Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: COEPD | Dept/Division: Literacy Education | Alpha Designator/Number: CIRG 610 | (•) Graded ( ) CR/NC

Contact Person: Dr. Barbara O'Byrne | Phone: 304.746.1986

NEW COURSE DATA:

New Course Title: Multimodal Literacy in the Classroom:Theories, Processes, and Strategies

Alpha Designator/Number: C I R G 6 1 0

Title Abbreviation: M u l t i m o d a l L i t e r a c y

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)

This graduate class examines the theories, processes, and strategies of multi-modal classroom literacy. Intended for literacy specialists, the course investigates relevant theory, research, and practical applications to classroom literacy.

Co-requisite(s): none

First Term to be Offered: Spring 2016

Prerequisite(s): none

Credit Hours: 3

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

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

Dept. Chair/Division Head Barbara O'Byrne	Date Oct. 8/15
Registrar Rebecca Ferguson 13/13/15	Date 10/13/15
College Curriculum Chair Lisa Burton (SSS)	Date 10/13/15
Graduate Council Chair TChristofero	Date 12-3-15

Request for Graduate Course Addition - Page 2

College: COEPD | Department/Division: | Alpha Designator/Number: CIRG 610

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

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

Dr. Barbara O'Byrne
Dr. Jeradi Cohen
Dr. Terrence Stange
Dr. Isaac Larison

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

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

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

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

Request for Graduate Course Addition - Page 4

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

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

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

Request for Graduate Course Addition - Page 5

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

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

Department: Literacy Education Program

Course Number and Title: CIRG 610 Multimodal Classroom Literacy: Theories, Processes, and Strategies

Catalog Description: This graduate class examines the theories, processes, and strategies of multimodal literacy. Intended for literacy specialists, the course investigates relevant theory, research, and practical applications to classroom literacy.

Prerequisties: None

First Term Offered: Spring 2016

Credit Hours: 3

Master Syllabus

Marshall University
College of Education and Professional Development

Literacy Education Program

100 Angus E. Peyton Drive
South Charleston, WV 25303
304-746-2027

Course Title: CIRG 610 Multimodal Classroom Literacy: Theories, Processes, and Strategies

Credit Hours: 3 hours

Prerequisite: None

Rationale

Concepts of literacy and literacy instruction have evolved considerably over the last decades and the International Literacy Association has embraced these changes, as indicated by the change in the name of the organization in 2014. The literacy specialist needs to be situated and develop a critical stance in the changing landscape of literacy and develop instructional attitudes, tools, and practices that reflect the shift in the field towards a more critical, holistic, and multimodal understanding of literacy.

Course Description

This graduate class examine the theories, processes, and strategies of multimodal literacy. Through careful review of relevant theory, research, and extensive evaluation of practical contexts, participants develop knowledge of the changing nature of literacy and evaluate implications for classroom instruction, PK-12.

Course Topics

1. Develop a critical and reflective stance expected of literacy specialists through relevant learning experiences.

2. Evaluate the principles theories, values, and relevant research on the multimodal and critical literacy.

3. Reframe traditional concepts of reading and writing within the learning within the broader boundaries of multimodal, integrated literacy.

4. Construct meanings of literacy through the use of active learning strategies such as purposeful discourse and/inductive learning.

5. Employ methods of critical inquiry to read, annotate, and analyze complex reading material and apply theoretical and abstract ideas to solve problems.

6. Differentiate between deductive and inductive learning and develop relevant literacy strategies attached to each model of learning.

7. Demonstrate an understanding of the social, cultural, and psychological factors that influence literacy acquisition and development.

8. Develop competence in recognizing, planning, and directing effective classroom conversations that support leaning.

9. Investigate the developmental continuum that link speech, play, drawing, reading and writing and develop instructional activities that reflect this continuum

IRA Standards

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.1 *Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.*

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

3.3 Use assessment information to plan and evaluate instruction.

4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.0 Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Bibliography

Albers, P. & Sanders, J. (Eds.) (2010). *Literacies, the Arts & Multimodality.* Urbana, IL: NCTE

Anstey, M. & Bull, G. (2006). *Teaching and Learning Multiliteracies: Changing Times, Changing Literacies.* Newark, DE: International Reading Association.

Bean, T. (2010). *Multimodal Learning for the 21st Century* Adolescent. Shell Education E-Book.

Bowen, T. & Whithouse, C. (Eds.). (2013). *Multimodal Literacies and Emerging Genres.* Pittsburgh; University of Pittsburgh Press.

Calkins, L. (2012). *Pathways to the Common Core: Accelerating Achievement.* Portsmouth, NH: Heinemann.Cope, B. & Kalantis, M. (Eds.) (2000) *Multiliteracies: Literacy Learning and the Design of Social Futures.* Routlege: London.

Corio, J., Knobel, M. & Lankshear, & Leu, D. (Eds.) (2008). *Handbook of Research on New Literacies.* New York. Erlbaum.

Fountas, I. & Pinnell, G. (2007). *The Continuum of literacy learning, Grades K-8: Behaviors and understandings to notice, teach, and support.* Portsmouth: Heinemann.

Dusenberry, P. & O'Connel- Moore, J. (2014). *Integrated Reading and Writing.* New York: Pearson.

Ellery, V., Oczkus, L., & Rasinski, T. (2015). *Literacy All Year Long: Powerful Lessons for K-2.* Newark, DE: International Literacy Association.

Haslett, D. D. (2008). Teacher Flexibility and Judgment: A Multi-dynamic Literacy Theory. *Journal of Early Childhood Literacy*, 8(3), 295-327.

Hamilton, M. (2012). *Literacy and the Politics of Representation.* London: Routledge.

Jewitt, C. & Kresss, G. (2003). Multimodal Literacy. London: Peter Lang International Academic Publishers.

Johnson, D. (2014*). Reading, Writing, and Literacy 2.0: Teaching With Online Texts, Tools, and Resources, K–8.* Newark, DE: International Literacy Association.

O'Byrne, B. & Murrell, S. (2014). Evaluating multimodal literacies in student blogs. *British Journal of Educational Technology.* 45(5), 926-940.

O'Byrne, B. (2009) Knowing More than Words Can Say: Using multimodal assessment tools to excavate and construct knowledge about wolves. *International Journal of Science Education.* 31(4), 523-539.

Olson Booth, C. (2010). ***The*** *Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom.* New York: Pearson.

Serravallo, J. & Goldberg, G. (2007). *Conferring with readers: supporting each student's growth and independence.* Portsmouth: Heinemann.

Silver, H.F., Dewing, R.T., Perini, M. J. (2012). *The Core Six: Essential Strategies for Achieving Excellence with the Common Core.* Alexandria, Virginia; ASCD.

Street, B. (2014. Social Literacies: *Critical Approaches to Literacy in Development, Ethnography and Education*. London: Routledge

Vermont Writing Collective (2008). *Writing for Understanding*. Vermont Writing Collective.

Wood, K., Paratore, J., Kissel, B., McCormack, R. (Eds). (2015). *What's New in Literacy Instruction? Weaving Together Time-Honored Practices with Current Research*. Newark, DE: International Literacy Association.

Zwiers, J. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5-12*, 2nd Edition. San Francisco: Jossy-Bass and International Reading Association

Marshall University Course Syllabus

Course Name:	CIRG 610 Multimodal Classroom Literacy: Theories, Processes, and Strategies
College/Department	College of Education and Professional Development Literacy Education Program
Semester	Spring 2016
Instructor	Dr. Jeradi Cohen/Dr. Barbara O'Byrne
Email	cohen@marshall.edu
Phone	304.746.2033
Office Hours	Live and virtual, by appointment
Course Start Date	January 11, 2016
Course End Date	May 6, 2016
Hybrid class:	Blackboard
Live Meetings:	Jan 14, Feb 16, Mar 31, Ap 28, 4:30-6:50

Rationale

Concepts of literacy and literacy instruction have evolved considerably over the last decades and the International Literacy Association has embraced these changes, as indicated by its name change. The literacy specialist needs to be situated and develop a critical stance in the changing landscape of literacy and develop instructional attitudes, tools, and practices that reflect the shift in the field towards a more critical, holistic, and multimodal understanding of literacy.

Course Description

This graduate class examine the theories, processes, and strategies of multimodal integrated literacy. Through careful review of relevant theory, research, and extensive evaluation of practical contexts, participants develop knowledge of the changing nature of literacy and implications for classroom instruction, pk-12.

Prerequisites: None. This is an elective course for students in the Literacy Education Program.

Credit Hours: 3

University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to

	www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

Learner Outcomes/Objectives

- Develop a critical and reflective stance expected of literacy specialists through relevant learning experiences.
- Construct an individual portfolio that demonstrates the ability to develop, implement, and evaluate model multimodal and critical literacy as expected in the profession.
- Evaluate the principles theories, values, and relevant research on the multimodal and critical literacy.
- Reframe traditional concepts of reading and writing within the learning within the broader boundaries of multimodal, integrated literacy.
- Construct meanings of literacy through the use of active learning strategies such as purposeful discourse and/inductive learning.
- Employ methods of critical inquiry to read, annotate, and analyze complex reading material and apply theoretical and abstract ideas to solve problems.
- Differentiate between deductive and inductive learning and develop relevant literacy strategies attached to each model of learning.
- Demonstrate an understanding of the social, cultural, and psychological factors that influence literacy acquisition and development.
- Develop competence in recognizing, planning, and directing effective classroom conversations that support leaning.
- Analyze applications of multimodal, integrated literacy models and investigate and field-test instructional methods and strategies for diverse learners.
- Investigate the developmental continuum that link speech, play, drawing, reading and writing and develop instructional activities that reflect this continuum
- Portfolio of artifacts that show mastery of pedagogy of multimodal and critical literacy.

International Reading Standards (2010) addressed in this course:

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

3.3 Use assessment information to plan and evaluate instruction.

4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.0 Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

ASSIGNMENTS AND METHODS OF EVALUATION

The final grade will be based on the following requirements:

Participation	10%	Participates in live and online discussions and/or presentations.
Critical essay on the changing nature of literacy	15%	Investigate and compose a short original essay on the evolution of concepts of literacy, the social, cultural and economic factors that influence literacy development and implications for classroom instruction.
Multimodal, Integrated Literacy Instruction	15%	Investigate and analyze multimodal, integrated literacy and field test a set of three lessons based on these principles that meet the needs of diverse learners.
Classroom Discourse	15%	Compare the features of presentational and knowledge-making classroom talk and develop, implement a series of three classroom sessions that demonstrate classroom talk as pivotal to knowledge construction and evaluate as an element of literacy.
Inductive Learning and Critical Literacy	15%	Contrast deductive and inductive learning. Anchor concepts of critical literacy in the wider discourse about inductive learning Show mastery by developing, implementing, and evaluating a

		multimodal, integrated literacy sequence that builds knowledge and demonstrates competence of critical literacy.
Literacy Continuum	10%	Investigate and define the unique needs of emergent learners. Develop a set of three instructional activities that reflect this continuum of speech, play, drawing, reading and writing for emergent learners. Critically reflect on how these lessons met the needs of diverse students.
Portfolio of Multimodal and Critical Literacy in the Classroom	20%	Develop and present a portfolio of artifacts and critical reflections that demonstrate mastery of the principles and practices of multimodal, critical classroom literacy.

GRADING SCALE

90-100%	A
80-89	B
70-79	C
Below 70	F

Course Policies:

Grading Policy

Assignments are due on or before the due date. Please arrange any needed extensions in advance of the due date. With permission from the instructor, candidates may revise an assignment. The re-submission must be submitted within ten days.

Attendance Policy

Candidates are expected to attend all sessions and arrive on time. This course builds heavily on collaboration and interactive activities during class meetings. One unexcused absence will result in a lowered grade. There are 10 participation points for each live session. However, two or more absences will result in automatic grade of F. Consideration will be given for family tragedies or illness with a doctor's excuse.

Bibliography

Albers, P. & Sanders, J. (Eds.) (2010). *Literacies, the Arts & Multimodality*. Urbana, IL: NCTE

Anstey, M. & Bull, G. (2006). *Teaching and Learning Multiliteracies: Changing Times, Changing Literacies*. Newark, DE: International Reading Association.

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O'Byrne, B. & Murrell, S. (2014). Evaluating multimodal literacies in student blogs. *British Journal of Educational Technology.* 45(5), 926-940.

O'Byrne, B. (2009) Knowing More than Words Can Say: Using multimodal assessment tools to excavate and construct knowledge about wolves. *International Journal of Science Education.* 31(4), 523-539.

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Serravallo, J. & Goldberg, G. (2007). *Conferring with readers: supporting each student's growth and independence.* Portsmouth: Heinemann.

Silver, H.F., Dewing, R.T., Perini, M. J. (2012). *The Core Six: Essential Strategies for Achieving Excellence with the Common Core.* Alexandria, Virginia; ASCD.

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Zwiers, J. (2014). *Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5-12*, 2nd Edition. San Francisco: Jossy-Bass and International Reading Association

To the Curriculum Committee

RATIONALE FOR NEW COURSES

Our professional accrediting body, the International Reading Association, issued a new set of standards in 2010 that reflected a shift in thinking about the skills and competencies expected of a reading specialist. The most significant shift was making explicit that this specialization included all dimensions of literacy: speaking, listening, viewing, reading and writing. While always implicitly understood, the IRA deemed it essential that the professional standards reflect the evolution in theory that links these elements. Standard 5 The Literate Environment is new and was not a standard when we submitted for NCATE in 2010. Three of the six standards specifically now cite both reading and writing: standard 1, 2, 3 The remaining standards of diversity and professional leadership, entirely new standards in 2010, use the term 'literacy' reflective of this shift in the naming of the domain of the profession.

A second significant change occurred at the end of 2014 when our governing body officially changed its name to the International Literacy Association. This change took place after a vigorous and healthy debate during which conflicting visions of the identity and mission of the Association were presented. In 2015, the change became official and the shift in standards reflects the broader field of literacy is our domain.

A second revision of the standards is already underway that will more fully integrate the language of literacy and its related theoretical framework into the professional standards expected of literacy teachers and specialists. It is anticipated that the new standards in 2017 will speak of literacy specialists and continue the shift in emphasis form from reading to literacy.

These positive and healthy changes from our accrediting body make it incumbent on the Literacy Education Program to investigate its offerings and ensure our candidates meet the challenges of the new standards and the increased emphasis on preparing the literacy teacher and specialist.

However, it became evident that additional courses would be needed to meet the reading and writing expectations in the standards. The LEP faculty has agreed that candidates will take electives from the Literacy Education course offerings and this move will enable candidates with sufficient learning opportunities to show competence in mastering the 2010 IRA standards. To meet these 2010 IRA and the revision of ILA standards expected in 2017 standards, we propose adding two additional elective courses, CIRG 616 Instructional Applications of Word Study and revamping an existing elective and CIRG 610 Critical Literacy.

These courses will be taken by students in Literacy Education. The program has built a place into our course rotation schedule for each of these electives and we anticipate that 15-20 students will take one of these courses each year it is offered.

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: COEPD | Dept/Division: CIRG | Alpha Designator/Number: CIRG 616 | (•) Graded ( ) CR/NC

Contact Person: Barbara O'Byrne | Phone: 304.746.1986

NEW COURSE DATA:

New Course Title: CIRG 616 Language Structures, Spelling, Phonics, and Vocabulary: Word Study Concepts K-12

Alpha Designator/Number: C I R G 6 1 6

Title Abbreviation: Lang Structures

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This graduate class examines an approach to spelling instruction based on an understanding of English orthography and the way students develop as spellers, readers, and writers.

Co-requisite(s): None | First Term to be Offered: Fall 2016

Prerequisite(s): None | Credit Hours: 3

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

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

Dept. Chair/Division Head Barbara O'Byrne	Date Oct 8/15
Registrar Roberta Ferguson 13/3/15	Date 10/13/15
College Curriculum Chair Lisa Burton (SSS)	Date 10/13/15
Graduate Council Chair J Christofero	Date 12-3-15

Request for Graduate Course Addition - Page 2

College: COEPD | Department/Division: Literacy Education Program | Alpha Designator/Number: CIRG 616

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

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

Dr. Jeradi Cohen
Dr. Terrence Stange
Dr. Barbara O'Byrne
Dr. Isaac Larison

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

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

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

Request for Graduate Course Addition - Page 4

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

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

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

Request for Graduate Course Addition - Page 5

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

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

Department: Literacy Education Program

Course Number and Title: CIRG 616 Language Structures, Spelling, Phonics, and Vocabulary: Word Study Concepts K-12

Catalog Description: This graduate class examines an approach to spelling instruction based on an understanding of English orthography and the way students develop as spellers, readers, and writers.
Prerequisites: Undergraduate degree

First Term Offered: Fall 2016

Credit Hours: 3

Master Syllabus

Marshall University
College of Education and Professional Development

Literacy Education Program

100 Angus E. Peyton Drive
South Charleston, WV 25303
304-746-2027

Course Title: CIRG 616 Language Structures, Spelling, Phonics, and Vocabulary: Word Study Concepts K-12

Credit Hours: 3 hours

Prerequisite: Undergraduate degree

Rationale

Literacy is the ability of an individual to participate fully in society by being able to read and write. Spelling is a vital part of this literacy development. Children receive direct instruction in reading and writing throughout their school years but spelling is often viewed as an additional component rather than an integral part of literacy development. CIRG 616 will establish the importance of the role of spelling and word knowledge, including vocabulary, in literacy development. The theoretical and conceptual background for Word Study will help create an understanding of how Word Study is different from a traditional approach to spelling and useful for all students K-12.

Course Description

This course presents an approach to spelling instruction that relies on an understanding of English orthography and the way in which all students develop as spellers, readers and writers. The connections between language structures, spelling, and vocabulary will be described. The linguistic and developmental approach to learning to spell applies especially in working with students of diverse backgrounds (culturally and linguistically). The five stages of spelling will be identified and described, as will methods for assessing students' current spelling knowledge. Vocabulary's role and its connection to spelling and writing will be considered as well. Strategies for planning and organizing for instruction that incorporate word study and the study of words will be included.

Course Topics

1. Developmental Word Knowledge

2. Assessment of Orthographic Knowledge

3. Emergent Stage

4. Letter Name Stage

5. Within Word Pattern Stage

6. Syllables and Affixes Stage

7. Derivational Relations Stage

8. Organizing for Word Study

9. Vocabulary

ILA Standards

1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

3.1 Understand types of assessments and their purposes, strengths, and limitations.

3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3 Use assessment information to plan and evaluate instruction.

3.4 Communicate assessment results and implications to a variety of audiences.

5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2 Use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction

Bibliography

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words their way: Word study for phonics, spelling and vocabulary Instruction* (6th ed.). New York, NY: Pearson.

Bear, D. Helman, L., Templeton, S., Invernizzi, & Johnston, F. (2007). *Words their way with English learners*. New York, NY: Pearson.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Blackwell-Bullock, R., Invernizzi, M., Drake, A.E., & Howell, J. (2009). A concept of word in text: An integral literacy skill. *Reading in Virginia*, 31, 30-35.

Cañado, M. L.P. (2005). English and Spanish spelling: Are they really different? *Reading Teacher*, 58(6), 523-530.

Ehri, L.C. (2008). Development of sight word reading: Phases and findings. In M.J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook*, pp. 135-155. Oxford, UK: Blackwell Printing.

Ehri, L.C., & Rosenthal, J. (2008). The spelling of words: A neglected facilitator of vocabulary learning. *Journal of Literacy Research*, 39(4), 389-410

Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. *Journal of Literacy Research*, 39(1), 37-70.

Flanigan, K., Hayes, L., Templeton, S., Bear, D.R., Invernizzi, M., & Johnston, F. (2011). Chapter 3 Word study instruction: Principles and practices. In *Words their way with struggling readers: Word study for reading, vocabulary, and spelling instruction, grades 4-12*. Boston: Pearson Education.

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Ganske, K. (2006). *Word sorts and more: Sound, pattern and meaning explorations K-3.* New York, NY: Guilford Press.

Gordon, T. (2012). *The educator's guide to linguistics: A textbook for language teachers*. Charlotte, NC: Information Age Publishing.

Henderson, E.H. (1986). A developmental perspective of formal spelling instruction through alphabet, pattern and meaning. *The Elementary School Journal*, 86(5), 306-316.

Graves, M. F. (Ed.). (2009). *Essential readings on vocabulary instruction.* Newark, NJ: International Reading Association.

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Moats, L. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Brookes Publishing.

Mountain, L. (2105). Recurrent prefixes, roots and suffixes. *Journal of Adolescent and Adult Literacy,* 58(7), 562-567.

Pacheco, M. B. & Goodwin, A. P. (2013). Putting two and two together: Middle school students' morphological problem solving strategies for unknown words. *Journal of Adolescent and Adult Literacy*, 56(7), 541-553.

Palmer, J. & Invernizzi, M. (2014). *No more phonics and spelling worksheets.* Portsmouth, NH: Heinemann.

Richgels, D.J. (2001). Invented spelling, phonemic awareness, and reading and writing Instruction. In S.B. Newman & D.K. Kickinson (Eds.), *Handbook of early literacy research* (pp. 142-155). New York: Guilford.

Scott-Dunne, D. (2012). *When spelling matters.* Portland, ME: Stenhouse Publishers.

Templeton, S. (2005). Instructional approaches to spelling: The window on students' word knowledge in reading and writing. In L. Wilkinson & E. Silliman (Eds.) *Language and literacy learning: Collaboration between speech language pathologists and classroom teachers.* New York: The Guilford Press.

Vaughn, S. & Linan-Thompson, S. Chapter 3 Phonics and word study. In *Research-based methods of reading instruction, Grades K-3.* Alexandria, VA: ASCD.

Watkins, C. (2011). *The American heritage dictionary of Indo-European roots* (3rd ed.). New York, NY: Houghton, Mifflin, Harcourt

CIRG 616 Language Structures, Spelling, Phonics, and Vocabulary: Word Study Concepts K-12

Instructor: Dr. Jeradi Cohen
Phone: 304.746.2033
Email: cohenj@marshall.edu
Course dates:
Time:
Office Hours: Virtual and live by appointment

COURSE DESCRIPTION:
This graduate 3-credit hour course presents an approach to spelling instruction that relies on an understanding of English orthography and the way in which all students develop as spellers, readers and writers. The connections between language structures, spelling, and vocabulary will be described. The linguistic and developmental approach to learning to spell applies especially in working with students of diverse backgrounds (culturally and linguistically). The five stages of spelling will be identified and described, as will methods for assessing students' current spelling knowledge. Vocabulary's role and its connection to spelling and writing will be considered as well. Strategies for planning and organizing for instruction that incorporate word study and the study of words will be included.

PREREQUISITES: Undergraduate degree

SPECIAL NOTE ABOUT TEXTBOOKS: One of the required textbooks, *Words Their Way: Word Study for Phonics, Spelling and Vocabulary Instruction* (5th ed.) will be used in CIRG 637, CIRG 643, and CIRG 654

GENERAL COURSE OBJECTIVES:

1. Identify and describe characteristics of how students, read, write, and spell at each stage of literacy development and recognize each of the five stages of literacy development:
    - the Emergent Stage
    - the Letter Name Stage
    - the Within Word Pattern Stage
    - the Syllables and Affixes Stage
    - the Derivational Relations Stage
2. Assess and analyze spelling samples from students at each stage.
3. Design appropriate sorts and develop instructional plans based on students' spelling and other assessment tools.
4. Describe the impact of language structures on spelling and vocabulary
5. Explore vocabulary development and instruction across all levels.

6. Describe connections between spelling stages and vocabulary development

INSTRUCTIONAL MODES and PROCEDURES: The course format is hybrid. It will predominantly occur in Blackboard. Scheduled Live Meetings will occur also. The course will involve a high level of interaction between and among participants and the instructor. Student interaction will take the form of class exercises including individual and small group oral and written presentations, contributions to the class discussions (f2f and online) with responses to critical reading, and practicum assignments that are submitted for grading.

COURSE POLICIES

University policies, including plagiarism, as well as other general policy information are available on the university web site.

UNIVERSITY DISABILITY STATEMENT

Full university statement needed here.

If you are a student with special needs, you should let your instructor know within the first week of class. Written documentation will be required. You should also visit the following website to review your rights and responsibilities as a student.

Course Expectations and Grading: All assignments must be word-processed using Microsoft Word and submitted through the class website. All submissions must be word-processed and they must follow APA format, www.apa.org. Use 12-point font and double spacing, title page, page headers and page numbers beginning on the title page. Assignments should be written with clarity that includes professional, scholarly word choices predominating, grammatically correct, and free of typographical errors and corrections. Unacceptable work will be returned. Archive all assignments on disk. Make backup copies!

Projects and assignments (including readings) must be completed at the beginning of class on the due date. There will be a 10% grade deduction for each day the assignment is late. Problems with due dates and exams must be discussed with the instructor before the exam date or date due. Any work that you submit must be your own. If it is not, it needs to be properly referenced. Failure of this course may result if you represent the work of others (including other students) as your own.

Incomplete: Should circumstances arise that prevent the student from completing the requirements by the due date, s/he needs to make arrangements

with the instructor prior to the end of the course. An agreement should be in writing and include a time line for coursework completion.

Professional Conduct: Professional conduct and courtesy in class and during activities is expected at all times. When f2f, this includes turning off cell phones during class sessions (unless you have made arrangements with the professor to receive an emergency call).

When online the rules of Netiquette are expected. See this web site for further elaborations and expectations: http://www.livinginternet.com/i/ia_nq.htm

Basically, respond to others as you would like to be responded to.

I can be reached via email or phone. My preference is email. I check it several times a day Monday through Friday and at least once a day on the weekend. My office hours are posted if you are on-campus during those times; please schedule an appointment so I will know to expect you. I can make arrangements for other times to meet with you as needed.

ASSIGNMENTS AND METHODS OF EVALUATION

The final grade will be based on the following requirements:

Participation	10%	Participates in weekly class discussions and/or presentations
Spelling Assessment Assignment	20%	Spelling assessment administered to a group of students, analyzed, and reflection paper on the results.
Stage Assignment #1	20%	Design a week's worth of instruction for a group of Emergent, Letter Name, or Within Word Pattern group of spellers.
Stage Assignment #2	20%	Design a week's worth of instruction for a group of Syllables and Affixes or Derivational Relations Spellers.
Vocabulary Assignment	20%	Design and implement a vocabulary lesson with a group of students.

GRADING SCALE

94-100% A	87-89% B+	77-79% C+	67-69% D+	59% or below F
90-93% A-	84-86% B	74-76% C	64-66% D	
	80-83% B-	70-73% C-	60-63% D-	

Required Texts

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). *Words their way:*

Word study for phonics, spelling and vocabulary Instruction (5th ed.). New York, NY: Pearson.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Recommended Texts

Bear, D. Helman, L., Templeton, S., Invernizzi, & Johnston, F. (2007). *Words their way with English learners*. New York, NY: Pearson.

Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction.* New York, NY: Guilford Press.

Ganske, K. (2006). *Word sorts and more: Sound, pattern and meaning explorations K-3.* New York, NY: Guilford Press.

Graves, M. F. (Ed.). (2009). Essential readings on vocabulary instruction. Newark, NJ: International Reading Association.

ASSIGNMENTS

Attendance and Participation: All students are expected to contribute to this community of learners. This course will incorporate lecture, discussion (within Blackboard), individual and group (large and small) activities, cooperative learning, and use of technology. There will be a scheduled number of Live Meetings. You may miss one Live Meeting and earn credit for attendance by submitting an alternate assignment.

Bear in mind that excused or unexcused absences may lower your final grade; the above is one example. I realize that as an adult you have other responsibilities in addition to being a graduate student. However, you have made a commitment to the graduate program and I hope that you will consider it as one of your top priorities. I will respond to absences on a case-by-case basis in terms of the impact it has on your standing (grade) in the course.

For online discussions I will respond to you collegially in an authentic manner. This means I will not respond to each and every one of you in our online discussions when they are conducted. Rather, I will post in a genuine manner. There will be six discussions. The first one requires only that you post your introduction and a photo of yourself before the next class. The discussions require a main posting (of 250+- words) and two follow-ups (100+-words each). Main posts are due by Thursday (11:59 PM) of the week with follow-ups by Saturday (11:59 PM) of that week. Late postings will not be counted.

Spelling Assessment Assignment:
Choose one set of Spelling Assessments to administer to 10 students. Analyze the assessments. Complete an Individual Inventory Feature Guides for each student. Complete the Classroom Composite once you have a feature guide on each student. Create a Preliminary UBC chart that represents the following: students name, spelling stage, features mastered, and features used but confused, and features absent (if any). (Preliminary means that this is your first effort at creating the chart. It won't be perfect!) In one page, describe what you learned from administering this assessment and analyzing it.

***Stage Assignment #1:**
For this assignment you can use students from the assessment assignment (If they were Emergent, Letter Name or Within Word Pattern) OR you can use a fictitious group based on the sample assessments used in class. The focus of this assignment is to concentrate on a week's worth of word study instruction.

Begin by describing the group that you plan to focus on. Describe this group in terms of their reading, writing and spelling development. Create a "Using But Confusing" Chart (Can be used from the assessment assignment or your class work.) Create one week's worth of word study for these students:

- Create a sort and justify feature choices
- Describe how you will introduce the sort
- Create a weekly schedule for delivering word study (describe each day's plan)
- Choose a book that can be used as "connected text" for a word hunt
- How will you connect to writing?
- Create one game that students can play to practice the features they are studying

***Stage Assignment #2:**
For this assignment you can use students from the assessment assignment (If they were Syllables and Affixes or Derivational Relations) OR you can use a fictitious group based on the sample assessments used in class. The focus of this assignment is to concentrate on a week's worth of word study instruction.

Begin by describing the group that you plan to focus on. Describe this group in terms of their reading, writing and spelling development. Create a "Using But Confusing" Chart (Can be used from the assessment assignment or your class work.) Create one week's worth of word study for these students:

- Create a sort and justify feature choices
- Describe how you will introduce the sort
- Create a weekly schedule for delivering word study (describe each day's plan)
- Choose a book that can be used as "connected text" for a word hunt
- How will you connect to writing?
- Create one game that students can play to practice the features they are studying

Vocabulary Assignment

Design and implement a vocabulary assignment that incorporates support from research. Using research articles of your choosing, implement a vocabulary strategy with a small group of students. Include a formative assessment at the conclusion of the lesson. Write a collective paper that includes the justification for your selected strategy, a description of your lesson, anecdotal comments about its implementation, and a reflective description of the lesson's success and points for revision in the future.

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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

College: COEPD Dept/Division: Special Education Current Alpha Designator/Number: CISP 664

Contact Person: Jennifer McFarland-Whisman Phone: 62883

CURRENT COURSE DATA:

Course Title: Practicum in Autism

Alpha Designator/Number: C I S P 6 6 4

Title Abbreviation: P R A C T I C U M I N A U T I S M

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

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

Dept. Chair/Division Head Melissa A Reed	Date 8/24/15
Registrar Roberta Simpson	Date 8/31/15
College Curriculum Chair	Date 10/12/15
Graduate Council Chair T Christofero	Date 12-3-15

Request for Graduate Course Change - Page 2

College: COEPD Department/Division: SPECIAL EDUCATION Alpha Designator/Number: CISP664

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From (limited to 30 characters and spaces)

To

If Yes, Rationale N/A

Change in COURSE ALPHA DESIGNATOR:

From: To ☐ YES ☒ NO

If Yes, Rationale N/A

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale N/A

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale N/A

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

From This course contains two components: A competency-based practicum experience with autistic students and a seminar with regular discussion and readings on practical issues concerning the education of autistic children.

To This course contains two components: A competency-based practicum experience with students with autism spectrum disorders (ASD) and a seminar with regular discussion and readings on practical issues concerning the education of students with ASD.

If Yes Rationale The new description uses current terminology (autism spectrum disorders) and person-centered language.

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

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

From N/A

To N/A

Change in COURSE CONTENT: ☐ YES ☒ NO

From N/A

To N/A

Rationale N/A

Request for Graduate Course Change-Page 4

College: COEPD

Department: SPECIAL EDUCATION

Course Number/Title CISP 664

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

Not applicable

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

Not Applicable

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

Not Applicable

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE	COURSE NUMBER CHANGE	COURSE TITLE CHANGE
Department:	Department:	Department:
Course Number and Title:	Current Course Number/Title:	Current Course Number/Title:
Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

Course Description Change

Department: Special Education

Current Course Number/Title: CISP 664

Course Description (old): This course contains two components: A competency-based practicum experience with autistic students and a seminar with regular discussion and readings on practical issues concerning the education of autistic students.

Course Description (new): This course contains two components: A competency-based practicum experience with students with autism spectrum (ASD) and a seminar with regular discussion and readings on practical issues concerning the education of students with ASD

Catalog Description: see above

Chair: Tracy Christofero | **GC#7: Course Change**

Request for Graduate Course Change

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

College: COEPD Dept/Division: Special Education Current Alpha Designator/Number: CISP 527

Contact Person: Jennifer McFarland-Whisman Phone: 62883

CURRENT COURSE DATA:

Course Title: ~~Practicum in~~ Introduction to Autism

Alpha Designator/Number: C I S P 5 2 7

Title Abbreviation: I N T R O D U C T I O N T O A U T I S M

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

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

Dept. Chair/Division Head Melissa A. Reed	Date 8/26/15
Registrar Roberta Ferguson	Date 8/31/15
College Curriculum Chair	Date 10/12/15
Graduate Council Chair T Christofero	Date 12-3-15

Request for Graduate Course Change - Page 2

College: COEPD Department/Division: SPECIAL EDUCATION Alpha Designator/Number: CISP 527

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

Change in CATALOG TITLE: ☐ YES ☒ NO

From (limited to 30 characters and spaces)

To

If Yes, Rationale N/A

Change in COURSE ALPHA DESIGNATOR:

From: To ☐ YES ☒ NO

If Yes, Rationale N/A

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale N/A

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale N/A

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

From This is a lecture-discussion course designed to survey current autism definitions, rates of incidence, conceptual models and educational designs related to autistic children, youth and adults. (PR-Permission Required)

To This is an online course designed to survey current issues in the education and treatment of students with autism spectrum disorder (ASD).

If Yes Rationale The new description uses current terminology (autism spectrum disorders), person-centered language and focuses on the fact the course is online and no permission is necessary to register.

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

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

From N/A

To N/A

Change in COURSE CONTENT: ☐ YES ☒ NO

From N/A

To N/A

Rationale N/A

Request for Graduate Course Change-Page 4

College: COEPD

Department: SPECIAL EDUCATION

Course Number/Title CISP 527

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

Not applicable

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

Not Applicable

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

Not Applicable

Request for Graduate Course Change - Page 5

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

COURSE DESCRIPTION CHANGE	COURSE NUMBER CHANGE	COURSE TITLE CHANGE
Department:	Department:	Department:
Course Number and Title:	Current Course Number/Title:	Current Course Number/Title:
Rationale:	New Course Number:	New Course Title:
Course Description (old)	Rationale:	Rationale:
Course Description: (new)	Catalog Description:	Catalog Description:
Catalog Description:	Credit hours:	

Course Description Change

Department: Special Education

Current Course Number/Title: CISP 527

Course Description (old): This is a lecture-discussion course designed to survey current autism definitiosn, rates of incidence, condeptual models and educational designs related to autistic children, youth and adults. (PR-Permission Required)

Course Description (new): This is an online course designed to survey current issues in the education and treatment of students with autism spectrum disorders (ASD).

Catalog Description: see above

Chair: Tracy Christofero | **GC#9: Non-Curricular**

Request for Graduate Non-Curricular Changes

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

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

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton, Ph.D., Program Director

Phone: 304.746.2026

Rationale for Request

(May attach separate page if needed)

See Attachment 1 - Rationale.

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

Department/Division Chair Lisa A. Heaton	Date 9-28-15
Registrar Roberta Ferguson	Date 10/14/15
College Curriculum Committee Chair Lisa Burton (SSS) (or Dean if no college curriculum committee)	Date 10/14/15
Graduate Council Chair Christofero	Date 12-3-15

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

Request for Graduate Non-Curricular Changes-Page 2

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

See Attachment 2-Current Catalog Description

Request for Graduate Non-Curricular Changes-Page 3

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

See Attachment 3 - Current Plus Strikethroughs and Highlights

Graduate Council
Request for Non-Curricular Changes-Page 4

3. **New Catalog Description:** Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attachment 4-New Catalog Descriptions

Graduate Council
Request for Non-Curricular Changes-Page 5

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

Type of change request:
Department:
Degree program:
Effective date *(Fall/Spring/Summer, Year)*

Type of change request: Non-Curricular Catalog Change (admissions requirements)
Department: COEPD, Elementary and Secondary Education
Degree program: MA, MAT, and Graduate Certificates
Effective date: Fall 2015 (Admissions has advised this date so that students who are currently under conditional admissions will not be required to submit GRE or MAT test scores.)

Request for Graduate Non-Curricular Changes
COEPD, Elementary & Secondary Education
September 24, 2015

Attachment 1 - Rationale

This request serves three purposes:

1. to eliminate the GRE and MAT testing requirement from the admission requirements for the MA Early, MA Elementary, MA Secondary, and MA Teaching.
2. to explain the full and provisional admission options in the MA Early, MA Elementary, and MA Secondary.
3. to clarify that additional documentation, specifically documentation of current teacher licensure, may be required for admission to the MA Early, MA Elementary, MA Secondary, and Graduate Certificates in Education.

Rationales, respectively, for these requested revisions include:

1. in practice, our use of the GRE or MAT requirement, has become inconsequential. Students are granted Conditional Admission without having the score on file. Many students demonstrate the ability to be successful, during their semester of Conditional Admission, prior to submitting their test scores. Furthermore, students who meet the undergraduate GPA requirements, but fail to meet the test score requirement, are granted Provisional Admission. Under these circumstances the test has become a time consuming and costly formality to many of our applicants. There is limited evidence of predictive validity for the scores in terms of predicting student performance. The most valid predictor of future success has proven to be actual performance in the classroom. This requirement has also been eliminated by many of our peer institutions and has never been required by many of the online programs with which we compete.
2. with the request to eliminate the GRE or MAT requirement, we would like to strengthen our use of Provisional Admission versus Full admission, using the undergraduate GPA as a filter. This will allow us to monitor the progress of applicants who demonstrated less than stellar success at the undergraduate level without shutting the door to graduate education to them entirely.
3. many of our Areas of Emphasis and Graduate Certificates are designed to provide licensed teachers with added endorsements. This requires verification of current teacher licensure in order to ensure that applicants are eligible. This revision, therefore, is a clarification rather than a change in practice.

Request for Graduate Non-Curricular Changes
COEPD, Elementary & Secondary Education
September 24, 2015

Attachment 2 – Current Catalog Descriptions

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Admission Requirements to Master's Degree Programs

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

In addition:

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

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

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

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

p. 106.

Certificate Program Admission Requirements

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

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- A baccalaureate degree from a regionally accredited college or university; and

- An undergraduate Grade Point Average (GPA) of 2.50 or higher on a 4.0 scale for all previously completed undergraduate university work OR a master's degree.

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Admission and Program Requirements: Master of Arts in Teaching

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

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

9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Request for Graduate Non-Curricular Changes
COEPD, Elementary & Secondary Education
September 24, 2015

Attachment 3 – Current Plus Strikethroughs and Highlights

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Admission Requirements to Master's Degree Programs

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

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

~~In addition:~~

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

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

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

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

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

~~Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance in one criterion may compensate for failing to meet the required standard on another. An applicant who does not meet minimum requirements for admission may be granted provisional admission. Provisionally admitted students may be directed to complete certain courses up to 12 credit hours. If a~~

~~3.0 GPA is maintained in those courses, then the applicant will be fully admitted to the degree program no later than completion of the 12th credit hour.~~

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

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Certificate Program Admission Requirements

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

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

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

For full admission applicants must have an undergraduate degree from a regionally accredited institution with an undergraduate Grade Point Average (GPA) of 2.5 or higher on a 4.0 scale OR have a master's degree from a regionally accredited institution.

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

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Admission and Program Requirements: Master of Arts in Teaching

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

1. Candidates deciding to apply to the program after reviewing the transcript analysis should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-toapply-for-admission Please note that all

admissions documents must be submitted to Graduate Admissions before an applicant will be considered for admission.

~~2.~~ In addition to university admission requirements, applicants must have an overall Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale for all previously completed coursework and a GPA of 2.80 in the content area, and must meet the Praxis Core requirement~~,~~. ~~and must submit Graduate Record (GRE) or Miller Analogies Test (MAT) scores with a required minimum total score of 286 on the GRE verbal and quantitative sections (or the equivalent on the GRE prior to Fall 2011), or a minimum score of 387 on the MAT.~~

3. An applicant may qualify for an exemption of the Praxis Core if he or she has an enhanced ACT score of 26 or higher, a revised SAT score of 1170 or higher, a master's degree or higher, or has completed the Post Baccalaureate Teacher Certificate program through Marshall University and has already been granted a West Virginia Teacher License.
4. Applicants must take and pass all three subtests (reading, writing and math) of the Praxis Core prior to being admitted to the MAT program. The required Praxis Core scores are Reading = 156, Writing =162, and Math = 150.
5. Students may enroll in graduate courses only after they have been fully admitted to the university and the MAT program. All students must maintain a cumulative Grade Point Average of 3.0.
6. A Plan of Study approved by the student's advisor must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.
7. In the last semester of the program, students will be enrolled in EDF 677, MAT Level III Clinical Experience, a 15 week, full-time student teaching experience under the direct supervision of a certified teacher(s). Prerequisites for student teaching include the following: 3.0 GPA in all graduate MAT courses; completion of at least 90% of content courses (100% recommended); completion of EDF 537 and EDF 637, Level I and II Clinical Experiences; completion of all MAT coursework and the Praxis content test(s).
8. Before a candidate may apply for certification/licensure, he or she must take and pass the Praxis, Principles of Learning and Teaching (PLT) Grades 7-12. The PLT may be taken during or following the final semester in the MAT program.
9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Request for Graduate Non-Curricular Changes
COEPD, Elementary & Secondary Education
September 24, 2015

Attachment 4 – New Catalog Descriptions

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Admission Requirements to Master's Degree Programs

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

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

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

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p. 106.

Certificate Program Admission Requirements

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

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For full admission applicants must have an undergraduate degree from a regionally accredited institution with an undergraduate Grade Point Average (GPA) of 2.5 or higher on a 4.0 scale OR have a master's degree from a regionally accredited institution.

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

p. 121

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

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

9. Upon completion of the MAT program and all testing requirements, the student should apply for licensure. The teaching license is awarded by the West Virginia Department of Education; however, the candidate must be recommended for licensure by the institution.

Chair: Tracy Christofero | **GC#3: Intent to Plan**

Graduate Intent to Plan--Major or Degree

NOTE: This "Intent to Plan" form must be submitted and go through the approval process BEFORE you submit the form titled, "Request for Graduate Addition, Deletion or Change of a Major or Degree." For detailed information on new programs please see: http://wvhepcdoc.wvnet.edu/resources/133-11.pdf.

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

College: COEPD

Dept/Division: Elementary and Secondary Education

Contact Person: Lisa Heaton, Ph.D.

Phone: 304.746.2026

New Degree Program Master of Arts in Education

Effective Term/Year Fall 20 [16] Spring 20 [ ] Summer 20 [ ]

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

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

Dept. Chair/Division Head Lisa A. Heaton	Date 10-5-15
College Curriculum Chair	Date 10/12/15
College Dean Teresa Eagle	Date 10-13-15
Graduate Council Chair JChristofero	Date 12-3-15
Provost/VP Academic Affairs	Date
Presidential Approval	Date
Board of Governors Approval	Date

Graduate Intent to Plan--Major or Degree-Page 2

Please provide a rationale for new degree program: (May attach separate page if needed)

See Attachment 1 - Rationale.

1. ADDITIONAL RESOURCE REQUIREMENTS: If your new program requires additional faculty, equipment or specialized materials, attach an estimate of the time and money required to secure these items.
NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

NONE

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

NONE

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

5. *New* Catalog Description

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

See Attachment 2 – Clean Copy of Proposed Description

Graduate Intent to Plan--Major or Degree-Page 4

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

Department:	Elementary and Secondary Education
New Major or Degree:	Master of Arts in Education
Credit Hours:	30-36
Rationale:	Combining the current three degrees into one will allow the Program to better respond to the current teacher employment and certification landscapes; eliminate student confusion and difficulty in designating one area over another; better reflect the Program's shared MA curricula; and result in administrative efficiencies.

Request for Graduate Intent to Plan
COEPD, Elementary & Secondary Education
October 5, 2015

Attachment 1 - Rationale

* Please note that the proposed MA in Education is not, per se, an entirely new degree; rather, it will replace COEPD's current MA degrees in Early Childhood, Elementary, and Secondary Education. *

COEPD's Elementary and Secondary Education Program proposes to combine its existing Master of Arts in Early Childhood Education, Master of Arts in Elementary Education, and Master of Arts in Secondary Education into a single Master of Arts in Education.

We present a four part rationale for this change:

1. Changes to the teacher employment and certification landscapes: The three separate MAs in Early Childhood, Elementary, and Secondary Education were originally planned when alignments between degree titles and position titles were more important to both graduates and potential employers. An applicant with an MA in Elementary Education who applied for a teaching position in an elementary school, for example, might have had an edge over applicants whose degrees carried different names. Such alignments are not as meaningful today; moreover, we anticipate that the current policy environment's push toward alternative teacher certification will make degree titles even less important going forward. Changing from three separate degrees to one will focus the Program's resources.
2. Student confusion and difficulty in designating one area over another: In a number of more recent cases, students have found that having to choose a degree title that is tied to a specific age group can present difficulties. Moreover, although some of the Program's Areas of Emphasis are tied to very specific age and grade ranges, others are not; some, in fact, make students eligible for Pre-K to Adult Teaching Endorsements. Today, students often prefer to "keep their options open"; to earn degrees that will allow them the maximum amount of professional flexibility. Combining the three degrees will create one umbrella degree, under which students can gather whichever Areas of Emphasis are most relevant to their educational goals and career plans.
3. Shared Curricula: The current three programs are already identically designed. Each contains the same 15 credits of Core Courses and Capstone Experience; each also contains a 15-21 credit Area of Emphasis, most of which lead to a particular added endorsement for teachers. Combining the three degrees will not diminish the student's educational experience.
4. Administrative efficiencies: Combining the three degrees will promote administrative efficiencies. Elementary and Secondary Education currently writes three separate reports for the MAs in Early Childhood, Elementary, and Secondary Education. This change will allow Elementary and Secondary Education to create a single umbrella document for the MA in

Education. Moreover, and as a side note to Rationale 1, current changes in the teacher employment and certification landscapes are compelling Program students and faculty to re-think the current design of the Program's MAs. Combining the three degrees into one will allow us to move forward with redesigns, such as streamlining time to completion or adding new areas of emphasis, more efficiently and holistically.

Request for Graduate Intent to Plan
COEPD, Elementary & Secondary Education
October 5, 2015

Attachment 2 – Clean Copy of Proposed Description

EDUCATION, M.A.

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

Master of Arts in Education
Areas of Emphasis

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

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

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

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

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

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

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

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

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

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

Program Requirements
The Master of Arts in Education consists of a set of core course requirements, an area of emphasis, and a capstone experience. The new program will require all students to complete 12 hours of coursework in research, human growth and development, technology, and assessment. Each student must also select an area of emphasis consisting of 15 – 21 hours of required coursework. Finally, students will meet the comprehensive assessment requirement through the framework of a 3 hour capstone experience.

Chair: Tracy Christofero | **GC#6: Course Addition**

Request for Graduate Course Addition

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

College: COHP | Dept/Division: Health Science | Alpha Designator/Number: HS 505 | (•) Graded ( ) CR/NC

Contact Person: Liz Casey, Health Science | Phone: (304)696-5831

NEW COURSE DATA:

New Course Title: Sport Psychology

Alpha Designator/Number: H S 5 0 5

Title Abbreviation: S P O R T P S Y C H O L O G Y

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
An examination of theory, research, and application of psychological principles related to sport and exercise

Co-requisite(s):

First Term to be Offered: Spring 2016

Prerequisite(s): ~~PSY 201 General Psychology~~ delete

Credit Hours: 3.0

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

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

Dept. Chair/Division Head Mary E McL	Date 9-21-15
Registrar Roberta Ferguson 131314	Date 9/29/15
College Curriculum Chair	Date 10/9/15
Graduate Council Chair J Christofero	Date 12-3-15

Request for Graduate Course Addition - Page 2

College: COHP | Department/Division: Health Science | Alpha Designator/Number: HS 405

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

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

Liz Casey, Health Science

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

Will be forwarded to Psychology Department (cross-listing course)

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

Not Applicable.

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

Not Applicable

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

Not applicable

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

See attached syllabus

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

See attached syllabus

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

See attached syllabus

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

Lecture
Service-learning

Request for Graduate Course Addition - Page 4

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

Quizzes, Unit Exams, Final Exam, Mini-Papers, Research Paper, Service Learning Project

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

Additional graduate requirements will include a research paper and proposal, as well as a class-leading assignment.

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

See attached bibliography.

Request for Graduate Course Addition - Page 5

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

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

Department: Health Science
Course Number and Title: HS 405 Sport Psychology
Catalog Description: An examination of theory, research, and application of psychological principles related to sport and exercise.
Prerequisites: PSY 201 General Psychology
First Term Offered: Spring 2016
Credit Hours: 3.0

Sport Psychology

HS 405/505

Marshall University, Semester TBA

Meeting Location:	Marshall University, Room TBA
Days & Time:	Day/Time TBA
Instructor:	Liz Casey, Ph.D.
Contact info:	Email - caseyel@marshall.edu (please include your name AND course in your email) Phone - (304) 696-5831 Office - Gullickson Hall, Room 100 B Office hours: Monday/Wednesday 1:30-2:30 AM Tuesday/Thursday 12:30-2:30 PM Friday by appointment Also available other times by appointment. Please email me or see me in class if you would like to schedule to meet at another time.

COURSE DESCRIPTION:
An examination of theory, research, and application of psychological principles related to sport and exercise.
PRE-REQUISITE: PSY 201 General Psychology

COURSE OVERVIEW:
Students will investigate topics including: emotional, cognitive, and behavioral components of sport performance, competition, teamwork, motivation, participation in exercise and health behaviors, and impact of sport and exercise on individual development. Students will also examine practices and ethical issues in sport psychology in addition to applying concepts and strategies to enhance their own performance and well-being.

REQUIRED MATERIALS:

1. TEXTBOOK: Foundations of Sport and Exercise Psychology, 6th Edition
By Robert S. Weinberg and Daniel Gould
ISBN-13: 978-1450469814
ISBN-10: 1450469817

*There will also be other required articles to read periodically throughout the semester that will be announced and handed out in class.

2. MU ONLINE & EMAIL:
Email will be used for course communication and students are responsible for reading all messages. You are also required to access course materials, including syllabus, course schedule, online quizzes, assignments, discussion boards, assigned readings, class outlines, and your grades, on the Blackboard online course management system. Students are expected to logon to Blackboard frequently to stay updated with the course. You can access our course on Blackboard through MyMUOnline at: https://marshall-bb.blackboard.com

3. IN-CLASS MATERIALS:
You should come prepared to every class session with paper and a pen or pencil for any written assignments.

COURSE OUTCOMES: As a result of experiences in this course, the student will be able to:

Learning Outcomes:	**How students will practice each outcome in this course:**	**How student achievement of each outcome will be assessed:**
Explain how psychological factors influence involvement and performance in sport, exercise, and physical education settings.	In-class activities and discussions	Quizzes Exams Research project
Explain how sport, exercise, and physical activity influence the behaviors, emotions, and thoughts of participants.	In-class activities and discussions	Quizzes Exams Research project
Describe both historical and contemporary aspects of the sport psychology discipline, including the sport psychology profession and associated professional organizations.	In-class discussions and activities	Quizzes Exams
Design activities and interventions with in physical activity contexts that will lead to improved performance and satisfaction.	In-class activities and discussions Mini-paper assignments	Service Learning Final Paper
Demonstrate how theories and concepts in sport psychology can be applied to explaining thoughts and behaviors of an athlete, coach, parent, fan, teacher, student, athletic trainer, or exercise leader.	In-class activities and discussions Service Learning activity	Service Learning Final Paper
Compare and contrast representations of sport psychology in popular media with research findings and psychological theories presented in scholarly journals.	In-class activities and discussions	Research Project
Communicate information about sport psychology topics, issues, and methods both verbally and written in a clear, concise, and inspiring manner.	In-class discussions	Class Presentations

CLASS EXPECTATIONS:

- **Attendance Policy:**

Class attendance is required for the course. Attendance is crucial because 200 points (out of 500) of your total grade is based on participation in class activities. Material presented in class, including videos, class discussions, guest speakers, and class activities, will be included on exams.

What should you do if you have to miss a class???

-notify the instructor prior to the class
-contact the instructor on the day of the missed class to find out of any missed material
-obtain the appropriate documentation for an excused absence
-complete any make up work within one week of the missed class

University qualified excused absences will be considered to be an illness (missing two consecutive classes due to illness), family crisis or approved institutional activity. This does not include routine medical appointments (unless of special nature and only with prior written notification and approval.). ***A class miss counting as a university excused absence must be verified, in writing with a university excuse from Student Affairs.***

In order to make up missed assignments, students missing class due to illness or emergency will contact the instructor on the day of the missed class and will make up missed work (exams, assignments, class activities) within one week of the missed class. Students missing class due to scheduled institutional activities (e.g. field trip, athletic event) should be discussed PRIOR to the missed class to schedule a make-up ahead of time. You are responsible for ALL material, handouts, assignments, announcements, etc. given in class when you were not in attendance. It is your responsibility to ask me about making up missed work (in other words, I won't chase after you to make up missed class notes, activities, or exams).

- **Wireless Apparatus/Electronics:**

All electronic devices (computers, pagers, games, iPhones, etc) must be turned off and put away at the beginning of each class. Especially since many class sessions will include class discussions and student presentations, as well as guest speakers, it is important that we give each other our attention and respect. If a special circumstance arises (e.g. family emergency) then notify the professor before class of the circumstance to gain permission to keep an electronic device on during class time. Any unauthorized use of an electronic device equates to a class absence for attendance, participation, and activity points for the day.

- **Respect in the Classroom:**

Take an active role in making our class a positive learning environment for everyone. One person will speak at a time. The instructor retains the right to moderate all classroom discussions, including encouraging input from students and setting limits on student participation in order to keep the class moving. Please don't have side conversations with your classmates, as it is distracting to other students.

Students must arrive on time and remain until the class is completed. Please notify me in advance if you need to arrive late or leave early due to an emergency situation. You are responsible for any missed material.
Please contact the instructor if you have questions or concerns – don't wait until it's too late!

OTHER NOTES REGARDING SPORT PSYCHOLOGY:

The content of psychology courses, especially sport psychology for athletes, often includes discussion of sensitive topics that may relate to you or someone you know. Keep in mind that the classroom is not a forum for discussion of personal experiences and that we want to engage in critical and open-minded thinking based in theory and research, not solely personal experiences. If class members do share information about themselves or their experiences, please be respectful of each other and provide feedback with thoughtfulness and respect.

UNIVERSITY POLICIES

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

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

COURSE REQUIREMENTS:

1. Exams (200 points):

There will be two (2) non-cumulative exams (50 points each) during the semester and one final exam (100 points) at the end of the semester. All exams will include multiple choice, short answer questions, and essay questions. All students are required to take the final examination, which will take place during final exam week. All exams will include multiple choice, short answer questions, and essay questions. The exams will be based on textbook chapters, in-class lectures, discussions, and activities. Do not arrive at an exam late; once anyone has finished the exam and left, no one else may start the exam.

Exam dates are as follows: Exam #1 – Thursday, February 11th
Exam #2 – Thursday, March 17th
Final Exam & Presentation – to be announced (Finals Week)

2. Quizzes (50 points):

There will be 10 quizzes during the semester (5 points each) that will be posted online on Blackboard. The quizzes are designed to help you keep up with the material and give yourself a weekly review of key concepts. Quizzes will be posted and available to complete on line and must be completed by class time on *the designated* due date. There is no opportunity to make up the quizzes after the posted deadline and no retakes, so be sure to complete them in advance if you anticipate being busy on the due date. Quizzes will consist of 10 questions and will all be open book. The questions will be taken directly from the textbook chapters and article readings. The quizzes are not intended to make the class difficult, but rather serve as a tool for you to see how well you know the material and to keep up with the reading (for those of us who are procrastinators!) See the Class Schedule in this syllabus for the quiz due dates.

3. **Mini Projects (50 points):**

There will be two "mini projects" throughout the semester (25 points each). Each project consists of application of sport psychology concepts and will include a written and class share component. The written component should be typed, double-spaced, using 12-point font and a paper-copy turned in at the start of class on the due date. Points will be deducted for each day an assignment is turned in late. Absence from class is not an excuse for a late assignment turn in.

4. **Course participation and activities (100 points):**

Class attendance and participation is expected of all students. Points for in-class activities will include attendance, participation in class discussions, self-quizzes and review questions, student responses and reactions to class topics (verbal and written), and group activities. You will accrue approximately 3-5 points per day (varying by assignment) for completing class activities. You need to be in class to get these points so make sure to show up! If you have to miss class for any please let me know in advance so that we can schedule a time to make-up missing material. You must make up missed class activities within one week of the absence. Missing in-class assignments cannot be made up if the instructors are notified afterwards.

5. Research Paper (50 points)

The written research project will include gathering, analyzing, and writing about research studies on a topic of your choice related to sport psychology. See the Class Schedule in this syllabus for the project due dates. Late assignments related to this project will receive point reductions (four points per day).

6. Service Learning Project (50 points)

The service learning project will include the class participating in a 10 hour project in the community. The project will connect course material with applied work in the area of sport, exercise, and fitness in the community. More instructions will be provided regarding project and reflection requirements.

7. Additional graduate assignments (150 points)

The graduate (500 level) work in the course will include a research proposal in addition to the research paper. The graduate student will write a proposal for an original research study based on their research paper topic, including method and expected results sections (50 points). In addition, the graduate-level students will be responsible for leading one class in a topic area of their choice. The graduate student will work with the instructor to develop content delivery and learning activities based on the selected chapter (100 points)

GRADING: HS 405 (undergraduate)
A point system will be used for determining your grade for the course:

	Points:
Unit Exam I	50
Unit Exam II	50
Quizzes	50
Mini-projects	50
Research Project	50
Service Learning Project	50
Class activities/participation	100
Final Exam & Presentation	100
Total	500

Your total points will determine your final grade as follows:

Points:	Percentage:	Grade:
450-500	90-100%	A
400-449	80-89.9%	B
350-399	70-79.9%	C
300-349	60-69.9%	D
299 and below	59% and below	F

GRADING: HS 505 (graduate)
A point system will be used for determining your grade for the course:

	Points:
Unit Exam I	50
Unit Exam II	50
Quizzes	50
Mini-projects	50
Research Project	50
Research Proposal	50
Service Learning Project	50
Class activities/participation	100
Class leading assignment	100
Final Exam & Presentation	100
Total	650

Your total points will determine your final grade as follows:

Points:	Percentage:	Grade:
585-650	90-100%	A
520-584	80-89.9%	B
455-519	70-79.9%	C
390-454	60-69.9%	D
389 and below	59% and below	F

CLASS, READING, EXAM, AND ASSIGNMENT SCHEDULE

The schedule below is only a rough guide, since dates for particular lecture topics can only be approximate and since material may be added or deleted. The dates and material for the exams will be as listed, however, unless changes are absolutely necessary. If changes affecting exams are made, they will be announced in class as soon as possible.

Day, Date	Topic	Reading	Assignments
WEEK #1:			
Tues, Jan 12	Review of Syllabus Overview of Course Introduction to Sports Psychology		
Thu, Jan 14	Research Methods in Sport Psychology	Ch. 1	
WEEK #2:			
Tue, Jan 19	Personality & Sport	Ch. 2	
Thu, Jan 21	Motivation	Ch. 3	Quiz #1
WEEK #3:			
Tue, Jan 26	Arousal, Stress, and Anxiety	Ch. 4 Article – Choking Under Pressure	
Thu, Jan 28	Self-Confidence in Athletes	Ch. 14	Quiz #2
WEEK #4:			
Tue, Feb 2	Competition and Cooperation Group and Team Dynamics	Ch. 5 Ch. 7-8	
Thu, Feb 4	Leadership and Teammates	Ch. 9	Quiz #3
WEEK #5:			
Tue, Feb 9	Catch-up/Review for Exam 1		
Thu, Feb 11	**EXAM #1**		

CLASS, READING, EXAM, AND ASSIGNMENT SCHEDULE (CONTINUED)

Day, Date	Topic	Reading	Assignments
WEEK #6:			
Tue, Feb 16	Introduction to Psychological Skills Training Arousal Regulation	Ch. 11 Ch. 12	
Thu, Feb 18	Imagery	Ch. 13	Quiz #4
WEEK #7:			
Tue, Feb 23	Goal Setting	Ch. 15	
Thu, Feb 25	Concentration	Ch. 16	Quiz #5 **Research Project: Five articles due**
WEEK #8:			
Tue, March 1	Principles of Coaching: Feedback, Reinforcement, and Punishment	Ch. 6	
Thu, March 3	Principles of Coaching: Feedback, Reinforcement, and Punishment	Ch. 6	Quiz #6 **Mini-project #2 plan due**
WEEK #9:			
Tue, March 8 Review for Exam 2	Intrinsic Motivation & Flow in Sports Flow in Sports	Article-	
Thu, March 10	Psychology of Youth Athletes	Ch. 22 Article - Escaping The Parent Trap	
WEEK #10:			
Tue, March 15	Parenting and Youth Sports		Quiz #7 **Research Project: Article summaries due**
Thu, March 17	EXAM #2		

CLASS, READING, EXAM, AND ASSIGNMENT SCHEDULE (CONTINUED)

Day, Date	Topic	Reading	Assignments
WEEK #11:			
Tue, March 22	No class - SPRING BREAK!!!		
Thu, March 24	No class - SPRING BREAK!!!		
WEEK #12:			
Tue, March 29	Character Development		
Thu, March 31	Good Sporting Behavior	Ch. 24	Quiz #8
WEEK #13:			
Tue, April 5	Aggression in Sport Psychology of Fan Behavior	Ch. 23 Article – The Biology of the Sports Fan Article – The Psychology of the Sports Fan	
Thu, April 7	Psychology of Referees **Class share of Mini-Project #2**	Article - Home Field Advantage	**Mini-project #2 due**
WEEK #14:			
Tue, April 12	Exercise and Psych Well-Being	Ch. 17 Article – The Influence of Anxiety	
Thu, April 14	Exercise Adherence/Health Behavior	Ch. 18	Quiz #9 **Research Project: Rough draft due**
WEEK #15:			
Tue, April 19	Psychology of Athletic Injuries	Ch. 19 Article – Playing through the Pain	
Thu, April 21	Burnout and Overtraining	Ch. 21	Quiz #10
WEEK #16:			
Tue, April 26	Addictive & Unhealthy Behaviors **Class share of Semester Projects**	Ch. 20	**Semester Projects Due**
Thu, April 28	Last day of class - Review for Final Exam		
WEEK #17:	**Mon May 2 – Friday May 6 Final Exam**	**Specific date and time TBA**	

Bibliography

Beilock, S. (2010). *Choke: What the secrets of the brain reveal about getting it right when you have to.* New York, NY: Free Press, Simon & Shuster, Inc.

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Murphy, S. (1999). *The cheers and the tears: A healthy alternative to the dark side of youth sports today.* San Francisco, CA: Jossey-Bass.

O'Connell, S. & Manschreck. T.C. (2012, July). Playing through the pain: Psychiatric risks among athletes. *Current Psychiatry, 11*, 16-20.

Taylor, P. (2013, January 21). The influence of anxiety. *Sports Illustrated*, 70.

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Wann, D. L. (1997). *Sport psychology.* Upper Saddle River, NJ: Prentice Hall.

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Linz, Marianna

Mon 9/21/2015 12:39 PM
Inbox

Hi, Liz,

The feedback on your offering is very positive and we would love to have the course cross-listed. I don't want to make more work for you at this point and we could certainly list it as a special topics, at least for the first go round to make things a little easier. Let me know what your preference is and we will assist in any way we can. Thanks so much for including us. I thought there might be some takers on team teaching but so far I haven't heard from anyone. If there are some 'guest spots' you'd like to have, let me know and there may be folks interested in that.

Take care,

Marianna

Marianna Footo Linz, Ph.D.
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Casey, Liz

Fri 9/18/2015 1:58 PM
Sent Items
To:
Linz, Marianna;

Hi Marianna,

I saw Dawn today and we briefly discussed possibilities for offering the Sport Psychology course for the spring semester. I planned to submit it as a course addition to the COHP committee as a Health Science course (HS 405), as several athletic training and sports management/marketing students would likely take it. If the course were cross-listed, I found out that course additional forms would be needed for both COHP and COLA curriculum committees.

Another option would be to offer it as a special topics course for now.

Please let me know if you would be interested in having me offer the course in the spring semester, and whether it would be preferable to list it just as Health Science, to cross list it as Health Science and Psychology, or offer it as a special topics for either/both. If it is of interest, what days/times might work well given the rest of your course schedule?

I attached the course syllabus and bibliography, and what I had put together for course addition forms.

I'm very excited about the possibility of teaching Sport Psychology here at Marshall. Thanks for your help with this!

Liz

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