Master of Education

Concentrations in:
- Curriculum & Instruction
  - Educational Technology
  - National Board Certification
  - Teacher Leadership
  - The Elementary STEM Teacher
- Educational Leadership
- Interdisciplinary Program
- Literacy Education
- School Counseling
- Special Education

Accreditation
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.

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 and the Interdisciplinary Program (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 a copy of teacher certification and/or 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 Academic 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 for admission. You must meet with the graduate program coordinator to devise a study plan within the first semester of study whereby your educational goals and degree requirements can be achieved. 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:
- Educational Leadership
- Literacy Education
- 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 30 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.
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 will 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 successfully completed the Professional Education Core (9 credits) with a grade of “C” or better as part of your first 15-18 credits from Frostburg State University or from approved transfer credits.
4. Have completed at least 6 of the 15-18 credits taken at Frostburg State University in your area of concentration
5. Demonstrate academic and professional qualities to the satisfaction of the members of your Master’s Committee
6. 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 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 your program coordinator. Denial to degree candidacy will result in dismissal. Dismissals can be appealed to the Dean.
5. You must demonstrate academic and professional qualities to the satisfaction of the program faculty.
6. 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.
Master of Education: Curriculum & Instruction

Levels of Specialization
- Educational Technology
- National Board Certification
- Teacher Leadership
- The Elementary STEM Teacher

Program Purposes
This is an applied program designed as ongoing professional development for on-the-job teachers. The program has a job-embedded professional development emphasis and holds the promise of preparing teachers in the context of current educational reform initiatives. The program is designed for the classroom teacher who may also have, or want to pursue, curricular and/or instructional leadership responsibilities. Examples of such teacher positions would include department heads, PD 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. However, the Curriculum and Instruction (C&I) program provides education professionals from varying backgrounds the opportunity for advanced study. As such, the program is aligned with 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 National Board Certification Track and produce their NBPTS portfolio as requisites for their certification application.

Program Objectives
1. Provide candidates an opportunity to advance personal and professional growth through graduate study
2. Provide candidates an avenue to redefine and personalize their professional development through job-embedded professional development opportunities
3. Provide educators with opportunities for additional preparation to expand career options through professional tracks of specialization
4. Encourage a spirit of inquiry that will enable candidates to design and interpret classroom research leading to instructional changes
5. Enable and empower teachers to assume leadership in curriculum and instruction 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 submit passing PRAXIS II test scores, an official copy of all transcripts, and a copy of teaching certification (if applicable).
- Interview: Applicants are required to have a pre-admission interview with the graduate program coordinator, or designee.

Program Description
Students in the Curriculum and Instruction program can choose a level of specialization from four tracks: National Board Certification, Teacher Leadership, Educational Technology and the Elementary STEM Teacher. Students must complete 33 credits.

The M.Ed. program requires 18 credits in the Professional Education Core and the Curriculum and Instruction Core courses. The remaining credits come from 9 credits within each track, an elective and a capstone.

Note: All are 3-credit courses.

For more information:
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301.687.7053
gradservices@frostburg.edu

Coordinator:
Dr. Jennifer Rankin
Department of Educational Professions
301.687.7010
jerankin@frostburg.edu
Program Curriculum

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Professional Education Core (9 credits)
CUIN 654 Cultural and Technological Awareness in the Context of Global Education
EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth

Curriculum and Instruction Core (9 credits)
CUIN 651 Instructional Design for Understanding
CUIN 652 Assessment and Accountability in the Context of Student Learning
EDUC 640 Curriculum Theory, Design and Analysis

Elective (3 credits)
Selected from M.Ed. specializations to enhance professional goals

Tracks (9 credits)
Choose from one of the following tracks:

1. National Board Certification (9 credits)
CUIN 604 Introduction to National Board for Professional Teaching Standards
CUIN 606 National Board Certification Professional Portfolio
CUIN 693 National Board Certification Practicum

2. Educational Technology (9 credits)
EDUC 558 Educational Technology for Teachers
EDUC 635 Evaluation and Integration of Technology in Instruction
EDUC 645 Advanced Instructional Design

3. Teacher Leadership (9 credits)
CUIN 602 Becoming a Teacher Leader
CUIN 603 The Highly Effective Practitioner
CUIN 694 Teacher Leadership Practicum

4. Elementary STEM Teacher (9 credits)
CUIN 610 Transdisciplinary Approach to Teaching and Learning
CUIN 611 STEM Integration I: Science Focus
CUIN 612 STEM Integration II: Mathematics Focus

Capstone (3 credits)
CUIN 700 Research Applications in Education: Action Research

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 successfully completed the Professional Education Core with a grade of “C” or better and part of the Curriculum and Instruction Core courses.
- Students must have reached and maintained a GPA of 3.0.
- The student’s application to candidacy must have the approval of the advisor.
- 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 dismissed from the program based on the student’s aptitude and professional growth and potential. If dismissed, the student has the right of appeal to the dean.

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.
Master of Education: Educational Leadership

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 professional certification. While reciprocity considerations generally serve non-Maryland resident students effectively, those students are encouraged to consult their state certification offices about additional requirements, such as teaching experience, testing or specific course completion.

Note: All are 3-credit courses.

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.

Program Curriculum

Professional Education Core (9 credits)
CUIN 654 Cultural and Technological Awareness in the Context of Global Education
EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth

Area of Concentration (18 credits)
CUIN 651 Instructional Design for Understanding
EDAD 628 School Law
EDAD 611 Educational Organization and Leadership
EDAD 612 Applied Problems in Educational Leadership
EDAD 644 Public School Finance
EDSU 643 Supervision and Human Resources

Capstone (6 credits required)
EDAD 693 Practicum I
EDAD 694 Practicum II

Total credit hours: 33

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 CUIN 654) 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 Dean.

Transfer/Proficiency Credit
If a student has successfully completed (grade of B or better) graduate courses at another accredited institution, he or she may apply for transfer credit for up to nine credits. If, upon faculty assessment, the courses are deemed essentially comparable to courses in the program, the student will be awarded credit toward completion of the degree. This does not apply to the two practica. All courses considered for transfer credit must meet the graduate transfer credit policy requirements including the six-year limit.

Proficiency credit and credit by exam are not options in this program.

For more information:
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301.687.7053
gradservices@frostburg.edu

Coordinator:
Dr. John L. Stoothoff
Department of Educational Professions
240.527.2736
jlstoothoff@frostburg.edu
Master of Education: Interdisciplinary

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.

Program Objectives
1. Read and use research in areas of specialty 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 specialty
4. Analyze and practice contemporary curriculum development

Program Curriculum
The student may develop an individualized, interdisciplinary program of study through the cooperation of at least two departments with courses approved for graduate credit. Approval of the study plan is required by the program coordinators of the departments involved and the program coordinator of the Interdisciplinary Program. 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.

Program Curriculum
Professional Education Core (9 credits)
CUIN 654 Cultural and Technological Awareness in the Context of Global Education
EDUC 603 Principles and Practices of Research
EDUC 606 Developmental Theory and Experiential Growth

Interdisciplinary Content Areas (21 credits)
Courses are selected with the department chair/program coordinator’s approval.

Capstone (3-6 credits)
EDUC 700 Research Paper or Project, or 6-credit elective option with coordinator’s approval

Total credit hours: 33-36

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.

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, and CUIN 654) or part of their admission process. Six credits within the program concentration must have been completed. A cumulative GPA of 3.0 is required. 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. The student has the right to appeal to the Dean.

Transfer/Proficiency Credit
If you have successfully completed (Grade B or better) graduate courses at another accredited institution, you may apply for transfer credit up to nine credits in this program. If upon faculty assessment, the courses are deemed comparable to courses in the program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit.

You also have an option to request a proficiency exam in courses selected for your program based upon your prior training or experience. Proficiency exams may be taken only once per course. Credit by exam must be approved by the program coordinator.

You may not exceed a combined total of 9 credits by transfer and credit by exam.

For more information:
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301.687.7053
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Coordinator:
Dr. William AuMiller
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301.687.4374
wjaumiller@frostburg.edu
Master of Education: Literacy Education

Prepares students for:
- Reading Teacher
- Reading Specialist
- Literacy Leader
- Literary Coach

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

Certification
This program is intended to lead to advanced certification for levels K-12.

Program Objectives
1. To promote learning by providing many paths for the candidate to construct knowledge about literacy instruction and coaching.
2. To integrate learning so that topics are connected across the program components, assuring competence as a literacy 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 Literacy Association Standards for Literacy Professionals throughout all program components.
6. To promote scholarship, leadership and service through development of a comprehensive portfolio and completion of an action research project or thesis.

Special Admission Criteria
- Applicants to this program must be a certified teacher or eligible for certification.
- 3.0 minimum GPA. Provisional admission can be considered for 2.75-2.99 GPA.

Program Curriculum
(36 credits)

Professional Education Core 9 credits
- CUIN 654 Cultural and Technological Awareness in the Context of Global Education
- EDUC 603 Principles and Practices of Research
- EDUC 606 Development Theory and Experiential Growth

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 625 New Literacies: Integrating 21st Century Skills
- REED 695 Reading Clinic (6 credits)

Capstone 3 credits
- REED 700 Literacy Master’s Research Paper/Project
  Or EDUC 710 Thesis

Elective 3 credits
Candidates select one (1) course, to be approved by the Program Coordinator, to fulfill the elective requirement.

Total: 36 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 literacy program 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 15-18 credits. Students must have completed the three professional education core courses (EDUC 603, 606, and CUIN 654) 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. 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 no longer be enrolled in the program.

For more information:
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301.687.7053
gradservices@frostburg.edu

Coordinator:
Dr. Kris McGee
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kmcgee@frostburg.edu
program based on the student’s aptitude and professional growth and potential. The student has the right to appeal to the Dean and, if the student is no longer enrolled, he or she may reapply to the program after one year.

3. Praxis II Reading Specialist Assessment
Graduates of the M.Ed. Literacy Education 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. Comprehensive Clinical Portfolio
All students must complete a Comprehensive Clinical Program Portfolio to represent learning across the program, as demonstrated and applied within REED 695 Reading Clinic (I and II). This portfolio will be organized around the six standards for literacy professionals, as stated by the ILA. Each section must contain a rational statement and program materials as evidence that the current ILA 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. Capstone
As part of the reading capstone experience, candidates will complete a schoolwide action research paper/project or thesis focused on literacy. The project will be presented as part of a University research symposium or other approved professional audience and will be shared with the candidate’s school community.

6. Transfer Credit and Credit by Examination
If you have successfully completed (grade of B or better) graduate courses at another accredited institution, you may apply for transfer credit for up to 9 credits in this program. If, upon faculty assessment, the courses are deemed essentially comparable to courses in this program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit. Proficiency credit by examination is not an option in the Literacy Education Program.
Master of Education: 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.

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.

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 exhibit best practices and 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 effective communication skills in consulting with faculty, parents and referral sources in the community
7. To develop analytical thinking and 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 Degree Requirements

Study Plan
Students seeking a Master of Education in School Counseling degree are required to file a Program of Study Form with their advisor prior to the first class. This plan serves as a guide for students during their graduate study. The Program of Study is developed by the student and advisor and is approved by 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 three Professional Education Core courses (CUIN 654, EDUC 603, EDUC 606) as well as a minimum of 6 hours in the School Counseling Concentration (including SCCO 660 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 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 Dean.
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. The comprehensive examination will be evaluated by at least two faculty members. If there is a question regarding the quality of responses, 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.

**Fingerprinting/Background Check/Tuberculosis (TB) Test**
All students will be required to receive fingerprinting, background check, and tuberculosis (TB) testing before participating in any field work in the schools. School counseling candidates will complete the fingerprinting and background check process the first semester (fall) and provide the results to the department field placement office.

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**Program Curriculum**

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**Professional Education Core (9 credits)**
- CUIN 654 Cultural and Technological Awareness in the Context of Global Education
- EDUC 603 Principles and Practices of Research
- EDUC 606 Developmental Theory and Experiential Growth

**Area of Concentration (30 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

**Elective (3 credits)**
Choose one from any of the following:
- EDAD 628 School Law
- EDUC 558 Educational Technology for Teachers
- REED 540 Children’s Literature
- SOCI 542 Juvenile Delinquency
- SPED 562 Characteristics of Exceptional Children

**Transfer/Proficiency Credit:**
If you have successfully completed (grade B or better) graduate courses at another accredited institution, you may apply for transfer credit up to 9 credits in this program. If, upon faculty assessment, the courses are deemed comparable to courses in this program, you will be awarded credit toward completion of your degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit.

You also have an option to request a proficiency exam in one course (SCCO 600 Core Counseling Skills), based on your prior training and experience. You may earn credit for a maximum of one course in this manner. Proficiency exams may be taken only once per course. In the event “proficiency by examination” is not granted, you are expected to enroll in the course as soon as possible.

You may not exceed a combined total of 9 credits by transfer and credit by exam.
Master of Education: Special Education

Levels 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 with attention to at-risk diverse population.

The Master of Education with a concentration in Special Education offers all courses online at least once per year. The Professional Core courses can be completed online or on campus.

Certification
This program is intended to lead to certification as a generic special educator of students.
- Generic 1-8
- Generic 6-12

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 Curriculum

<table>
<thead>
<tr>
<th>Professional Education Core</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Core</td>
<td>18 credits</td>
</tr>
<tr>
<td>Practicum</td>
<td>3 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>3 credits</td>
</tr>
<tr>
<td>Capstone</td>
<td>3 credits</td>
</tr>
<tr>
<td>Total</td>
<td>36 credits</td>
</tr>
</tbody>
</table>

Professional Education Core (9 credits)
- CUIN 654 Cultural and Technological Awareness in the Context of Global Education (3 cr.)
- EDUC 603 Principles and Practices of Research (3 cr.)
- EDUC 606 Developmental Theory and Experiential Growth (3 cr.)

Special Education Core (18 credits)
- SPED 562 Introduction to the Education of Exceptional Children (3 cr.)
- SPED 601 Assessment, Diagnosis and Evaluation of Exceptional Children (3 cr.)
- SPED 602 Instructional Content and Practices for Exceptional Children (4 cr.)
- SPED 603 Planning and Managing the Teaching and Learning Environment (4 cr.)
- SPED 604 Managing Student Behavior and Social Interaction Skills (4 cr.)

Practicum (3 credits)
- SPED 696 Practicum in Special Education (3 cr.)

Electives (3) Choose one
- SPED 607 Teaching Students within the Autism Spectrum (3 cr.)
- EDUC 664 Diversity in the Classroom (3 cr.)
- EDUC 647 Advanced Educational Psychology (3 cr.)
- SPED 581 The Gifted Learner (3 cr.)
- SPED 691 Seminar in Special Education (3 cr.)

Capstone (3 credits)
- SPED 700 Special Education Action Research (3-6 credits)

Total credit hours: 36

For more information:
Office of Graduate Services
301.687.7053
gradservices@frostburg.edu

Coordinator:
Dr. Jamelyn Tobery-Nystrom
Department of Educational Professions
240.527.2735
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.

It is recommended that coursework be completed in the following sequence:
- EDUC 603, 606, CUIN 654 in first 18 credit hours of classes completed
- SPED 562
- SPED 601
- SPED 602
- SPED 604
- SPED 603
- SPED 696
- Elective anytime
- SPED 700

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 CUIN 654) as part of this admission process. Six credits within the Special Education Core must have also been completed. A cumulative GPA of 3.0 and approval from the Program Coordinator is required. 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 unenrolled from the program based on your aptitude and professional growth potential. If unenrolled, you have the right to appeal to the Dean.

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.

Transfer and Proficiency Credit
If a candidate has successfully completed (grade B or better) courses at another accredited institution, the candidate may apply for transfer credit for these courses for a total of up to 9 credits. If, upon faculty assessment, the courses are deemed essentially comparable to courses in this program, the candidate will be awarded credit toward completion of the degree. All courses considered for transfer credit must meet the Graduate transfer credit policy requirements, including the six-year limit.