

Concentrations in:

- ADMINISTRATION & SUPERVISION
- CURRICULUM & INSTRUCTION
ELEMENTARY/SECONDARY
EDUCATIONAL TECHNOLOGY
- INTERDISCIPLINARY PROGRAM
- READING
- SCHOOL COUNSELING
- SPECIAL EDUCATION

Certificate in:

- EDUCATIONAL TECHNOLOGY

- FSU's programs are accredited by the state of Maryland under its Redesign for Teacher Education, recognized nationally by and in compliance with 14 professional content associations and by the National Council for Accreditation of Teacher Education under the new 2000 performance standards.

Program Outcomes

Students who have successfully completed an M.Ed. program will have demonstrated:

- An understanding of the mission and function of education in a diverse, complex, society
- Attainment of skills needed for professional analysis, problem-solving and reflection
- Attainment of advanced knowledge of physical, cognitive, cultural and emotional development as related to the learning process
- Ability to conduct rigorous self-evaluation of professional and ethical behavior, practice and progress
- Attainment of extensive skills and knowledge in an area of specialization
- Ability to incorporate current research and technology within a specialization and related areas

Requirements and Regulations for All M.Ed. Students

Special Admission Criteria

Graduate admission is based on an undergraduate cumulative GPA from a regionally accredited institution, teacher certification or eligibility and submission of scores from the Praxis II, the National Teacher Examination or equivalent state certification testing in your field(s) of initial teacher certification, with the exception of School Counseling (*see below*).

To warrant full graduate admission to the M.Ed. degree programs, but not to specific concentrations that possess additional requirements, all applicants must have earned a cumulative GPA of at least 3.0, completed a bachelor's degree from a regionally accredited institution and submit scores from NTE, Praxis II, GRE (Graduate Record Examination) or MAT (Miller Analogy Test). Provisional admission may be granted for students who have a cumulative undergraduate GPA of 2.75-2.99. Applicants with a cumulative undergraduate GPA of less than 2.75 may be considered individually for provisional status by the College of Education Unit Monitoring Committee. (*See other additional requirements and standards for admission in the appropriate sections for each program.*)

In addition, all applicants, except for School Counseling and Interdisciplinary Studies, must be eligible for, or hold, a teaching certificate. Admission criteria for the Master of Arts in Teaching may be found in the appropriate section of this catalog.

Applicants holding an advanced professional certificate prior to 1987 will not be required to take additional external measures for admission to graduate programs in the Educational Professions Department with the exception of those not meeting the GPA requirements for School Counseling.

Credentials of international students applying for admission to graduate programs in the Educational Professions Department will be evaluated on a case-by-case basis.

Study Plan

The study plan is a document required by specific areas of concentration within the Master of Education program. You must interview with the graduate program coordinator to devise a study plan whereby your educational goals and degree requirements can be achieved. This interview must occur before your initial registration for classes. The study plan is a list of courses that you must satisfactorily complete to meet degree requirements. Once the study plan is approved by your advisor and program coordinator, any subsequent changes must be approved by the aforementioned.

The following concentrations require the use of approved study plans:

- Administration & Supervision
- Reading
- Curriculum and Instruction
- School Counseling
- Interdisciplinary
- Special Education

Basic Degree Requirements

In addition to the basic requirements for a master's degree found in the general regulations section of this catalog, you must meet the following requirements for the M.Ed. degree:

1. Your entire degree program of study must not be less than 33 credit hours with a minimum of 18 credit hours of the entire program of study taken in 600-level courses, 9 credits of which must be in the area of concentration.
2. You must successfully complete a research paper, project or thesis or you may substitute six credits of graduate course work approved by your advisor. The Master's Committee Decision form must be submitted to the graduate program coordinator by the committee chair no later than the last day of the final examination period for the semester in which you expect to receive the degree.

Degree Candidacy

Frostburg State University regards degree candidacy as an important element of the Master of Education degree program. The purpose of degree candidacy is to provide a formal mechanism as part of your program of study whereby your academic performance and progress toward completion of degree requirements are evaluated. This evaluation normally occurs at the midpoint of your degree program.

Conditions

You must apply for degree candidacy. Failure to apply for degree candidacy may jeopardize your registration for further courses. To apply for degree candidacy, you must:

1. Have completed no less than 15 credit hours or more than 18 credit hours taken as approved graduate credit from Frostburg State University
2. Have a cumulative GPA of at least 3.0 in the graduate courses taken at Frostburg State University
3. Have completed the Professional Education Core (9 credits) as part of your first 18 credit hours of graduate credit taken as approved graduate credit from Frostburg State University or transferred
4. Have completed at least 6 of the 15-18 credits taken at Frostburg State University in your area of concentration
5. Have completed all course deficiencies if any are listed on your study plan
6. Demonstrate academic and professional qualities to the satisfaction of the members of your Master's Committee
7. Meet any additional requirements as specified by the area of concentration

Application Process for Degree Candidacy

1. At the appropriate point in time in your degree program (see Degree Candidacy conditions), you should secure an Application for Degree Candidacy from your graduate program coordinator.
2. The Application for Degree Candidacy is to be completed and returned to the graduate program coordinator.
3. The program faculty and the program coordinator will evaluate your performance through your first 15-18 credit hours of study and make a recommendation regarding your candidacy for the degree.
4. You will receive formal notification of the decision from the director of Graduate Services. You may appeal the decision to the Graduate Leadership Team in the Educational Professions Department.
5. You must have completed all course deficiencies if any are indicated in your letter of admission.
6. You must demonstrate academic and professional qualities to the satisfaction of the program faculty.
7. You must meet any additional requirements as specified by the area of concentration.

Second Master's Degree

You may earn a second M.Ed. degree in another area of concentration. A maximum of 9 credit hours in professional education from the first degree may be applied toward the second degree.

Phi Delta Kappa

Phi Delta Kappa is an international professional fraternity for men and women in education. The membership is composed of recognized leaders in the profession and graduate students with leadership potential. Members are from a wide range of educational endeavors. They include classroom teachers, administrators, college and university professors and other educational specialists. The Chapter of Phi Delta Kappa serves Frostburg State University and the tri-state surrounding the Cumberland-Frostburg area. The chapter actively promotes the interests and education of professional educators. For more information about Phi Delta Kappa, see the chair of the Department of Educational Professions.

Administration & Supervision

Levels of Specialization

- ELEMENTARY
- SECONDARY
- K-12

Note: All are 3-credit courses.

Professional Education Core	9 credits
Area of Concentration	18 credits
Focus Area	6 credits minimum
Capstone	6 credits
Total	39-42 credits

Program Purposes

This program is designed for certified teachers to prepare for entry-level positions in administration and supervision by providing knowledge, theories, techniques, skills and concepts appropriate to the field through lecture, simulation, case study, role playing, inbasket activities and other appropriate methods.

Certification

This program is intended to lead to advanced certification. Students may have additional requirements to meet, such as teaching experience, testing or specific courses depending on their individual states.

Coordinator:

Dr. William Childs
 Department of Educational Professions
 301.687.4216
 wchilds@frostburg.edu

Program Objectives

- To provide background in major content areas of administration, including general administration, curriculum instruction, finance and business operations, school-community relations, personnel services, staff development, pupil services, facilities operation, organization and structure, and human relations
- To provide background in theories appropriate to the field and to require student application
- To provide opportunities for students to practice the administrative/supervisory skills through simulation, role playing, inbasket and group activities, as well as field experiences
- To provide knowledge, application, analysis and reflection of current practice in the field
- To provide knowledge, recognition and ability to work with individual differences and capabilities of children and adults
- To provide a capstone experience that integrates the program's content and skills with on-site activities and assessment

Special Admission Criteria

Applicants to this program must submit evidence of professional experience in schools. Appeals to this policy may be made in writing to the coordinator of the Administration/Supervision program, but in no case may a person who is not a certified teacher or eligible for certification be admitted.

K-12 (Art, Music, Physical Education) majors are eligible for admission to the Secondary Administration and Supervision program.

K-12 (Art, Music, Physical Education) majors applying to the Elementary Administration and Supervision program must complete a minimum of 9 credit hours of elementary education methods courses prior to acceptance, including a course in the methods of teaching reading and methods courses in two of the following areas: mathematics, science, language arts and social studies.

Students applying for the K-12 option must have the appropriate certification and teaching experience that will permit them to have K-12 administrative/supervisory certification in the state in which they work.

Program Description (39-42 credits)

Professional Education Core (9 credits)

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Capstone (6 credits required)

- EDAD 693 Practicum I
- EDAD 694 Practicum II

Total credit hours: 39-42

Area of Concentration (18 credits)

- EDAD 628 School Law
- EDAD 642 Organization and Administration of Public Schools
- EDAD 640 Accountability & Data-Driven Decision Making in Public Education
- EDAD 644 Public School Finance
- EDSU 643 Foundations of Supervision
- EDUC 627 Human Relations in Education

Elementary Focus (6-credit minimum)

- CUIN 609 Elementary School Curriculum
- EDAD 611 Administration of the Elementary School

Secondary Focus (6-credit minimum)

- CUIN 660 Secondary School Curriculum
- EDAD 612 Administration in the Secondary School

Special Degree Requirements

1. Study Plan

A study plan is required for all students in Administration and Supervision. It must be completed and approved prior to registering for the first course. Once approved, any changes require the permission of the program coordinator.

2. Admission to Candidacy

Admission to candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students must have completed the three professional core courses (EDUC 603, 606 and 640) as part of this admission process. Six credits within the program concentration must have also been completed. A cumulative GPA of 3.0 is required as well as the approval of the program coordinator. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. The program coordinator has the right to require that a student remediate deficiencies even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Educational Professions Graduate Leadership Team. If the appeal is denied, the student may re-apply to the program after 1 year.

Curriculum & Instruction

Levels of Specialization

- ELEMENTARY EDUCATION
- SECONDARY EDUCATION
- EDUCATIONAL TECHNOLOGY

Note: All are 3-credit courses.

Professional Education Core	9 credits
Curriculum and Instruction Core	9 credits
Level of Specialization	12-15 credits
Capstone	6 credits
Total	36-39 credits

Certificate

- EDUCATIONAL TECHNOLOGY

Program Purposes

This program is designed for the classroom teacher who may also have some curricular and/or instructional leadership responsibilities. Examples of such teacher positions would include department heads, pod leaders and grade-level heads. Further, the program is intended to prepare classroom teachers for additional teaching responsibilities by increasing their curricular and instructional skills, while adding to their content background.

Certification

This program does not lead to advanced certification. The Curriculum and Instruction (C&I) program provides education professionals from varying backgrounds the opportunity for advanced study.

As such, the program is organized around the National Board for Professional Teaching Standards (NBPTS) Core Propositions.

Students who apply to and complete the M.Ed. degree in the C&I program with the intent of applying for National Board certification will be required to take the CUIN 605: National Board for Professional Teaching Standards Pre-Candidacy, and the EDUC 700: Capstone courses, and produce their NBPTS portfolio as requisites for their certification application.

Coordinator:

Dr. Doris Santamaria-Makang
Department of Educational Professions
301.687.7018
dsantamariamakang@frostburg.edu

Program Objectives

1. To enhance the students' knowledge and ability to develop valid curricular objectives and performance criteria
2. To advance students' knowledge and training in building learning experiences designed to achieve curriculum objectives
3. To develop knowledge and understanding of the importance of assessing the outcomes of learning and making instructional decisions based on these outcomes
4. To provide knowledge and strategies for selecting appropriate curriculum materials and instructional approaches and utilize effective planning for instruction based upon acquired data
5. To provide academic and experiential training in the design of a logical, functional system of curriculum evaluation
6. To provide an understanding of research in the classroom, and develop and implement techniques of experimentation
7. To develop an awareness of research and the ability to read and use research in the students' specialty and related fields
8. To provide the intellectual tools and abilities to analyze contemporary educational criticism and relate such criticism to curriculum development practices
9. To develop the knowledge, skills and dispositions needed to enable students to assume the role of change agent
10. To build the students' capacity to provide instructional leadership for other teachers for whom they are professionally responsible
11. To train students with the knowledge, skills and attitudes to serve as a resource person and/or conduct in-service programs in the areas of curriculum and instruction
12. To enable and empower program graduates to assume leadership in curriculum and instruction reform initiatives at school and district levels

Special Admission Criteria

In addition to Frostburg State University's general admission requirements, applicants to the M.Ed. in Curriculum and Instruction program must comply with the following requirements:

- Applicants must be certified teachers or eligible for certification.
- Applicants must have earned a cumulative GPA of at least 3.0 on a 4.0 scale in their undergraduate programs.
- Applicants must have completed a bachelor's degree from a regionally accredited institution.
- Applicants must have passed the Praxis II examinations. An official copy of the Praxis II scores must be submitted with the application.

Interview: Applicants are required to have a pre-admission interview with the graduate program coordinator, or designee.

A component of the interview includes the completion of the Curriculum and Instruction Self-Reflection Survey. The survey is based on the NBPTS Core Propositions, and is intended to provide a personal profile of academic achievement and professional growth of the candidate at the time he or she enters the program. The same survey will be administered at the completion of the capstone requirement to examine the candidate's professional and academic growth, and to provide information about the effectiveness of the program's operation.

Program Description

The program offers an M.Ed. degree in curriculum and instruction and a graduate certificate in educational technology. (*The Graduate Certificate program in Educational Technology is described in the next section of this catalog.*)

Students in the M.Ed. degree program can choose an area of concentration from three levels of specialization: Elementary Education, Secondary Education and Educational Technology. Based on the level of specialization, students must complete a minimum of 36-39 credits.

The M.Ed. program requires 18 credits in the Professional Education Core and the Curriculum and Instruction Core courses. Depending upon the emphasis selected, the next 18-21 credits are selected from the courses listed under the appropriate level of specialization, including the capstone courses.

Professional Education Core (9 credits)

- EDUC 603 Principles and Practices of Research
 EDUC 606 Developmental Theory and Experiential Growth
 EDUC 640 Curriculum Development

Curriculum and Instruction Core (9 credits)

- CUIN 639 Instructional Systems Design
 CUIN 649 Curriculum Evaluation
and 3 credits from the following curriculum courses:
 CUIN 608 Middle School Curriculum
 CUIN 609 Elementary School Curriculum
 CUIN 623 Foundations of Early Childhood Education
 CUIN 660 Secondary School Curriculum

Level of Specialization and Capstone (18-21 credits)**1. Elementary Education (15 credits)**

At least 9 credits selected from the following courses:

- REED 610 Foundations of Teaching Reading
 CUIN 614 Elementary School Math Programs
 CUIN 615 Elementary School Science Programs
 CUIN 618 Elementary School Language Arts Programs
 CUIN 621 Elementary School Social Studies Programs

Electives (6 credits)

Courses selected with advisor's approval.

Capstone (6 credits)

At least 3 credit hours must be selected from the following courses:

- EDUC 700 Research Paper or Project
 EDUC 710 Thesis

Three hours of additional course work may be selected with advisor's approval.

2. Secondary Education (15 credits)

Students must take 15 graduate credit hours in a discipline consistent with their area of teaching responsibility, plus the capstone.

Capstone (6 credits)

At least 3 credit hours must be selected from the following courses:

- EDUC 700 Research Paper or Project
 EDUC 710 Thesis

Three hours of additional course work may be selected with advisor's approval.

3. Educational Technology (12 credits)

- EDUC 632 Use of Telecurricular Instruction
 EDUC 633 Multimedia Design and Publication for Instruction
 EDUC 635 Evaluation and Integration of Technology in Instruction
 EDUC 645 Advanced Instructional Design

Capstone: (6 credits)

At least 3 credit hours must be selected from the following courses:

- EDUC 700 Research Paper or Project*
 EDUC 710 Thesis

*Three credit hours of additional course work may be selected from the following courses:***

- EDUC 530 Technology Specialist in Education
 EDUC 546 Using Databases for Critical Thinking
 EDUC 548 Using Spreadsheets in Mathematics Education
 EDUC 626 Technology Applications in Early Childhood Education
 COSC 530 Computer Education
 COSC 591 Seminar in Computer Science
 COSC 600 Computer Programming Concepts

Special topics courses (590) or individual problems courses (599) (with advisor's approval)

**Students must successfully design a research project related to their area of specialization in a K-16 classroom by the end of their program. Students are encouraged to design and conduct an action research project (that includes impact on student learning) in fulfillment of this requirement.*

***Candidates for the graduate certificate in educational technology should select EDUC 530 Technology Specialist in Education as the 3 credit hours of additional course work.*

4. Other Areas of Specialization

Other specializations may be implemented upon the request of at least 10 potential students, the subsequent approval of the Curriculum and Instruction Committee and the reporting of the area of specialization to the Department of Educational Professions.

Special Degree Requirements

Study Plan

A study plan is required for all students. It is required to be completed at the beginning of the program at the interview with the coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of the advisor and program coordinator.

Special Provision: If the student has not had extensive direct teaching experience within the last 5 years prior to applying to the program, the student will be required to complete a graduate course that includes a field-based component in the student's area of concentration. Respective supervision of a mentor teacher and a University supervisor will be assigned by the program coordinator.

Admission to Candidacy

For admission to candidacy, students must comply with the following requisites:

- Students must have completed a minimum of 15 credits and a maximum of 18 credits.
- Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses. If so, the grades are not calculated in the GPA.
- Students must have completed the Professional Education Core and the Curriculum and Instruction Core courses, or part of this professional sequence.
- Students must have completed 6 credits within the program concentration.
- Students must have reached and maintained a GPA of 3.0
- The student's application to candidacy must have the approval of the advisor and two other faculty members who have taught the student.
- The program coordinator has the right to require that a student remediate deficiencies even if that requires extra courses, or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. If disenrolled, the student has the right of appeal to the Educational Professions Graduate Leadership Team. If the appeal is denied, the student may reapply to the program after 1 year.

Electronic Portfolio

All students must successfully complete and present a programmatic electronic portfolio, designed and organized according to the NBPTS core principles, by the end of their program.

Program Regulations

To obtain the M.Ed. degree in Curriculum and Instruction, students must observe the following regulations:

- Students must be enrolled in at least one graduate course (3 credit hours) within a period of 18 months to remain in good academic standing status.
- When/if the student intends to be absent from the program for a period longer than 18 months, students must formally submit a request for a program extension, and be approved by the program coordinator and the Graduate Services Office.
- When not enrolled in the program for a period of 18 months, students must re-apply for acceptance into the program. If approved, the student's study plan will be modified according to the current graduate catalog.
- Students must complete all degree requirements within the time limitations established by Frostburg State University, or submit a request for program extension, if needed.

Graduate Certificate Program in Educational Technology

The Graduate Certificate Program in Educational Technology is a professional certificate designed for K-12 school personnel seeking advanced study in the link between learning and technology who may or may not be interested in pursuing a full master's program. The curriculum includes theoretical and practical experiences for using technology to facilitate teaching and improve student learning. The certificate program promotes continuing professional development for teachers and educational leaders. Note: The certificate does not lead to teacher certification in technology.

Coordinator:

Dr. Marcia B. Cushall
Department of Educational Professions
301.687.4308
mcushall@frostburg.edu

Program Objectives

Students successfully completing this program will:

- Demonstrate an understanding of the role of the technology specialist
- Demonstrate an understanding of the social, ethical, legal, human and practical issues surrounding the use of technology in PreK-12 schools and a disposition to apply that understanding in practice
- Demonstrate the ability to apply advanced instructional systems design principles to the planning and design of effective learning environments and experiences supported by technology that maximize student learning
- Demonstrate an understanding of the impact of telecurricular instruction on teaching and learning and the ability to apply that understanding in practice
- Demonstrate the ability to apply technology to facilitate a variety of effective assessment and evaluation strategies
- Demonstrate the ability to use technology to enhance professional practice
- Demonstrate a disposition for continual learning and professional growth in the use of technology to promote learning

Candidates seeking the graduate certificate in educational technology at Frostburg State University complete an approved program of study of 15 semester hours of graduate credit with a cumulative average of 3.0 or higher with no grade lower than C and no more than 6 credit hours of C in their program.

Program Description (15 credits)

Note: All are 3-credit courses. Students are expected to take certificate courses in the sequence prescribed by prerequisites.

Required Courses (15 credits)

EDUC 530 Technology Specialist in Education
EDUC 632 Use of Telecurricular Instruction
EDUC 633 Multimedia Design and Publication for Instruction
EDUC 635 Evaluation and Integration of Technology in Instruction
EDUC 645 Advanced Instructional Design

Total credit hours: 15

Admission Criteria

Applicants for the Graduate Certificate program in Educational Technology must complete the admission requirements for graduate studies at Frostburg State University. *Prerequisite for initial course work: applicant must have a valid Frostburg e-mail account and a Frostburg student Web page account.*

Special Admission Criteria

Applicants must have a bachelor's or higher degree in education or a related field, hold a teaching certificate or be eligible for certification and successfully complete EDUC 454/554 Microcomputer Applications in Education or submit a portfolio demonstrating competency in equivalent skills. Applicants must complete an application and study plan for the certificate program.

Exit Requirement

All students must successfully complete and present an electronic portfolio of work addressing the ISTE Technology Standards for Teachers.

NOTE: Candidates enrolled in the C&I Master's Degree program can take all these courses and EDUC 700 or EDUC 710 to fulfill the educational technology track requirements for the C&I program.

Interdisciplinary Program

Program Purposes

The individualized Interdisciplinary Master of Education Degree program is designed for those students who have specific needs not addressed in existing areas of concentration. The interdisciplinary approach allows students to tailor a program specific to their personal and professional goals.

Certification

This program is not intended to lead to initial certification or specialized advanced certification.

Coordinator:

Dr. Thomas Palardy
 Department of Educational Professions
 301.687.3095
 tpalardy@frostburg.edu

Note: All are 3-credit courses.

Professional Education Core	9 credits
Area of Specialization No. 1	12 credit minimum
Area of Specialization No. 2	9 credit minimum
Capstone	3-6 credits
Total	33-36 credits

Program Objectives

1. Read and use research in areas of speciality and related fields
2. Develop knowledge in two separate fields that can be linked for personal and professional reasons
3. Relate human growth and development to areas of speciality
4. Analyze and practice contemporary curriculum development

Program Description

The student may develop an individualized, interdisciplinary program of study through the cooperation of a least two departments with courses approved for graduate credit. Approval of the study plan is required by the chairs of the departments involved and the chair of the Department of Educational Professions. The study plan (available in the Office of Graduate Services) is the means by which your interdisciplinary degree program is documented and routed for required approvals. Upon completion of the study plan form with the necessary signatures, it must be submitted to the Office of Graduate Services.

Teacher certification is not an admission requirement for this program, and initial teacher certification is not a goal of this program.

Special Admissions Criteria

Applicants to this program must meet initially with the Interdisciplinary program coordinator and then the coordinators of the two departments that are to be part of the individualized Interdisciplinary program. A study plan with signatures from coordinators from both areas and the coordinator's signature are required.

Program Description

Professional Education Core (9 credits)

- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth
- EDUC 640 Curriculum Development

Capstone (3-6 credits)

- EDUC 700 Research Paper or Project, or 6-credit option with coordinator's approval

Total credit hours: 33-36

Interdisciplinary Content Areas (21 credits)

Courses are selected with the department chair/program coordinator's approval.

Special Degree Requirements

1. Study Plan

A study plan is required for all students in interdisciplinary studies. It is required to be completed at the beginning of the program at the interview with the coordinator. This is expected to occur prior to registering for the first course. Once approved, changes require the permission of the advisor and program coordinator.

2. Admission to Candidacy

Admission to candidacy occurs when the student has completed a minimum of 15 credits and a maximum of 18 credits. Students have completed the three Professional Education Core courses (EDUC 603, 606, 640) or part of their admission process. Six credits within the program concentration must have been completed. A cumulative GPA of 3.0 is required, as well as the approval of the advisor and two other faculty members who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. The advisor and the program coordinator have the right to require that a student remediate deficiencies, even if that requires extra courses, or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Educational Professions Graduate Leadership Team and may, if disenrolled, re-apply to the program after one year.

Reading

Levels of Specialization

- READING TEACHER
- READING SPECIALIST
- LITERARY COACH

Program Purposes

This program is designed for certified teachers to prepare for entry-level positions in reading by providing knowledge, theories, techniques, skills and strategies appropriate to reading instruction and assessment in a variety of academic settings where graduates exhibit leadership, scholarship and a commitment to professional development.

Certification

This program is intended to lead to advanced certification.

Coordinator:

Dr. Roger Dow
 Department of Educational Professions
 301.687.4431
 rdow@frostburg.edu

Professional Education Core	9 credits
Reading Core	21 credits
Capstone	3 credits
Electives or Thesis	6 credits
Total	39 credits

Program Objectives

1. To promote learning by providing many paths for the candidate to construct knowledge about reading.
2. To integrate learning so that topics are connected across the program components, assuring competence as a reading professional.
3. To encourage candidates to apply learning through course experiences involving students, colleagues and peers.
4. To require candidates to engage in action, analysis and reflection of program areas of knowledge and skills and dispositions through core program components and individual classes.
5. To integrate the International Reading Association Standards for Reading Professionals throughout all program components.
6. To promote scholarship, leadership and service through development of a portfolio and completion of an action research project.

Special Admission Criteria

Applicants to this program must submit evidence of professional experience in schools. Appeals to this policy may be made in writing to the coordinator of the Reading program, but in no case may a person who is not a certified teacher or eligible for certification be admitted.

Program Description *(39 credits)*

Professional Education Core *(9 credits)*

- EDUC 603 Principles and Practices of Research
- EDUC 606 Development Theory and Experiential Growth
- EDUC 640 Curriculum Development

Reading Core *(21 credits)*

- REED 540 Children's Literature
- REED 610 Foundations of Teaching Reading
- REED 617 Teaching Reading in the Content Areas
- REED 620 Diagnosis and Correction of Reading Difficulties
- REED 637 Organizing and Administering the Reading Program
- REED 695 Reading Clinic (6 credits)

Capstone *(3 credits)*

- REED 638 Reading Capstone

Electives or thesis *(6 credits)*

- EDUC 710 Thesis or 6-credit option with advisor approval
(A list of suggested electives is available from the program coordinator.)

Total: 39 credit hours

Special Degree Requirements

1. Study Plan

All students must complete a plan of study prior to taking their first course or during their first semester of graduate study. This plan must be developed with advice from the graduate reading coordinator or the assigned advisor.

2. Admission to Candidacy

All students must apply for admission to candidacy through their graduate advisor. A candidacy form will be completed and filed with the advisor and a form will be filed with the Graduate Office. Admission to candidacy occurs when the student has completed a minimum of 15 credits. Students must have completed the three professional education core courses (EDUC 603, 606, 640) as part of this admission process and 6 credits within the program concentration. A cumulative GPA of 3.0 is required as well as the approval of the advisor and two other faculty members who have taught the student. Transfer courses are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA. The advisor and the program coordinator have the right to require that a student remediate deficiencies, even if that requires extra courses or to require that a student be disenrolled from the program based on the student's aptitude and professional growth and potential. The student has the right to appeal to the Educational Professions Graduate Leadership Team and, if disenrolled, may reapply to the program after one year.

3. Praxis II Reading Specialist Assessment

Graduates of the M.Ed. Reading program would be required to take the Praxis II Reading Specialist Assessment to graduate from the program. Candidates would be encouraged to take this assessment during their last semester. Official scores must be submitted to Frostburg State University before the graduation date. International students would be exempt from this graduation requirement.

4. Portfolio

All students must complete a program portfolio to represent learning across the program. This portfolio will be organized around the five standards for reading professionals, as stated by the International Reading Association. Each section must contain a rational statement and program materials as evidence that the current IRA standards for reading specialist/literacy coach candidates have been

met. Candidates will present their portfolio for evaluation by the graduate reading faculty and other members of the educational community.

5. Reading Program Assessment

During the first semester in the program, candidates must complete a reading program assessment as a pre-test measure. After completing the coursework and before being allowed to enroll in the program capstone experience, candidates would be required to complete this assessment as a post-test measure. In this second instance, they must receive a passing score (85 percent). Candidates would be allowed to retake the assessment until a passing score is reached. In both situations, this assessment would be created and administered by the reading faculty.

6. Action Research Project

As part of the reading capstone experience, candidates will complete a schoolwide action research project focused on literacy. The project will be presented as part of a University research symposium and will be shared with the candidate's school community.

School Counseling

Level of Specialization

- K-12

Program Purposes

The Master of Education in School Counseling degree program is intended for individuals who plan a professional career in school counseling. In this program, the school counselor is viewed as a professional who provides services to all students in a K-12 school setting. In serving this population, the school counselor seeks to facilitate the learning and positive development of all students, and provides preventative, remedial and, at times, crisis intervention services. Thus, at the conclusion of this graduate program, candidates possess the requisite knowledge, skills and dispositions that will allow them to function effectively in the holistic development of students in the K-12 setting. These competencies are based upon the six-unit outcomes that form the foundation for the conceptual framework of the College of Education.

These outcomes include becoming a dedicated professional, instructional leader, continuous assessor, educational advocate, collaborative bridge-builder and reflective decision-maker.

A background in teacher education is NOT a requirement for admission to the School Counseling program. Students who successfully complete the program will be eligible for certification as a K-12 school counselor in Maryland.

Certification

The School Counseling program is accredited by the Maryland State Department of Education.

Coordinator:

Dr. Karla Diehl
Department of Educational Professions
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Professional Education Core	6 credits
Area of Concentration	33 credits
Capstone	6 credits
Total	45 credits

Program Objectives

1. To provide academic and experiential preparation in the major content areas of school counseling, grades K-12, in accordance with the Council for Accreditation of Counseling and Related Educational Program's standards for school counseling programs
2. To provide supervised opportunities for practical application of school counseling that underscore academic learning
3. To train students in ethical practices of school counseling as prescribed by the American Counseling Association and the American School Counselor Association
4. To require knowledge, application, analysis and reflection of current thought and research in the field
5. To require knowledge, recognition and ability to work with children in a school setting in developmental, preventative, remedial and crisis counseling
6. To develop knowledge and skills in consulting with faculty, parents and referral sources in the community
7. To develop technological skills necessary to function as a school counselor
8. To require an internship experience that integrates the program's content and skills with on-site activities and assessment
9. To develop knowledge of and ability to work with an array of diversity issues that are present in a K-12 environment
10. To foster personal growth with professional knowledge and skill development

Special Admission Criteria

NOTE: Students will be admitted for graduate study in school counseling once a year to begin coursework in the summer session. Application deadline is **February 1**. All applications received after the deadline will be considered pending availability in the cohort.

Applicants to the M.Ed. in School Counseling program must comply with the following:

1. If applicants have not earned at least a 3.0 GPA on a 4.0 scale in their undergraduate programs, they must submit a minimum score of 402 on the Miller Analogies Test or a minimum of 1,000 (V+Q) on the General Test of the Graduate Record Examination prior to the interview. Scores below the above criteria may be considered individually.
2. Applicants must provide the names, occupational titles, addresses and phone numbers of at least three references, two of whom must be previous work supervisors or someone who will be able to respond to questions concerning the candidate's suitability for graduate study in school counseling.
3. Applicants will provide a typewritten statement that will answer questions about themselves. These questions will be supplied by the Office of Graduate Services as part of the application for graduate study.
4. Applicants are required to have a pre-admission interview with the graduate program coordinator.
5. Applicant's undergraduate preparation must include the following courses (or their equivalent as determined by the program coordinator) for a total of 6 hours:
 - a. Introduction/General Psychology
 - b. Educational Psychology or Developmental Psychology (Child or Adolescent)
6. Applicants must provide documentation of experience working with children and/or adolescents through paid employment, extensive volunteer work and/or internship.

Special Degree Requirements

Study Plan

Students seeking a master's degree in school counseling are required to file a study plan with the program coordinator prior to the first course. Once approved, any changes in course work require permission of the program coordinator.

Admission to Candidacy

Application for admission to candidacy is made after completion of 15-18 credit hours of graduate course work. This must include the two Professional Education Core courses (EDUC 603, EDUC 606) as well as a minimum of 6 hours in the School Counseling Concentration (including SCCO 600 and SCCO 609). A cumulative GPA of 3.0 is also required, as well as the completion of any provisional admissions requirements. Transfer credits are not counted toward the 15-18 credits unless they are accepted as equivalent courses, and then the grades are not calculated in the GPA.

The program coordinator with the program faculty will review the application and make a decision regarding degree candidacy based on evidence of satisfactory academic performance and professional growth and development of the student. If a student's performance is found to be not acceptable, or the student's behavior indicates concern for optimal functioning as a school counselor, the program coordinator and program faculty have the right to require that the student be removed from the program based on the student's aptitude, professional growth or potential. If a student is removed from the program, he or she has the right to appeal to the Graduate Leadership Team of the Education Professions Department. If the appeal is denied, the student may reapply to the program after 1 year.

Comprehensive Examinations

All students seeking a degree in school counseling are required to successfully complete the comprehensive examination. The exam will be given once in the fall and once in the spring. Students typically take the exam during or just prior to their final semester in the program. If there is a question regarding the quality of responses on the comprehensive examination, it will be read by another faculty member. If necessary, the student will have the opportunity to rewrite a question one time, or to complete an oral examination with the school counseling faculty.

Personal Growth Experience

All students are required to participate in a counseling experience designed to enhance self-growth and self-awareness. This may be individual or group counseling, or a structured workshop, and must be a **minimum of 12** contact hours. Students are to establish appropriate documentation of this experience with the program coordinator.

Note: A criminal background check will be required by the hiring school system PRIOR TO employment as a school counselor. In addition, some internship sites may require a criminal background check prior to approving students for the internship placement.

Program Description *(45 credits)*

Professional Education Core *(6 credits)*

EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth

Area of Concentration *(33 credits)*

SCCO 600 Core Counseling Skills
SCCO 601 Program Planning & Service Delivery
SCCO 606 Social & Cultural Diversity: Issues & Counseling Interventions
SCCO 608 Lifestyle, Career Development and Decision-Making
SCCO 609 Theories & Techniques in School Counseling
SCCO 610 Legal, Ethical and Professional Issues in School Counseling
SCCO 612 Practicum
SCCO 613 Group Dynamics & Interventions in the School Setting
SCCO 619 Assessment Issues in the School Setting
SCCO 692 School Counseling Seminar
EDUC 700 Research Paper or Project *or* 3-credit elective

Electives may be selected from psychology, special education or other disciplines with approval from the program coordinator.

Capstone *(6 credits)*

SCCO 693 Internship in School Counseling

Total credit hours: 45

Special Education

Level of Specialization

- ELEMENTARY
- SECONDARY

Program Purposes

This program is designed for certified teachers or candidates who are eligible for certification to prepare for special education positions.

The area of concentration is Special Education Teachers of Students With Disabilities in Individualized General Education Programs.

Certification

This program is intended to lead to certification as a generic special educator of students.

Generic 1-8

Generic 6-12

Coordinator:

Dr. Oma Gail Simmons
Department of Educational Professions
301.687.4432
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Professional Education Core	9 credits
Special Education Core	24 credits
Electives	3-6 credits
Capstone	3 credits
Total	39-42 credits

Program Objectives

Graduates of the program will be able to:

- Diagnose educational problems
- Prescribe educational programs to meet the needs of individual students
- Teach students with special needs
- Serve as an inclusion resource teacher with general education classroom teachers
- Evaluate current research in the field of special education, apply new approaches to the classroom and contribute new information and ideas to the field

Special Admission Criteria

Applicants to this program must hold or be eligible for certification as a public school teacher.

Program Description (39-42 credits)

Professional Education Core (9 credits)

EDUC 603	Principles and Practices of Research
EDUC 606	Developmental Theory and Experiential Growth
EDUC 640	Curriculum Development

Special Education Core (24 credits)

SPED 561	Characteristics of Exceptional Children
SPED 562	Introduction to the Education of Exceptional Children
SPED 601	Assessment, Diagnosis and Evaluation of Exceptional Children
SPED 602	Instructional Content and Practices for Exceptional Children
SPED 603	Planning and Managing the Teaching and Learning Environment
SPED 604	Managing Student Behavior and Social Interaction Skills
SPED 605	Communication and Collaborative Partnerships in Special Education Programs
SPED 691	Seminar in Special Education

Electives (3-6 credits)

Capstone (3 credits)

EDUC 700	Master's Research Paper or Project
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Total credit hours: 39-42

Special Degree Requirements

Study Plan

A study plan, which must be completed at the beginning of the program at the interview with the program coordinator, is required for all students in special education. This is expected to occur prior to registering for the first course. Once approved, changes in the study plan require the permission of the advisor and the program coordinator.

Admission to Candidacy

Admission to candidacy occurs when you have completed a minimum of 15 credits and a maximum of 18 credits. You must have completed the three Professional Core courses (EDUC 603, EDUC 606 and EDUC 640) as part of this admission process. Six credits within the Special Education Core must have also been completed. A cumulative GPA of 3.0 is required, as well as the approval of the advisor and two other faculty members who have taught you. Transfer courses are not counted toward the 15-18 credits unless they are accepted

as equivalent courses, and then the grades are not calculated in the GPA. Your advisor and the program coordinator have the right to require that you remediate deficiencies even if that requires extra courses, or to require that you be disenrolled from the program based on your aptitude and professional growth potential. If disenrolled, you have the right to appeal to the Educational Professions Graduate Leadership Team. If the appeal is denied, you may reapply to the program after 1 year.

Demonstration of Competencies

In addition to the degree candidacy conditions set forth in the Master of Education section of this catalog, candidates for a Master of Education degree in special education must *fulfill the Praxis II Special Education licensure requirements for the state of Maryland. Additionally, candidates must demonstrate research-based technological competencies appropriate to the instruction of exceptional individuals.*