Master of Education

Concentrations in:
- Administration & Supervision
- Curriculum & Instruction
  - National Board Certification
  - Teacher Leadership
  - Educational Technology
- Interdisciplinary Program
- Reading
- School Counseling
- Special Education
- Teacher Leadership

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

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.

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

<table>
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<tr>
<th>Note: All are 3-credit courses.</th>
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<tbody>
<tr>
<td>Professional Education Core</td>
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<tr>
<td>Area of Concentration</td>
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<td>Focus Area</td>
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<td>Capstone</td>
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<td>Total</td>
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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

**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

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

**Total credit hours: 39-42**
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.

**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 9 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.
Curriculum & Instruction

Levels of Specialization

- NATIONAL BOARD CERTIFICATION
- TEACHER LEADERSHIP
- EDUCATIONAL TECHNOLOGY

Certificate

- EDUCATIONAL TECHNOLOGY

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 Test 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 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 a level of specialization from three tracks: National Board Certification, Teacher Leadership and Educational Technology. Based on the track, students must complete a minimum of 36-39 credits.

The M.Ed. program requires 24 credits in the Professional Education Core and the Curriculum and Instruction Core courses. Depending upon the track, the next 12-15 credits are selected from the courses listed under the appropriate track, including the capstone course.

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 (15 credits)
CUIN 650 Curriculum Leadership: Models and Strategies
CUIN 651 Instructional Design for Understanding
CUIN 652 Assessing for Understanding
CUIN 653 Accountability in the Context of Student Learning
CUIN 654 Cultural and Technological Awareness in the Context of Global Education

Note: All are 3-credit courses.
Tracks and Capstone (12-15 credits)

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

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

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

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

3. Educational Technology (12 credits)
   At least 12 credit hours must be selected from the following courses:
   - EDUC 530 Technology Specialist in Education
   - EDUC 558 Educational Technology for Teachers
   - EDUC 633 Multimedia Design and Publication for Instruction
   - EDUC 635 Evaluation and Integration of Technology in Instruction
   - EDUC 638 Online Instruction
   - EDUC 645 Advanced Instructional Design
   - EDUC 655 Design and Administration of Instructional Games

   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 requisite:

- 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 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 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 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.
Graduate Certificate Program in Educational Technology (Online)

Program Objectives
Students successfully completing this program will:
- Teach with technology
- Train personnel to teach with technology
- Deliver instruction online and in virtual worlds
- Develop web-based instructional materials
- Be knowledgeable consumers in the field of technology

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.

Required Courses (9 credits)
- EDUC 530 Technology Specialist in Education
- EDUC 635 Evaluation and Integration of Technology in Instruction
- EDUC 638 Online Instruction

Choose Two Electives (6 credits)
- EDUC 558 Educational Technology for Teachers
- EDUC 633 Multimedia Design and Publication for Instruction
- EDUC 645 Advanced Instructional Design
- EDUC 655 Design and Administration of Instructional Games

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.

Special Admission Criteria
Applicants must have a bachelor’s or higher degree in education or a related field. 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 choose 12 credits from the above courses and CUIN 700 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.

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 at 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

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<thead>
<tr>
<th>Professional Education Core (9 credits)</th>
<th>Capstone (3-6 credits)</th>
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<tr>
<td>EDUC 603 Principles and Practices of Research</td>
<td>EDUC 700 Research Paper or Project, or 6-credit option with coordinator's approval</td>
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<tr>
<td>EDUC 606 Developmental Theory and Experiential Growth</td>
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<tr>
<td>EDUC 640 Curriculum Development</td>
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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.

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 |
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, 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

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.

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)

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<thead>
<tr>
<th>Professional Education Core (9 credits)</th>
<th>Capstone (3 credits)</th>
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<tbody>
<tr>
<td>EDUC 603 Principles and Practices of Research</td>
<td>REED 638 Reading Capstone</td>
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<td>EDUC 606 Development Theory and Experiential Growth</td>
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<td>EDUC 640 Curriculum Development</td>
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<tr>
<th>Reading Core (21 credits)</th>
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<tr>
<td>REED 540 Children’s Literature</td>
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<td>REED 610 Foundations of Teaching Reading</td>
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<td>REED 617 Teaching Reading in the Content Areas</td>
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<tr>
<td>REED 620 Diagnostic and Correction of Reading Difficulties</td>
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<tr>
<td>REED 637 Organizing and Administering the Reading Program</td>
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<tr>
<td>REED 695 Reading Clinic (6 credits)</td>
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<tr>
<th>Electives or Thesis (6 credits)</th>
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<tr>
<td>EDUC 710 Thesis or 6-credit option with advisor approval</td>
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<td>(A list of suggested electives is available from the program coordinator.)</td>
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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

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<th>Individual Courses (9 credits)</th>
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<tr>
<td>REED 695 Reading Clinic (6 credits)</td>
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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.

7. 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 Graduate Reading Program.
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
301.687.4422
kdiehl@frostburg.edu

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.

Fingerprinting/Background Check
All students will be required to receive fingerprinting and background check before participating in any field work in the schools. School counseling candidates will complete the process the first semester (fall) through the department field placement office.

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

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.
Special Education (Online option available)

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.

The Master of Education Special Education offers an online option with all courses offered at least once per year online. The Professional Core courses can be completed online or on campus. All Special Education courses are offered online.

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 Description (39-42 credits)

| Professional Education Core (9 credits) | 9 credits |
| Special Education Core                  | 24 credits |
| Electives (3-6 credits)                 | 3-6 credits |
| Capstone (3 credits)                    | 3 credits |
| Total                                   | 39-42 credits |

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

Coordinator:
Dr. Oma Gail Simmons
Department of Educational Professions
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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.

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.

Proficiency by examination in SPED 561 or SPED 562, both considered introductory courses, is available for teachers who have passed the PRAXIS II: Special Education national assessment that meets licensure requirements for the State of Maryland.

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