakers, analysis of laws, scenario development, and individual and collaborative projects.

Request for Graduate Course Addition - Page 4

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

Evaluation methods will include case study review and application, student/mentor application of legal processes for students with special needs, development of an IEP, essay describing the process of identifying and placing a student in a special program.

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

Not Applicable.

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

Please see attached syllabus.

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 Leadership Studies

Course Number and Title LS 704 Leadership for Special Populations

Catalog Description: This course identifies and explains the laws and policies that service students with special needs. School leaders will learn to apply these laws to ensure they meet students' needs while making the best decisions for their school.

Prerequisites: Acceptance to Doctoral Program

First Term Offered: Summer 2016

Credit Hours: 3

Leadership Studies

Marshall University

College of Education and Professional Development

100 Angus E. Peyton Dr., South Charleston, WV 25303

Telephone: 304-746-2514/800-642-9842

Fax: 304-746-1942

COURSE: LS 704 Leadership for Special Populations

TERM: Summer 2016

INSTRUCTOR: Dr. Eugenia Damron webb24@marshall.edu

PREREQUISITES: Admission to Doctoral Program

COURSE LENGTH: Summer Term

ADD/DROP DATES

For beginning, ending, and drop dates, see the MU Academic Calendar at

<http://www.marshall.edu/calendar/academic>

TEXTBOOK: WRIGHTSLAW Special Education Law

ISBN-13: 978-1892320162

ISBN-10: 1892320169

CREDIT HOURS: 3

COURSE CATALOG DESCRIPTION:

This course identifies and explains the laws and policies that service students with special needs. School leaders will learn to apply these laws to ensure they meet students' needs while making the best decisions for their school.

COURSE CONTENT:

This course provides students the opportunity to better understand the laws that affect students with special needs, and how those laws affect school systems. Students will examine the process of meeting student needs: referrals, testing, parent rights, placement, and 504 Plans or Individual Education Plans (IEPs). Students will explore viable placement options, and identify the services school systems must provide. Students will also learn communication and negotiation

skills necessary to work with parents and outside agencies to provide the best programming for students.

MAJOR TOPICS:

This course focuses on providing the best services for students with special needs while meeting the intent and requirements of the law. Students need to understand the laws and their implications for school systems. Students will work with a mentor to be involved with the special education process from identification to placement and implementation of services. Students will practice communication strategies for building relationships with parents and agencies whom serve students with special needs.

IDEA (2004)

Child Find

Free Appropriate Public Education (FAPE)

Family Educational Rights and Privacy Act (FERPA)

IEP (Individualized Education Plan)

504 Plans

Eligibility

Statutes and Regulations

Least Restrictive Environment (LRE)

Response to Intervention (RTI)

Related Services

Parents

Involvement

Procedural Safeguards

Working with Discipline

LEARNER OUTCOMES:

After completing this course, the student will demonstrate an understanding of and the capacity to:

- Identify and interpret special education law and how it is designed to meet the individual needs of each student.
- Identify the Response to Intervention (RTI) process and understand what must be done before a child can be referred to Special Education.

- Demonstrate competencies necessary to refer a child for special services and complete the appropriate referral forms.
- Develop competencies pertaining to specific testing processes and the role of an administrator in this process. (Following up on time-lines, ensuring staff are completing necessary documentation and referral forms, monitoring student progress, and working with Central Office staff to expedite the services that meet the child's needs.)
- Demonstrate an understanding of designing and implementing Individualized Education Programs (IEPs) for each student.
- Demonstrate competencies to serve as a member of a multidisciplinary team.
- Research best practices for meeting the needs of special population students.
- Identify and discuss the process for disciplining a student with an IEP.
- Describe practices for developing relationships with and collaborating with outside agencies and parents to provide the best working relationships for student success.

FIELD EXPERIENCES:

Every course in the principal preparation program has required field experiences. This is an important component of the courses, as these activities provide the "bridge" from theory to practice; they provide opportunities for hands on experience.

EVALUATION:

Deadlines for assignments can be found on the course assignment chart. Students' learning will be assessed on the completion and quality of the following assignments and field experiences:

Assignments:

Law Overview
 RTI
 Referral Process
 Testing Procedures
 Placement Protocols
 Accommodations/Modifications
 Advocates
 Discipline
 Field Experience 1: MDAT Process
 Field Experience 2: Parental Relationships
 Teaching Strategies

TECHNOLOGY:

The student will need to be proficient in the use of Windows, Internet Explorer, Microsoft Word, PowerPoint, email, and other common applications. *For minimum hardware/software requirements please see: <http://www.marshall.edu/muonline/2011/11/07/computer-requirements/>.*

If you have technical problems, please contact the IT Service Desk:

<http://www.marshall.edu/inforesources/>.

University policies regarding acceptable use of computer services can be found at:

<http://www.marshall.edu/board/files/policies/MUBOG%20IT-%201%20Info%20Tech%20Acceptable%20Use.pdf>

REQUIREMENTS:

Consistent with graduate studies, students are required to read assigned text sections, articles, websites, and other resource materials. Students are also expected to think critically, and work beyond the minimum.

All written work requires research and scholarly writing.

Completion of all field experiences is required: students must complete all field experience activities with the reflective piece in order to earn a course grade.

A GRADE OF “INCOMPLETE”

A grade of “Incomplete” will not automatically be given to a student who does not complete all course requirements. Incomplete grades will only be given to students who become ill or face some other type of emergency during the term and therefore cannot complete the course, and have completed at least half of the course. Incompletes will not be given to those who simply fail to drop the course by the appropriate date. The instructor determines the length of time the student has to complete missing class work, with a maximum of one year from the end of the course. In most cases, however, extensions of time granted are equal to one term. It is a student’s responsibility to contact the Instructor during the course if a potential problem is anticipated in completing the course.

LATE WORK POLICY

Due dates are posted on the Assignment Chart. All assignments are expected to be posted by 8 am on the due date, late assignments will be penalized with a loss of 2 points per day.

While our faculty sympathize when students have difficulty meeting an assignment or activity due date, many problems are created when students miss deadlines. (1) The student's work piles up, reducing the quality of both the learning experience and the finished product. (2) Faculty schedules are carefully planned to provide time for meaningful feedback to students and late work from students is not something for which they plan. (3) Late work from students can reduce the momentum and meaning of the course for everyone in it. (4) This program is designed to prepare practicing leaders who must regularly meet deadlines. Procrastination as a leader is viewed as incompetence by subordinates and supervisors.

You are therefore required to make your deadlines, even if you are unhappy with the quality of what you can produce by those deadlines. The following rules apply to all late work.

1. If you have some serious issue that will prevent you from completing an assignment on time, you must contact the instructor in advance of the due date to make arrangements for submission.

2. No work will be graded if it is 2 weeks (14 days) or more past the due date for the assignment and a grade of zero will be recorded for the assignment
3. There will be no chance for revision of any assignment that is submitted after the due date.
4. Grade penalties for late work as defined in the syllabus will be applied.
5. Sometimes, an instructor may decide to return an assignment for revision. Any assignment returned for revision is due to be resubmitted 1 week (7 days) after it is returned or marked unacceptable.

MARSHALL UNIVERSITY EMAIL ACCOUNTS:

For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tools). If, however, it is necessary for you to contact the professor, program secretary, or anyone else at Marshall via email, university policy requires you to use your Marshall Email account.

The university contacts students using MU email to share important information, including emergency announcements, course related information, reminders and deadlines. You **MUST** have and use your MU email account

MARSHALL UNIVERSITY POLICIES:

Marshall University Policies can be found at <http://www.marshall.edu/academic-affairs/policies/>.

ACADEMIC HONESTY:

Academic honesty is expected in all class-related endeavors, and students are expected to be honest in all academic work. Penalties for plagiarism or other forms of dishonesty can be severe and may include course failure, dismissal from the program or from the University.

The university policy may be found at Academic Dishonesty Policy and Report (requires Adobe Acrobat) <http://www.marshall.edu/academicaaffairs/Academic%20Dishonesty%20Policy.pdf>

STUDENTS WITH DISABILITIES:

Students with disabilities who require accommodations can find information at the following site:

<http://www.marshall.edu/disabled>

BIBLIOGRAPHY

Crockett, Jean B. (2012) *Handbook of Leadership and Administration for Special Education*. Florence Kentucky: Routledge.

Krych, Kristin. (2014) *The Advocate Principal: Principal Leadership in Special Education*. Atlanta, Georgia: Scholars Press.

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