

2019 - 2020 GRADUATE CATALOG



FAIRMONT STATE
UNIVERSITY™



FAIRMONT STATE
UNIVERSITY™

**2019 - 2020
GRADUATE CATALOG**

Volume 5, Number 1
Fairmont, West Virginia

Contents

2019-2020 Academic Calendar	3
Introduction	4
Graduate Admission Procedure.....	10
Expenses and Financial Aid	16
Tuition and Fees (2019-2020)	16
Financial Aid	19
Academic Information.....	23
Degree Programs	27
Program of Study.....	28
School of Education and Health and Human Performance	28
Master of Education (M.Ed.)	29
Master of Arts in Teaching (M.A.T.).....	38
College of Liberal Arts	42
Master of Science in Criminal Justice (M.S.).....	42
College of Science and Technology	45
Master of Architecture Program (M.Arch).....	45
School of Business	48
Master of Business Administration (M.B.A.).....	48
Courses Offered by Program.....	50
Courses of Instruction.....	53
Graduate Faculty	64
Index	67

Fairmont State University

2019-2020 Academic Calendar

2019 Fall Semester

Wednesday-Friday, August 14-16 Opening Session and Professional Development Thursday, August 15 Move-In Day
Friday, August 16 Student Convocation
Monday, August 19 Classes Begin
Friday, August 30 PR or NP Grades Due
Monday, September 2 Labor Day, No Classes
Friday, September 13 Early Alert Grades Due
Friday, October 11 Midterm
Friday, October 11 Fall Break, No Classes
Tuesday, October 15 2nd 8-week Classes Begin Monday-Friday, November 25-29
Thanksgiving Recess, No Classes Friday, December 6 Last Day of Classes Monday-Friday, December 9-13 Final Exams
Saturday, December 14 Commencement
Tuesday, December 17 Last Day for Faculty

2020 Spring Semester

Wednesday-Friday, January 8-10 Opening Session and Professional Development Monday, January 13 Classes Begin
Monday, January 20 Martin Luther King Day, No Classes
Friday, January 24 PR or NP Grades Due
Friday, February 7 Early Alert Grades Due
Friday, March 6 Midterm
Monday-Friday, March 9-13 Spring Break, No Classes Monday, March 16 2nd 8-Week Classes
Friday, April 10 Spring Holiday, No Classes
Friday, May 1 Last Day of Classes
Monday-Friday, May 4-8 Final Exams
Saturday, May 9 Commencement
Tuesday, May 12 Last Day for Faculty

2020 First Summer Term (6 weeks)

Monday, May 18 Classes Begin
Monday, May 25 Memorial Day, No Classes
Thursday, June 26 First Summer Term Ends

2020 Second Summer Term (6 weeks)

Monday, June 29 Classes Begin
Thursday, August 6 Second Summer Term Ends

2020 Full Summer Term (12 weeks)

Monday, May 18 Classes Begin
Thursday, August 6 Term Ends

Introduction

Graduate studies at Fairmont State University (Fairmont State) are designed to give students advanced knowledge in a special field of study, higher levels of professional competence, an understanding of and respect for scholarly research and a sophisticated knowledge of the techniques of continued, lifelong intellectual growth. These goals are achieved through specialized programs of study, investigation and professionally mentored practical experiences that are carefully planned by each individual student in consultation with his or her graduate faculty advisor.

Fairmont State, a comprehensive, selective institution offers a quality education in a supportive learning environment that fosters individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuits. In keeping with its tradition of academic excellence, the University promotes graduate education by offering select graduate programs.

Fairmont State is closely identified with its community. Partnerships with business and industry, public schools, government agencies and other organizations contribute to the economic, cultural, and social development of the region and enrich our programs and the experience of our students.

MISSION STATEMENT

The Graduate Studies programs support the mission and goals of Fairmont State through graduate education. Based on experiential learning and interdisciplinary study, Fairmont State offers select yet comprehensive high-quality graduate programs. These programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. Fairmont State graduate students receive personal attention as they work closely with faculty in small classes. Graduate programs at Fairmont State are responsive to the needs of the external community,

and in turn provide the most innovative and highest caliber graduate education in the region.

A student undertakes graduate study in order to gain a deeper knowledge in a particular academic discipline and to become able to demonstrate to the faculty and practitioners in the field the attained mastery of knowledge. Consequently, graduate study cannot be defined primarily in terms of semester hours of coursework beyond the baccalaureate, even though minimum coursework requirements are commonly specified for graduate degrees. Minimum requirements set the lower limit for an integrated plan of study.

Graduate students are expected to become participating members of the University community and are encouraged to attend the lectures presented by visiting scholars, to listen to academic discussions of their faculty, and to study with their fellow graduate students.

VISION STATEMENT

Fairmont State aspires to be nationally recognized as a model for accessible learner-centered institutions that promote student success by providing comprehensive education and excellent teaching, flexible learning environments, and superior services. Graduates will have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment.

GRADUATE STUDIES MISSION AND OBJECTIVES

Specifically, the mission of Graduate Studies at Fairmont State is to provide programs that both serve the needs of our geographic service area and create opportunities for career enhancement for our graduates. This mission is accomplished by meeting these objectives:

Offering an expanding number of competitive graduate degree programs that

- To provide high quality graduate degree programs in fields in which there are needs for people with such qualifications, for which there are prospective students seeking such advanced qualifications, and to which the University can

devote the requisite human and material resources;

- To provide advanced educational opportunities, beyond the baccalaureate, for professionals and others who are not seeking a graduate degree, or who already have a graduate degree, but who need to develop new knowledge and skills to meet changing conditions, or to continue to keep current with advancing knowledge in their specialties;
- To enhance the academic environment of the University by attracting qualified students to the campus, by giving faculty the opportunity to teach their specialties at an advanced level, and by fostering research and creative activity among graduate students and faculty;
- To assure that the graduate student's experience in Fairmont State's programs is a coherent experience of intellectual growth, enabling each student to meet reasonable academic, intellectual, and professional goals.

GRADUATE PROGRAMS

Fairmont State University offers the following graduate degrees:

- Master of Architecture (M.Arch.);
- Master of Arts in Teaching (M.A.T.) in secondary education and comprehensive fields;
- Master of Business Administration (M.B.A.);
- Master of Education (M.Ed.), with specializations in Digital Media, New Literacies and Learning; Exercise Science, Fitness and Wellness; Professional Studies; Reading; Special Education;
- Master of Science (M.S.) in Criminal Justice.

Choosing to pursue a Master's Degree program at Fairmont State represents a commitment to excellence, personal growth, and lifelong learning. Our graduate programs are committed to a student-centered learning environment that emphasizes concrete experiences, intellectual discourse, and critical reflection in both face-to-face and online learning environments. Fairmont State is small enough to allow each graduate student opportunities for interaction with fellow students and distinguished faculty members, yet large enough to provide challenging and diverse areas of study.

GRADUATE STUDENT PROFILE

Fairmont State expects that students accepted into any graduate program should be competent in the use of critical analysis and proficient in their chosen undergraduate field of study. To be successful at the graduate level students must have initiative, good organizational skills, good communication skills, and be both hard working and flexible. At the graduate level students should "demonstrate a level of academic accomplishment and subject mastery substantially beyond that required for the baccalaureate degree."

The Fairmont State Graduate Council has adopted the profile developed by the National Council of Graduate Schools (2005):

Graduates from all of the Fairmont State Master's Programs should have the ability to think logically and consistently; integrate and synthesize knowledge; access up-to-date knowledge and information within the discipline; communicate in a clear, consistent, and logical manner, both orally and in writing; understand the interrelationships between their discipline and others; be aware of and prepared to deal with ethical dilemmas within their profession; apply their knowledge of the discipline to real-life situations; increasingly, adapt to the dynamic requirements of their profession and their workplace.

GRADUATE STUDIES PROGRAM LEARNING OUTCOMES

Candidates in graduate programs at Fairmont State will engage in graduate study that requires them to demonstrate:

- Critical Analysis-Adapting and applying new knowledge and skills in critical analysis of changing conditions in the field;
- Scholarship and Research-Critically analyzing and conducting research in the field;
- Creative Productivity-Engaging in creative, productive activity in the field;
- Application of Standards-based Professional Knowledge and Skills-Applying new, advanced, standards-based knowledge and skills in the context of the field;
- Professional Development-Engaging in critical self-analysis and articulation of professional goals;

- Professional Communication-Demonstrating effective and appropriate verbal, nonverbal, written, and media communication techniques in the profession.

These learning outcomes are shared by all programs and distinguish graduate studies at Fairmont State.

ACCREDITATION

Fairmont State is accredited by The Higher Learning Commission and is a member of the North Central Association, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, (800) 621-7440 x105, <http://www.ncahlc.org>.

The Teacher Education program is approved by the West Virginia Board of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP). The University is also a member of the American Association of Colleges for Teacher Education (AACTE) and Council for the Advancement and Support of Education (CASE). In addition, selected teaching specializations are nationally approved by their respective learned society and/or professional organization.

The School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) 11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356, www.acbsp.org.

CATALOG POLICY

It is the responsibility of students to be knowledgeable of official Fairmont State policies and to meet all requirements in the Catalog. It provides the best possible current information on practices and academic policies of the institution. Fairmont State does however, reserve the right to change provisions or requirements at any time to reflect curricular changes and/or administrative regulations and procedures. The Catalog is not considered a binding contract between the student and the institution; it is for informational purposes only.

Students should keep informed of current degree, curriculum and course requirements. Academic advisors and appropriate administrative offices of Fairmont State may be consulted for further information or guidance.

A student who enrolls at Fairmont State shall follow the degree provisions of the catalog in use at the time of admission or any subsequent catalog, providing the entire subsequent catalog is adopted.

A student who changes degree programs or majors while enrolled at Fairmont State may follow the degree provisions of the catalog in use at the time of admission or any subsequent catalog, providing the entire catalog is adopted. Because curricular changes frequently occur in subsequent catalogs, the student should consult with an advisor in the new degree program or major for assistance in determining which catalog to adopt.

Students who have interrupted their schooling for two or more regular academic semesters (not including summer) will be readmitted under the most current catalog and degree requirements.

Please note that academic policies can change each year and apply to all students regardless of when they began their studies. Please refer to the current catalog for the most recent academic policies and procedures.

EMAIL ACCOUNT POLICY

The Fairmont State e-mail address assigned to a student will serve as the official email address used by the institution for all correspondence including invoices, financial aid notifications, and information from the Student Services Center. Students are responsible for all information sent from these and other official offices of the institution. Failure to read e-mail messages will not constitute an exception. The Admissions Office will send an official admission letter informing students of their email account and Unified College Account (UCA) and how to activate the UCA. The Admissions Office will also notify students of our institution's policies regarding the use of Fairmont State email for all major institutional correspondence. No other email addresses will be included when emails are sent. Other email addresses may be provided by completing the Email Billing Form in the Office of Student Services. Invoices will be sent to those addresses in addition to the student.

POLICY ON EQUAL OPPORTUNITY AFFIRMATIVE ACTION

Fairmont State is an Equal Opportunity-Affirmative Action Institution. The University is subject to the Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended; the Age Discrimination in Employment Act; the Equal Pay Act; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; Federal Executive Order 11246; and the Genetic Information Nondiscrimination Act of 2008 (GINA), all as amended; and other applicable laws and regulations. The institution provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, gender, sex, sexual orientation, gender identity, gender expression/association, national origin, age, height, weight, religion, creed, genetic information, disability or veteran's status, as identified and defined by law in employment, admissions, and educational programs and activities. Fairmont State neither affiliates knowingly with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, color, gender, sex, sexual orientation, gender identity, gender expression/association, national origin, age, height, weight, religion, creed, genetic information, disability or veteran's status, as identified and defined by law in employment, admissions, and educational programs and activities. Fairmont State will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant.

Further inquiries may be directed to the Director of Affirmative Action, who is the Section 504, Title IX Coordinator, located in Room 324 Hardway Hall, (304) 367-4386, or the Americans with Disabilities Act Coordinator, located in the Turley Student Services Center, (304) 367-4686.

SERVICES FOR STUDENTS WITH DISABILITIES

Under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, students with disabilities are due reasonable accommodations in their academic pursuits. A student's disability should not unfairly interfere with his or her learning process or evaluation and grading.

The primary mission of the Fairmont State Disability Services Office (DSO) is to provide leadership and facilitate equal access to all institutional opportunities for students who have disabilities, so they may achieve their academic, personal, and professional goals in preparation for responsible citizenship. DSO provides institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship. We identify and work to remove barriers to foster an all-inclusive campus, and provide individual services and facilitate academic accommodations to students with disabilities. Our staff collaborates with students, instructors, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable by:

- Advocating for students with disabilities to have access to the same level of service from campus offices as is available to non-disabled students and to receive from DSO only those services not provided elsewhere by the institution.
- Fostering the development of a campus culture that values the diversity of disability and that values disability as a core component of diversity.
- Encouraging the design of campus environments that welcome students with disabilities and advocating for inclusion of a commitment across institutional departments.

Through guidance and technical assistance to the institution on disability-related laws and regulations, DSO fosters academic experiences that are as similar as possible to the experiences of non-disabled students by:

- Providing guidance, advice, and technical assistance that informs and enables the institution to meet applicable laws and regulations.
- Apprising key administrators of emerging issues relative to disability and access that may impact the institution.
- Ensuring that students with disabilities receive reasonable and appropriate accommodations, aids, and services to have equal access to all institutional programs, services, and activities.
- Collaborating with others across the institution in ways that benefit students.
- Providing guidance to faculty members in providing reasonable and effective accommodations, and by consultation and training for faculty members on disability related topics.

The Disability Services Office is located in 316 Turley Student Services Center and can be reached at (304) 333-3661. For more information please visit our website www.fairmontstate.edu/access.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. Students wishing to review their educational records must contact the campus official in charge of the office in which the records are located. Students may not inspect records to which they have waived their rights of inspection and review.

Within the Fairmont State community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the offices of Admissions and Records, Student Services, Financial Aid, Business, academic colleges and schools, departments, academic advisors, and athletic departments. These school officials have a legitimate educational interest in the student's

education record if the school official requires such information to: fulfill his or her responsibility or duty to the University; perform tasks within the scope of his or her employment or within the scope of a contract with the University; perform a task related to a student's education; perform a task related to the discipline of a student; provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, pastoral counseling, or financial aid; or maintain the safety and security of the campus.

At its discretion, the institution may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Student Services Center in writing.

Fairmont State may disclose academic information to parents of students by having parents establish the student's dependency as defined by the Internal Revenue Code of 1954, Section 152. Dependency status may be established by the presentation of a certified copy of the parents' most recent federal income tax form listing the student as a dependent.

DRUG-FREE AWARENESS PROGRAM

In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, Fairmont State has a Drug-Free Awareness Program designed to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Further inquiries arising from employment issues or concerns may be directed to the Assistant Vice President of Human Resources; student issues or concerns may be directed to the Vice President for Student Services.

COMPLIANCE WITH MILITARY SELECTIVE SERVICE ACT

State law provides that a male person who has attained the age of 18 years may not enroll in a state-supported institution of postsecondary education unless he is in compliance with the Military Selective Service Act (50 U.S. Code, Appendix 451, et seq. and the amendments thereto). Also, a male person may not receive a loan, grant, scholarship, or other financial assistance for postsecondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this state, or receive a student loan guaranteed by the State unless he is in compliance with the Military Selective Service Act. Selective Service Act registration information should be available at all United States Postal Service facilities and may be available at some high schools. The Selective Service System also provides information through a web site at <http://www.sss.gov>.

Admissions

GENERAL ADMISSION TO GRADUATE STUDIES

Admissions to Graduate Studies, which permits enrollment in classes, is not equivalent to admissions for a specific graduate degree program or certificate. Individuals interested in pursuing a graduate degree or certificate at Fairmont State University may apply for admissions at <https://www.fairmontstate.edu/apply>. All application material should be received by the Office of Admissions at least two weeks prior to the beginning of the semester in which the student wishes to register.

DEGREE OR CERTIFICATE-SEEKING STUDENT APPLICATION PROCEDURES

Individuals seeking admission to Fairmont State must have completed a baccalaureate degree from a regionally accredited institution or be in the final semester before degree completion. All degree-seeking applicants must:

1. Submit an application to the Office of Admissions. Apply online at <https://www.fairmontstate.edu/apply>; or an application forms can be found at <https://www.fairmontstate.edu/files/institutionalforms/formrepo/Graduate%20Application%2017.pdf>.
2. Submit official transcripts of all undergraduate/graduate coursework to the Office of Admissions. Students are required to provide the official copy of all transcripts from all colleges and universities attended. Applicants cannot be admitted without an official transcript on file.
3. Include a \$50 non-refundable application fee good for 2 years.
4. Submit housing and financial aid request forms (if applicable)

Additional application materials for individual programs may include, but are not limited to:

- Scores on graduate aptitude tests, such as Graduate Record Examination (GRE), Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT), or Principles of Learning and Teaching Exam (PLT).
- Writing sample
- Letters of recommendation

Once all materials have been received, the College/School will evaluate applicant credentials and make an admission decision regarding acceptance into the program. After reviewing student's credentials, the Graduate Director of the program may determine the student should fulfill certain requirements or prerequisites for the degree before beginning graduate degree program. These requirements will be specified by the College/School at the time of acceptance into the program. Applicants who do not meet the minimum admission criteria may be admitted provisionally.

The Office of Graduate Studies will notify the student of their admission status once a decision has been made. If admitted, a faculty advisor will be assigned and assist the student in creating a degree plan leading to the attainment of student's academic and professional goals. Students who are admitted must enroll in program coursework within 12 months or reapply for admission to the program.

All credentials submitted in support of an application for admission become the property of the University and will not be returned to the student. Any student admitted upon the basis of false credentials will be subject to immediate dismissal from the University.

NON-DEGREE STUDENT APPLICATION PROCEDURES

An individual with at least a bachelor's degree from a regionally accredited institution who is not seeking a graduate degree may take graduate level courses and enroll as a non-degree student.

Non-degree students must:

1. Submit an application for admission to the Office of Admissions;

2. Submit an official transcript showing the earned undergraduate/graduate coursework to the Office of Admissions; and,
3. Pay the \$50 dollar application fee.

A student wishing to change from non-degree status to a degree program must file a new application for admission and adhere to all requirements specified for degree-seeking students. International students with an F-1 student visa are not eligible to enroll as non-degree status.

Credits earned while in non-degree status are not applicable to a degree program. If a non-degree student is later accepted into a degree or certificate program, the faculty advisor will determine if credit earned while in non-degree status may be applied to the proposed degree/certificate program.

In accordance with federal regulations, non-degree students are not eligible to receive federal financial aid. There are exceptions to the non-degree requirements in regard to federal financial aid. A student can receive limited federal aid as a non-degree student based on the following criteria:

- Student is required to take courses considered preparatory coursework for admission into a Master's degree program;
- Student is required to take courses for teacher certification or recertification.

INTERNATIONAL STUDENT APPLICATION PROCEDURES

In addition to the general admission requirements, the following are required of all international students seeking admission to a graduate program:

1. Submit official English proficiency scores if your native language is not English:
 1. TOEFL 550 (paper based) or 79 (internet based);
 2. IELTS of 6.5
 3. TOEIC 945
2. Provide evidence of a baccalaureate degree or higher from an accredited U.S. institution of higher education
3. Submit official college transcript(s) from all colleges attended
4. Submit official high school transcript

5. Submit official certified course-by-course English translation of high school transcripts (WES is accepted)
6. Provide proof of financial support (sponsor affidavit form)
7. Provide proof of immunization (measles, mumps, rubella)
8. Provide proof of health insurance
9. Provide a scanned color copy of passport

The admissions file must be complete six weeks prior to the start of the semester. Upon acceptance, information will be entered into SEVIS and an I-20 will be issued for application of F1 Visa.

For additional information and/or stipulations regarding International Student Admission, please contact the Amanda Stinemetz, Director of EPICS at the International Office at 304-367-4490 or Amanda.Stinemetz@fairmontstate.edu.

PROGRAM SCHEDULES

Due to the competitiveness of Graduate programs at Fairmont State, applications are considered according to the following schedule. Please note schedules vary per program.

M.B.A, M.A.T, AND M.ED. PROGRAM SCHEDULES

Summer Term (May Admission) Timeline:

- Application package should be submitted by February 1st for full consideration and possible early admission
- May 1st - FINAL application deadline; applications received after this date will only be considered on a course space available basis

Fall Term (August Admission) Timeline:

- Application package should be submitted by May 1st for full consideration and possible early admission
- August 1st - FINAL application deadline; applications received after this date will only be considered on a course space available basis

Spring Term (January Admission) Timeline:

- Application package should be submitted by October 1st for full consideration and possible early admission

- January 1st - FINAL application deadline; applications received after this date will only be considered on a course space available basis

M.S.C.J. PROGRAM SCHEDULE

Summer Term (May Admission) Timeline:

- April 15th - Application deadline; applications received after this date will only be considered on a course space available basis

Fall Term (August Admission) Timeline:

- July 15th - Application deadline; applications received after this date will only be considered on a course space available basis

Spring Term (January Admission) Timeline:

- November 15th - Application deadline; applications received after this date will only be considered on a course space available basis.

M.ARCH. PROGRAM SCHEDULE

Fall Term (August Admission) Timeline:

- Application package should be submitted by May 1st for full consideration and possible early admission
- August 1st - FINAL application deadline; applications received after this date will only be considered on a course space available basis.

ADMISSIONS CLASSIFICATIONS

Regular Admission

Regular Admission is granted when applicants are degree or certificate seeking students who meet all the criteria for regular admission to a program of their choice. The student must:

- hold a bachelor's or an advanced degree from an accredited institution;
- have an overall grade point average required by your specific program of study;
- have no deficiencies in the chosen area of study; and
- meet all admission criteria established by the intended degree program.

Provisional Admission

Students who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance with approval from the Graduate Program Director. Provisional admission may be granted to a student with a bachelor's or advanced degree from an accredited institution who has incomplete credentials, deficiencies to make up, or less than the required grade point average for regular admission. If the student has program deficiencies, graduate courses may be taken to fulfill deficiencies but will not apply to the degree. A student admitted provisionally may only register for nine semester hours of graduate work and must complete those nine semester hours with a GPA of at least 3.0. Provisional Admission is the decision of the particular degree program. All conditions must be removed before a student achieves Regular Admission status.

Non-Degree Admission

Students who would like to take graduate level courses but are not seeking and/or not eligible to pursue a graduate degree or certificate at Fairmont State may be admitted as a non-degree student. Non-degree students take graduate level courses for a number of reasons, including:

- to engage in professional development;
- to become acquainted with the rigors of graduate-level coursework before applying to a program;
- to gain graduate credit to be applied toward a degree program at Fairmont State or another college or university.

A non-degree graduate student must hold a bachelor's or advanced degree from an accredited college or university, with a cumulative grade point average of at least 2.75 on a 4.0 scale. Admission as a non-degree student does not guarantee or imply subsequent admission to a degree program. To be considered for admission into a degree program, the non-degree student must (a) submit a separate graduate application, and (b) meet all the criteria for regular admissions into the degree program. With approval of the Graduate Program Director, a maximum of 12-credit hours of graduate level coursework completed at Fairmont State may be

applied toward a degree program. Students intending to apply to a degree program are encouraged to apply for admission before they complete 12-credit hours.

Non-Degree Graduate Special Topics (Grst) Courses:

GRST courses are special topics courses which engage non-degree seeking graduate students with credit for professional development workshops, continuing education credits, or credit for engaging in a grant related experience. While these credits may be used for education re-certification or 'plus hours' toward a salary increase, these credits are not designed to be used toward a degree program.

Readmission

A returning graduate student who has not taken a graduate class at Fairmont State for **two** or more consecutive semesters (summers included), must submit a new application and application fee to the Office of Admissions at <https://www.fairmontstate.edu/apply> and be readmitted by the Graduate Program Director. The application must show any intervening graduate work. Official transcripts of such intervening graduate work may be required. The applicable standards are those in effect when the student applied for readmission. Graduate course work more than seven years old may not be counted toward a graduate degree.

Concurrent Admission

A senior Fairmont State undergraduate student may be granted concurrent admission to enroll in up to twelve (12) credit hours of graduate courses with the approval of the undergraduate advisor, graduate program director, and director of graduate studies under the following conditions:

- a. the student has an overall undergraduate GPA of 3.0;
- b. the student must need no more than twenty-four (24) credit hours of undergraduate work to complete their baccalaureate degree; and
- c. the total number of courses per semester may not exceed 15 credit hours, including both undergraduate and graduate coursework.

Students must complete and submit a Concurrent Enrollment Application form found at <http://www.fairmontstate.edu/graduatestudies/forms-resources>

Graduate coursework may be used to complete undergraduate degree requirements. If graduate coursework is used to satisfy undergraduate degree requirements it may not also be used to satisfy graduate degree requirements.

Dual Master's Degree Admission

University policy permits students to obtain more than one master's degree. In these cases, a separate application is required for each program. Each application must be accompanied by payment of a nonrefundable application fee.

A student desiring to obtain more than one master's degree must successfully complete enough additional credit hours to constitute 75% of the credit hours required by each additional master's degree program. An individual graduate degree program may require a higher percentage of credit to be earned under its direction.

A maximum of 15 credit hours may be used in common among the degrees with the approval of the department in which the degrees are sought. Approval must be obtained in writing. Upon graduation, the student must file two (2) degree applications.

Transient Student Admission

A student who is enrolled at another regionally accredited graduate institution may apply for admission to Fairmont State for enrollment in graduate courses. In addition to the admission application (non-degree option), the student must also submit a letter of good standing from the institution. This admission is valid for one semester only. The student must submit a new application and letter of good standing each semester he/she wishes to attend.

Normally, up to 12 credit hours of coursework may be transferred back to the home institution.

Permission to transfer credits is arranged, by the student, with the home university. Transient students who wish to register for coursework beyond 12 credit hours at Fairmont are required to obtain approval of Fairmont State's Director of Graduate Studies.

TRANSFER OF GRADUATE CREDITS

A student with an approved Plan of Study may transfer to Fairmont State credit earned in graduate coursework completed at another regionally accredited graduate institution provided that the courses are appropriate to the student's program and the grades earned are B or better or equivalent, and acceptable to the Graduate Program Advisor and Graduate Program Director.

Transfer credits may not exceed 12 credit hours. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Fairmont State transcript and will simply meet credit hour requirements toward graduation.

All transfer credits must have been earned within a seven-year time limit counted from the date of enrollment in the first graduate course to be applied toward meeting degree requirements of the student's program.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships provide students with training and valuable professional experience in a higher education work environment. Assistantship duties should contribute to the students' intellectual growth and degree goals. The purpose of an assistantship is to (a) provide graduate students part-time employment offering practical experience in fields related to their advanced study, and (b) assist faculty in the direct instructional program.

A "Graduate Assistant" is a graduate student who is appointed as a University employee to provide the student with an apprenticeship experience and with financial support for graduate education.

Appointment as a Graduate Assistant does not confer any rights to permanent appointment to any person. The length of service of a Graduate Assistant does not alter the temporary nature of the appointment or confer additional rights upon such person.

Appointments are generally made on a semester-by-semester basis.

Fairmont State recognizes student employment as an assistantship only under the definitions, conditions and categories below. Student employment outside these parameters will not be deemed Assistantships. There are three categories of Graduate Assistantships:

Teaching Assistantship (Ta)

Teaching assistants (TA) assist faculty with instructional responsibilities or serve as the principle instructor in one or more courses. TAs are selected on the basis of past teaching experience or academic promise as effective instructors in their field of study. Duties may include assisting faculty with teaching-related tasks (e.g., leading discussion groups, lecturing, laboratory, preparing instructional materials, grading exams), responsibilities associated with a self-contained class, and/or advising students.

Graduate Teaching Assistants who have the primary responsibility of teaching a course for credit and/or assigning final grades for such a course must have earned at least 18 graduate semester hours in the teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training, and be regularly evaluated. All first-time teaching assistants are required to attend the Graduate Assistant Professional Development Workshop that is held prior to the beginning of each semester.

Research Assistantship (Ra)

Research Assistants (RA) are selected for excellence in scholarship and promise as researchers. RAs work in research, administrative, academic and other university settings to assist faculty or other university personnel on research projects. They do part-time research as a portion of their training under the direct supervision of regular faculty members or work with administrative units to support the research initiatives of the institution. Duties vary by discipline and program, but may include data collection and entry, data analysis, proposal writing, policy research, attending conferences to present results, and training and supervising less experienced researchers.

Service Assistantship (Sa)

Service Assistants (SA) work with the administrative staff of a school, department, college, or office to assist in the operations of the university whose mission is closely related to the student's area of academic study or interest. SAs are available for academic and nonacademic units. Duties vary widely, but may include gathering, organizing, and analyzing information, implementing and evaluating programs, academic advising, academic tutoring, career counseling, preparing marketing materials, and

organizing recruitment events. The main purpose of the assignment is to assist in the service role of the unit.

Graduate Assistantship Requirements

A Full Assistantship requires a maximum of 20 hours per week of service. Graduate assistants may not work more than a total of 20 hours per week on the average. Full-time Graduate Assistants may not be appointed concurrently in other Fairmont State classification.

Less Than Full-Time Assistantships - Fairmont State recognizes half-time and three-quarter time graduate assistantships. Half-time assistantships are based on a workload of 10 hours per week and three-quarter time assistantships are based on a workload of 15 hours per week.

Graduate Assistantship Application Procedures

Students who wish to be considered for an assistantship while completing their master's degree at Fairmont State need to complete an application. A Graduate Assistantship application can be found on the Graduate Studies Forms and Resources page at <https://www.fairmontstate.edu/graduatestudies/forms-resources>. GA applications should be submitted by email to Serena.Scully@fairmontstate.edu, or sent to: Fairmont State, Office of Graduate Studies, 1201 Locust Avenue, Fairmont, WV, 26554. For additional questions please call (304) 367-4098.

Students should follow the admission application schedule when submitting the Graduate Assistant (GA) application and accompanying forms. Students are not required to submit the admission application and GA application at the same time; however, for full consideration application MUST be received by May 1.

No student may hold a graduate fee waiver for a period of time that exceeds the number of semesters normally required in the recipient's academic discipline.

Graduate Assistantship Eligibility

Only students fully admitted to degree seeking status in a master's program at Fairmont State University are eligible to receive a Graduate Assistantship. Non-degree seeking students are not eligible for Graduate Assistantships or tuition waivers. Initial appointment to the position of GA requires:

- current enrollment in a minimum of nine (9) hours of graduate study in a specific degree program;
- communication skills appropriate to responsibilities of the graduate assistantship;
- evidence of subject matter competence; and
- other qualifications as necessary to perform assigned duties.

In addition to the qualifications listed above, reappointment to the position of a GA requires a pattern of significant academic progress toward the completion of degree requirements. At minimum, the GA must (a) earn a 3.0 grade point average or better during each semester of appointment, (b) complete nine (9) hours of graduate level coursework each semester (withdrawal from a course(s) after the fourth week does not constitute acceptable progress), and (c) meet the requirements for and achieve advancement to candidacy in a timely manner.

Expenses and Financial Aid

PAYMENT OF TUITION AND FEES

Registration is not completed until payment of tuition, residence hall rent, board, and fees have cleared. A late payment charge of \$50 will be assessed on the first day of the term; a \$10 charge will be assessed on each check returned for ‘insufficient funds’ unless the student can obtain an admission of error on the part of the bank. The Office of Enrollment Services shall declare the fees unpaid and registration canceled until the check has been redeemed and the additional charge paid. Student records will not be released by the Office of Enrollment Services for any student who has a delinquent financial obligation to the institution.

Students attending Fairmont State are offered an alternative to payment in full at the time of registration. This payment plan is known as the Financial Installment Plan Service, or FIPS. This allows students to pay their balance in four equal payments. If payment is not received before the due date each month, a \$25 late fee will be added to the account. The registration process is not complete until all fees, and any penalties, have been paid in full. Fees can be paid with Visa, MasterCard, American Express and Discover Card. Students receiving financial aid must apply 100 percent of their aid prior to FIPS payments.

Payment in full is due prior to the first day of every term. All outstanding amounts resulting from nonpayment of tuition and fees are the responsibility of the student. Withdrawal from school, officially or unofficially, will not cancel any financial obligation already incurred. Additionally, failure to pay all financial obligations may result in debts being turned over to a collection agency.

NOTE: All tuition and fees are subject to change. Please see our homepage for the most current tuition and fee information. From the main home page, select Enrollment Center, next select Tuition and Costs to locate this information.

Please note that bills are not sent via mail. Billing information, reminders and important notices are sent to each student’s institutional e-mail address.

Tuition and Fees (2019 - 2020)

GRADUATE COLLEGE TUITION & FEES PER SEMESTER

	On Campus WV Resident	On Campus Non-Resident	Virtual
9 hours.....	4461.....	9550.....	3755
8 hours.....	3864.....	8384.....	3344
7 hours.....	3381.....	7336.....	2926
6 hours.....	2898.....	6288.....	2508
5 hours.....	2415.....	5240.....	2090
4 hours.....	1932.....	4192.....	1672
3 hours.....	1449.....	3144.....	1254
2 hours.....	.966.....	2096.....	836
1 hour.....	.483.....	1048.....	418

On-Campus tuition and fees apply to any student taking 1 or more hours on main campus
Virtual Campus tuition and fees apply to any student taking all hours online. The E-Learning fee is attached to all online classes regardless of campus.

**SPECIAL FEES (NON-REFUNDABLE) -
APPLICABLE TO ALL STUDENTS**

Graduate Application Fee	\$50.00
Graduation Fee.....	\$70.00
School of Business Program Fee (per credit hour)	\$45.00
College of Science and Technology Program Fee (per credit hour).....	\$45.00
College of Liberal Arts Program Fee (per credit hour)	\$45.00
School of Education, Health and Human Performance Program Fee (per credit hour).....	\$34.00

OTHER FEES

Late Application for Graduation.....	\$50.00
Priority Transcript Fee.....	\$9.00
Late Payment Fee.....	\$50.00
Late Registration Fee	\$50.00
Reinstatement Fee.....	\$25.00
Pre-collection Letter Fee	\$5.00

LATE REGISTRATION:

Late registration fees are assessed in accordance with the fee schedule cited under ‘Payment of Tuition and Fees’. Late registrants often fail to obtain

ROOM AND BOARD RATES

Room and board must be paid before the first day of classes for all terms. Applicants for on campus housing must pay a deposit at the time the application is filed. The damage deposit is currently \$200.00 (this amount is subject to change at any time). The deposit will be refunded, less any outstanding student account balances which includes damages, after the student moves out of campus housing.

For applicants deciding not to enroll, written notice of withdrawal must be received by the Residence Life Office by May 31st for the fall semester, and by November 30th for the spring semester. Failure to notify the Housing and Residence Life Office in writing by the deadline will result in the forfeiture of the deposit. (Exception: Should the applicant be denied admission, a full refund will be made without

satisfactory schedules; the policy of the institution is to give priority to students who register on time.

REFUND POLICY FOR TUITION AND FEES

A student who withdraws from the institution may arrange for a refund of fees, excluding special fees, in accordance with the following schedule. Refunds are determined from the first day of the school term. The student’s official withdrawal date is certified by the Office of Enrollment Services.

Students who have paid in advance and withdraw prior to the first day of the semester will receive full refunds.

Semester Terms

Withdrawal during first and second weeks	90% refund
During third and fourth weeks	75%
During fifth, sixth, seventh, and eighth weeks.....	50%
Beginning with ninth week	No refund

Summer Terms

The first three days of classes.....	90% refund
Fourth and fifth day of classes	75%
Sixth through tenth day of classes	50%
Beginning with eleventh day of classes	No refund

regard to dates.) Students paying on-campus tuition and fees are entitled to participate in all college activities and attend athletic events.

The housing contract is valid for the academic year. Students cannot cancel their housing application to avoid living on campus after the application is considered active. Students must submit a contract release request and be approved for a release in order to live off-campus after applying. Releases are not guaranteed. For students residing on campus, contract release requests must be submitted by the deadlines listed above in order to receive a deposit refund if approved. Please contact the Housing and Residence Life Office if you have any questions concerning this information.

PLEASE NOTE: Graduate students interested in living on campus must contact the Office of Housing and Residence

Life by phone at (304) 367-4216 or via email at
reslife@fairmontstate.edu.

MOVE-IN COSTS

Deposit.....\$200.00

RESIDENCE HALL SEMESTER RATES 2018-2019:

- *Morrow, Pence, Prichard Double\$2,367.00
- *Morrow and Pence Hall Double w/Bathroom
.....\$2,519.00
- *Morrow Quad w/Bathroom\$2,519.00
- *Pence Hall Single Academic Year.....\$3,230.00
- *Pence Hall Single Extended Academic Year.\$4,199.00
- *Bryant Single.....\$3,230.00
- *Bryant Double.....\$2,730.00

UNIVERSITY TERRACE SEMESTER RATES

2019-2020:

- Studio Single Apartment.....\$4,590.00
- Double Apartment.....\$3,865.00
- Quad Apartment.....\$3,652.00
- *Semi Suites Academic Year.....\$3,018.00
- *Semi Suites Extended Academic.....\$3,925.00

* Students who reside in these rooms are required to purchase a meal plan.

FOOD SERVICE SEMESTER RATES 2018-2019

All residents of Morrow, Pence, Prichard, University Terrace Semi-Suites, and Bryant Place are required to purchase a meal plan for use in the cafeteria and snack bar located in the Falcon Center.

Traditional Meal Plans:

- Traditional 15 Meal Plan (7 day) \$2,135.00 (\$250.00 Flex)
- Traditional 19 Meal Plan (7 day) \$2,220.00 (\$175.00 Flex)

Block Plans: New for 2018-2019 offers multiple swipes per meal

The Ultimate 210 Swipes \$2,340.00 (\$350.00 Flex)

Eating Made Easy 160 Swipes... \$1,920.00 (300.00 Flex)

**On the Go 40 Swipes.....\$460.00 (\$25.00 Flex)

University Terrace Apartments OR Commuters ONLY

Any Block Plan can be reloaded with an On the Go Plan at any time during the semester.

Once the semester is over the meal plan and all flex dollars expire.

Financial Aid

Financial aid in the form of scholarships, loans, and employment is available to students who need assistance in meeting their higher education expenses. All funds are administered by the Financial Aid and Scholarships Department in compliance with federal, state, and institutional guidelines.

NEED-BASED AID

Fairmont State primary purpose in awarding financial aid is to assist those students who wish to attend college and need financial assistance to do so. Financial need is defined as the difference between the 'cost of attendance' and 'estimated family contribution'. Cost of attendance (COA) is a comprehensive figure including estimated tuition/fees, room/board, books/supplies and other educationally related expenses. Estimated family contribution (EFC) is a measurement of the family's financial strength and is based upon information provided in the Free Application for Federal Student Aid (FAFSA). By using the available resources, Fairmont State attempts to meet the financial need of all students.

SCHOLARSHIP AID

It is the intent of Fairmont State to foster the highest degree of scholarship among its students. The institution actively recruits students who have excellent academic records and recognizes and rewards those who continue to excel.

The objective of the scholarship program is to promote the recruitment and retention of a diverse student body with special talents and abilities. A variety of merit and need-based scholarships have been developed to accomplish this objective.

Fairmont State is ultimately responsible for final approval of scholarship programs and related policies and procedures and elicits recommendations from academic departments in that process. The Fairmont State Foundation, Inc., through the auspices of the Fairmont State Foundation's Scholarship Committee, collaborates with the Offices of Admissions and Financial Aid and Scholarships to explore new areas

of scholarship development and expansion, and assist those interested in establishing new merit-based scholarships or enhancing currently established scholarship programs for Fairmont State.

Fairmont State's Office of Financial Aid and Scholarships also manages the disbursement of scholarships for a wide range of externally funded programs received by Fairmont State students.

SOURCES OF FINANCIAL AID

Sources and types of financial aid offered by Fairmont State as well as other resources are available on the Financial Aid homepage at <http://fairmontstate.edu/finaid/>.

DEFINITION OF AN ACADEMIC YEAR

For Direct Loan processing and other Title IV aid, the academic year at Fairmont State begins with the fall, continues with the spring, and concludes with the summer term.

Procedures for Obtaining Financial Aid

1. Students must complete and submit an application for admission to the Office of Admissions (new students only).
2. For full consideration of aid based on need, students must complete and submit the Free Application for Federal Student Aid (FAFSA) to the federal processing center by March 1. The FAFSA can continue to be submitted through June 30 of the academic year and must be submitted annually.
3. For consideration of eligibility for academic scholarships, students must apply for admission to Fairmont State by December 15. (Admissions/Recruitment and Academic Scholarships) and prior to February 3 for Financial Aid and Foundation scholarships in addition to submitting a scholarship application by February 3.
4. Students interested in aid for summer must complete a separate application, which is made available in March.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL FINANCIAL AID

To receive funds administered by the Office of Financial Aid and Scholarships Office, students must be making satisfactory academic progress (SAP) toward completion of an eligible degree or certificate. Federal regulations require evaluation of both quantitative and qualitative academic progress.

For purposes of financial aid and eligibility, academic progress is reviewed at the end of each academic year. This review will occur at the conclusion of the spring semester.

All students enrolling for the first time (including transfers) will be considered to be meeting academic progress in the first semester of enrollment.

Qualitative Progress

This evaluation is based upon the cumulative "Grade Point Average (GPA)" as shown on your academic transcript.

GRADUATE:

Must meet the following Cumulative GPA: 3.00 or greater.

Quantitative Progress - Pace of Progression and Maximum Time Frame

- a) **Pace:** The rate at which attempted academic credits are successfully completed. This is calculated by taking the cumulative number of hours successfully completed and dividing by the cumulative number of hours attempted. Grades of "W", "F" and "I" count as attempted hours. Transfer hours that appear on your transcript are also included. A student must be successfully completing 67% of all hours attempted. The calculation will be rounded to the nearest whole Number.
- b) **Maximum Time Frame:** The maximum time allowed to complete your degree (including transfer hours) is 150% of the normal time frame. Repeated courses are counted against the maximum time frame.

Graduate program of 36 hours must be completed within 54 attempted hours. A student who completes the academic requirements for a program but does not yet have the degree or certificate is not eligible for further additional federal student aid funds for that program.

Post-graduate work (credits taken after receiving first degree including a second associate's or second bachelor's degree and/or teacher certification) must be completed within 60 hours of post-graduate work. Since all classes attempted will count toward the 60-hour limit, students should meet with their academic advisors to determine what classes are required for completion of the second degree.

Financial aid eligibility is limited to no more than two master's degrees. Students who wish to pursue additional degrees beyond these may do so but without federal financial assistance.

FAILURE TO MEET STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Students who fail to meet the qualitative or quantitative standards defined above at the end of any enrollment period (including summer), will be placed on "warning" for the next semester. During this warning semester the student may continue to receive financial aid.

Students who are within 15 credit hours or less of the maximum time frame defined above will be placed on "warning" for the next semester. During this warning semester the student may continue to receive financial aid.

Failure to meet any of the above defined standards at the end of a "warning" semester will result in the loss of financial aid eligibility for future semesters.

Students will be notified by postal mail and e-mail of SAP status after grades are posted. As soon as the status is updated, it can be viewed on the student's FELIX account.

FINANCIAL AID APPEAL PROCESS:

A student may appeal the loss of financial aid through the Office of Financial Aid and Scholarships.

To appeal, the student must have experienced extenuating circumstances beyond their control which impacted academic progress. Examples of extenuating circumstances are death of immediate family member, injury, illness, or other unusual circumstances presented to the Financial Aid and Scholarships Office.

The appeal must include the following:

1. Why the student failed to make Satisfactory Academic Progress;
2. What has now changed that will allow the student to make satisfactory academic progress at the end of the next semester (statements of good intent are not sufficient);
3. Student's academic plan that will allow the student to reach the minimum requirements for SAP. The academic plan must include the next semester's classes. Students must meet with academic advisor to discuss the academic plan;
4. Documentation to verify extenuating circumstances.

If the appeal is granted, the student will be placed on financial aid probation for one semester and may receive aid during that probation semester. At the end of the probation semester the student MUST meet the defined SAP standards or meet the academic plan that was developed for the appeal.

Appeals must be submitted by the deadline date established for each semester, generally 2 weeks prior to the start of the semester. Deadline dates will be published on the SAP Appeal form. Late appeals will not be accepted. Students who wish to enroll after the deadline should make plans to pay all charges through personal means.

Appeals will be reviewed by a Financial Aid Committee. If denied by the committee, the student may request that the appeal be reviewed by Director of Financial Aid and Scholarships.

If appeal is denied by the Director of Financial Aid and Scholarships for Fall or Spring, the student can request a review by the Faculty Senate Financial Aid Appeals Committee. This committee will meet one time during the week prior to the start of the Fall and Spring Semesters. Denial of appeals by the Financial Aid Director for the Summer Semester is final.

Students who have lost eligibility for financial aid but have not been academically suspended from

Fairmont State may continue to enroll in courses. Students are responsible for the tuition charges. Once the student meets the standards of financial aid satisfactory academic progress, the student may again receive consideration for financial aid.

TITLE IV FINANCIAL AID RETURN OF AID POLICY

If a student withdraws from school whether officially (he/she completes the withdrawal form or drop all classes on the web) or unofficially (student stops attending classes) and has been awarded and/or paid Title IV Federal Aid, student is subject to a Return of Title IV Aid calculation. This calculation determines how much aid must be returned to the federal programs in the event of a complete official or unofficial withdrawal prior to completing 60% of the term.

The calculation determines the amount of federal aid that is considered to be earned and the amount that is considered to be unearned, and therefore must be returned to the Federal programs. State and/or institutional Aid may also be subject to return based on withdrawal date. The earned/unearned amounts are calculated based on the percent of the term completed. The length of the term is defined as the first day of all classes through the last day of all classes (not including a break of 5 days or more and finals week).

Students who have been awarded aid that has not disbursed will also be reviewed to determine if they are eligible for a post-withdrawal disbursement. Withdrawn students who have been selected for verification but have not provided the documents necessary for disbursement may be eligible for a post-withdrawal disbursement. Their account will be reviewed and they will be offered a post-withdrawal disbursement if eligible and given 14 - 30 days to return the requested documentation. Students will only be eligible for the percentage of 'earned' aid at the time of withdrawal.

LOAN REPAYMENT (Education Majors Only):

Once recipients are actively teaching, they may also be eligible for one of these loan repayment programs:

<https://secure.cfwv.com/Financial Aid Planning/Scholarships/Scholarships and Grants/Underwood Smith Teacher Scholarship Loan Assistance Program.aspx>

<https://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/teacher>

To determine whether or not you meet federal or state qualifications, please check with the Office of Financial Aid and Scholarships.

Academic Information

ACADEMIC REGULATIONS

The Graduate Student Handbook contains information concerning student rights and responsibilities, attendance, absences, and matters of academic dishonesty. Students are responsible for familiarizing themselves with these policies.

ACADEMIC DISHONESTY

All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit.

Graduate students neither lose the rights nor escape the responsibilities of citizenship through enrollment at Fairmont State. It is expected that Graduate students will conduct themselves professionally and honorably throughout their association with Fairmont State. It is the student's responsibility to be familiar with the Fairmont State Student Handbook, which details student rights, responsibilities, and expected conduct; rules and regulations of Fairmont State; and procedures for grievance, appeals, due process, and other policies and procedures not included in this document. In addition, students are expected to exemplify and adhere to the codes of conduct prescribed by the professional organization in their field of study. Students who fail to adhere to the

above standards are subject to dismissal from graduate programs at Fairmont State.

For the application of the Academic Dishonesty Policy go to:

<http://www.fairmontstate.edu/publications/CampusHandbooks/studenthandbook/default.asp>

ACADEMIC ADVISING SYSTEM

The Graduate Program Director of each program of study will assign an appropriate advisor to the student. The advisor will:

- direct the student in the formulation of the program,
- approve course selections and course changes,
- give guidance relative to examinations for the program, and
- ascertain that the candidate is meeting the requirements for the degree.

The assignment of an advisor does not relieve the student of the primary responsibility for adequate program planning and for progress toward completion. All degree-seeking students should work closely with their advisors to prepare a plan of study or Degree Plan.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

Fairmont State employs a variety of assessment processes to inform students of progress toward degree, to analyze programs in order to make appropriate curricular changes, and to determine institutional effectiveness. The university follows policies of the Higher Learning Commission of the North Central Association of Colleges and Schools, the WV Higher Education Policy Commission (WVHEPC), and its own governing board.

In addition to regular course examinations and presentations, assessments used include field tests of proficiency in the major; electronic portfolios; capstone projects; internships; and clinical practice reviews. Some programs, such as nursing and teacher education, also require nationally normed entrance and exit examinations.

All degree programs analyze and review their effectiveness every five years, reporting this information to the WVHEPC and the Fairmont State

Board of Governors. The institution also reports its overall progress to the HLC.

ACADEMIC COMMON MARKET

The Academic Common Market, a program coordinated by the Southern Regional Education Board (SREB), provides students in 16 southern states the opportunity to enroll in selected programs at public institutions in other states and pay in-state tuition. To qualify a student must:

- be a resident of one of the 16 SREB states;
- select a program eligible for residents of his/her home state;
- complete the admission process at the institution offering the eligible Academic Common Market program;
- be certified as a resident of the home state by contacting the ACM coordinator for the student's state of residence.

For more information, contact the Office of the Provost at (304) 367-4101 or visit www.sreb.org.

RESIDENCY REQUIREMENT

Candidates for the Master's Degree, in general, complete 30 semester hours of Fairmont State graduate courses within the Degree Plan. In any case, the last 18 semester hours of graduate credit must be earned at Fairmont State.

ACADEMIC STANDING POLICY

Every graduate student at Fairmont State must meet the following academic standards:

- 1) Maintain an overall grade point average (GPA) of 3.0 or higher in order to qualify for graduation.
- 2) Earn a grade of C or higher in all graduate courses, elective or required.
 - All grades earned will remain on the official transcript and will be used in the calculation of the student's overall grade point average.
 - A graduate student who earns a grade of D or F in any graduate course must repeat the course. Under extenuating circumstances, and with approval from his or her graduate program director and academic dean, a student may be permitted to substitute another course for the course in which the D or F was earned.

- A student may earn only two grades of C in all graduate courses, and remain eligible for graduation.
 - A student who earns more than two Cs must consult with his or her graduate program director and academic dean to determine an acceptable remedy.
- 3) Failure to maintain an overall 3.0 GPA will result in academic probation or suspension depending upon the student's academic performance and standing.
- **Probation** - Graduate students who do not maintain at least a 3.0 cumulative GPA (B average) on all courses in the program of study are on academic probation at the end of the semester during which their GPA falls below 3.0. For part-time students, "next enrollment period" may, if approved by the Graduate Program Director, be defined as the next 3-12 credit hours in the program of study.
 - **Suspension** - A graduate student who has been placed on probation and who fails to raise his/her GPA cumulative to at least 3.0 during the next enrollment period will be placed on academic suspension. Suspended students must "sit out" one academic term prior to re-enrolling. Suspended students will be limited to enrolling on a part-time basis until their GPA reaches a 3.0.
 - **Dismissal** - Students who have not acquired a cumulative GPA of 3.0 after the completion of 24 credit hours in the Degree Plan will be dismissed. Graduate programs may require that their students meet additional standards with regard to probation, suspension and dismissal.

DEGREE REQUIREMENTS

- Achievement of a 3.0 grade point average (on a 4.0 scale) in all courses taken in Graduate Studies.
- Completion of the degree program within a seven-year period. Courses in which the student was enrolled over six years prior to the time of completion of all degree requirements may not be accepted as part of a degree program. Exceptions to this time limit must be specifically petitioned to the

Graduate Program Director with approval by the Director of Graduate Studies.

- Satisfactory completion of a written comprehensive examination in the major field (when required).
- Satisfactory completion of a final oral examination (when required).
- Completion and approval of the thesis or individual research project (when required). (See the Graduate Program Director for thesis guidelines).
- Satisfaction of the foreign language or research tool requirement (when required).
- A full-time student is defined as one enrolled in at least 9 semester hours of graduate work during a Fall or Spring Semester. In the summer, full-time is 6 hours per term. Anything less than stated previously is considered part-time.

Time Limit for Degree Completion:

All course work applied toward a degree must be completed within a period of 7 years, including transfer courses. The period begins the semester the first course in the Degree Plan is taken and concludes with the semester the last course or requirement is completed.

A course taken more than 7 years previously must be revalidated if it is to be used towards meeting degree requirements. Revalidation can be accomplished by submitting the following information for approval to the Graduate Program Director:

- A letter from the course instructor listing the criteria used to revalidate the course material.
- A copy of the student's performance on the student's revalidation examination.
- A letter from the college or school Graduate Program Director and/or Dean supporting the revalidation.

Transfer of Graduate Credits:

With the approval of the Director of Graduate Studies and the Graduate Program Director, a student may transfer up to 12 semester hours of graduate work completed at another accredited institution and apply these toward a graduate degree. Courses without letter grades (graded credit, satisfactory,

pass) must be accompanied by official evidence that such grades equated to a B or better at the institution at which they were earned. A minimum grade of B and "pass/satisfactory" may be transferred. Students may use the Appeal Process to have additional courses transferred.

Waiver of Regulation:

Graduate students have the right to file a petition for waiver or exemption from any academic regulation of graduate programs. Petitions for waivers and exemptions are considered by the Graduate Program Director and the Graduate Council, which makes recommendations to the Director of Graduate Studies.

Withdrawal from Fairmont State:

Students can withdraw from the institution and all classes prior to the last week of classes. Students who fail to follow this procedure will receive grades of 'F'. To withdraw from the institution, students must log into myCampus and go to the 'Withdraw from Institution' link under Student and Class scheduling. For more information regarding this policy please call Student Services at 304-367-4141 or the Office of Graduate Studies at 304-367-4098.

DEGREE PLAN

Prior to the completion of 18 credit hours of graduate coursework, a Degree Plan must be submitted through the student's graduate Advisor and Graduate Program Director. The form can be obtained from the Office of Graduate Studies, the Program Director, or through myCampus. Failure to submit the Degree Plan in a timely manner may prevent the student from future course registration. It is at this time that any transfer credits are included on the Degree Plan. A Transfer of Credit form and official transcripts from the university from which the credits are to be transferred is required before the transfer credits can be added to the Fairmont State transcript.

GRADUATION INFORMATION

Application for Graduation:

Candidates for graduation must officially apply for a degree. This should be done by the beginning of the

final semester of study (not including summer). The deadline to apply for graduation for the spring and summer terms is February 1st. The deadline to apply for graduation for the fall semester is September 1st.

Visit

www.fairmontstate.edu/admissions/registrar/GraduationInfo.asp for graduation deadlines.

Applications submitted after the deadline will be assessed a late fee of \$50.00.

Graduation Requirements and Policies:

Fairmont State graduate programs generally require a minimum of 30 graduate credit hours and a cumulative GPA of at least 3.0 on a 4.0 scale.

Transcripts:

Students at Fairmont State are entitled to official transcripts of their record. Students who fail to meet their financial obligations to the institutions or to any of their departments will not be given transcripts.

A request for a transcript of credit should be made in writing and should include name, both maiden and married, the date of last attendance at Fairmont State, and student identification number. All requests for transcripts should be sent directly to the Enrollment Services Office. Students may access the transcript request form online at www.fairmontstate.edu. It takes 3-5 days to process requests. While there is no charge for transcripts, there is a limit of three requests per day. Rush service is available (limit 3 per day) at a charge of \$9.00 per transcript and transcripts are mailed or available for pick up either the same day or next business day.

Degree Programs

The five master's degrees granted by Fairmont State are: Master of Education, Master of Arts in Teaching, Master of Science in Criminal Justice, Master of Architecture, and Master of Business Administration.

Fairmont State defines a credit hour consistent with the Carnegie Unit: 'One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit.'

Degree

Master of Education (M.Ed.) 36 Min. Sem. Hrs.

- M.Ed. in Digital Media, New Literacies & Learning
- M.Ed. in Exercise Science, Fitness and Wellness
- M.Ed. in Professional Studies (30 Sem. Hrs.)
- M.Ed. in Reading Specialist (30 Sem. Hrs.)
- M.Ed. in Special Education: Multi-categorical
- M.Ed. in Multi-categorical Special Education
- Non-Education Majors 48 Min. Sem. Hrs.

Master of Arts in Teaching (M.A.T.) 38 Sem. Hrs.

- M.A.T in Art, Pre K-Adult
- M.A.T in Biology, 9-Adult
- M.A.T in Chemistry, 9-Adult
- M.A.T in Earth & Space Science, 5-Adult
- M.A.T in English, 5-Adult
- M.A.T in General Science, 5-Adult
- M.A.T in Mathematics, 5-Adult
- M.A.T in Music, Pre K-Adult
- M.A.T in Physical Education, Pre K-Adult
- M.A.T in Physics, 9-Adult
- M.A.T in School Health Education, 5-Adult
- M.A.T in Social Studies, 5-Adult
- M.A.T in Spanish, Pre K-Adult
- M.A.T in Theatre, Pre K-Adult

The M.A.T. program does not currently offer licensure in Special Education; however, an endorsement for certification in Special Education may be added after the initial license in a content area is earned.

Master of Science

M.S in Criminal Justice.....30 Sem. Hrs.

Master of Architecture (M.Arch.)..... 42 Sem. Hrs.

Master of Business

Administration (M.B.A.).....39 Sem. Hrs.

Programs of Study

School of Education, Health and Human Performance

DR. AMANDA METCALF
INTERIM ASSOCIATE DEAN
School of Education, Health & Human Performance
Graduate Program Director
Associate Professor of Physical Education
Education Building, Room 351
(304) 333-3679
Amanda.Metcalf@fairmontstate.edu

GRADUATE FACULTY

MS. JODONNA BURDOFF
Adjunct Faculty of Special Education
JBurdoff@gmail.com

DR. JULIA DOS SANTOS
Assistant Professor of Exercise Science
308 Colebank Hall
(304)333-3649
Julia.Dossantos@fairmontstate.edu

MRS. KEISHA KIBLER
Assistant Professor of Education
343 Education Building
(304) 367-4394
kkibler@fairmontstate.edu

MR. MARK FISHER
Adjunct Faculty of Special Education
Msfisher1@k12.wv.us

DR. JANIE LEARY
Associate Professor of Community Health Education
332 Education Building

(304) 367-3630
Janie.Leary@fairmontstate.edu

DR. VALERIE MORPHEW
Professor of Education
334 Education Building
(304) 367-4664
Valerie.Morphew@fairmontstate.edu

MS. BARBARA OWENS
Director of PDS and Clinical Experiences
328 Education Building
(304) 367-4886
Barbara.Owens@fairmontstate.edu

DR. JASON NOLAND
Assistant Professor of Digital Media
315 Education Building
(304) 367-3686
Jason.Noland@fairmontstate.edu

DR. PAMELA PITTMAN
Assistant Professor of Reading Education
349 Education Building
(304) 367-4272
ppittman@fairmontstate.edu

DR. JULIE RENEAU
Associate Professor of Special Education
343 Education Building
(304) 367-4507
jreneau@fairmontstate.edu

DR. PAUL RENEAU
Professor of Exercise Science
309A Colebank Hall
(304) 367-4148
Paul.Reneau@fairmontstate.edu

DR. SUSAN ROSS
Executive Director of Academic Programs and
Support Services
Director of Graduate Studies
Associate Professor of Physical Education
208 Hardway Building
(304) 367-4279
Susan.Ross@fairmontstate.edu

DR. G. H. BUDD SAPP
Professor of Education
313 Education Building
(304) 367- 4663
GHBudd.Sapp@fairmontstate.edu

DR. SHARON SMITH
Professor of Education
333 Education Building
(304) 367-4665
Sharon.Smith@fairmontstate.edu

DR. BARBARA WIERZBICKI
Assistant Professor of Education
315 Education Building
(304) 367-4120
bwierzbicki@fairmontstate.edu

DR. ROBIN YEAGER
Director of Falcon Center
Adjunct Professor of Exercise Science
316 Colebank (Student Affairs Suite)
(304) 367-4783
Robin.Yeager@fairmontstate.edu

SCHOOL OF EDUCATION, HEALTH AND HUMAN PERFORMANCE ADMISSION REQUIREMENTS

Applicants for graduate programs in the School of Education Health and Human Performance must meet the specific degree program criteria in addition to University admission policy criteria.

Note: Certified teachers who have a passing PLT score may be exempted from GRE/Millers requirements. Applicants already holding a master's degree are also exempted.

Provisional Admission

Applicants who are admitted on a provisional basis due to the absence of a test score or who provide a provisional test score at the point of application will matriculate with a restricted set of course options in the first 9 hours of study. Different M.Ed.

concentrations and the M.A.T. may have different requirements for the first 9 credit hours depending on the program of study.

Continuation in a program of study for provisionally admitted students will be determined based on performance in the first 9 credit hours.

Provisionally admitted students must hold a minimum grade point average of 3.0 with no grade lower than "B" in any graduate course. Provisionally admitted students may not have a grade of "I" or "W" in the first 9 credit hours. Provisionally admitted students must provide the required test score before the completion of the first term of matriculation (summer, spring or fall) after provisional admission is approved.

Certification Program Admission Requirements

Applicants for any certification program (M.Ed. or M.A.T.) must have a GPA of 2.75 or higher. This includes all transcripts from all previous degrees and matriculation. The provision for calculating the last 60 credit hours noted in General University Graduate Studies Admissions Requirements above do not apply to certification programs.

All applicants admitted to a graduate program leading to certification are required to complete all field and clinical components in a West Virginia public school.

MASTER OF EDUCATION (M.Ed.)

M.ED. in Digital Media, New Literacies, and Learning

Mission

The mission of the Digital Media, New Literacies and Learning program is to make education more powerful for all students by creating opportunities to engage in learning that is relevant to their lives and prepares them for success in school, the workplace, and their community. Participants in this program develop the skills, knowledge and dispositions needed to design technology-based media rich learning environments and become instructional leaders and agents of change in formal and informal educational settings.

Program Overview

The online Master of Education Degree in Digital Media, Literacy, and Learning (DMLL) is a 36-credit hour program designed for professionals seeking to enhance the education of others through digital media and information technologies. Professionals who would benefit from the M.Ed. DMLL program include classroom teachers, teacher leaders, higher education faculty, media specialists, reading and writing specialists, special education professionals, school administrators, adult literacy, community educators, teacher professional development providers, instructional designers, education policy makers, and entrepreneurs interested in developing educational products or services.

Students in the program will **learn** to create and implement effective technology and media rich learning experiences through an understanding of learning theory, instructional design principles, technology, and application. Students will **explore** and create a range of digital media (educational software, curriculum materials, gaming, mobile computing, social networks, digital stories) and reflect on your applications to educational issues in different disciplines and core content areas. Students will **gain** the skills they need to teach the 21st Century literacies and skills to succeed in the digital age. Students will **become** a leader and mentor in the use of digital media and technology to promote 21st Century literacies and skills.

Program Outcomes

Program graduates will be prepared to:

- Design technology-based media rich learning environments that support the learning of all students.
 - Apply learning and curriculum theories to assess the effectiveness of technology and media rich learning environments in creating meaningful and motivating learning experiences for learners.
 - Develop a broadened understanding of what it means to be literate that includes the reading and writing of multimodal texts as integral elements of social practices.
 - Identify barriers and solutions to change for a professional teaching/learning community attempting to adopt new technologies or practices.
- Use responsible practices that relate to creating and using digital media in learning environments such as with intellectual property law, confidentiality, privacy, and ethics.

Admission Requirements

- Submit admissions application to the Office of Admissions. Apply online at fairmontstate.edu/apply
- Pay \$50 application fee along with application
- Submit official college transcripts to the Office of Admissions
- Minimum 2.75 undergraduate GPA

Graduation Requirements:

Completion of coursework with a 3.0 GPA

PROGRAM OF STUDY

EDUC 6301	RESEARCH IN EDUCATION	3
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY & MEDIA.....	3
EDUC 6395	ACTION RESEARCH IN EDUCATION	3
EDUC 6805	RIGHTS AND RESPONSIBILITIES IN THE NEW MEDIA AGE	3
EDUC 6806	ASSESSMENT IN THE NEW MEDIA AGE.....	3
EDUC 6809	TEACHING IN THE NEW MEDIA AGE	3
EDUC 6816	CURRICULUM IN THE NEW MEDIA AGE.....	3
EDUC 6817	TECH TOOLS IN LEARNING	3
EDUC 6818	PRACTICUM Elective Courses:.....	
EDUC 6810	CRITICAL MEDIA LITERACY & DIGITAL STORYTELLING	3
EDUC 6811	LEARNING COMMUNITIES IN THE DIGITAL AGE.....	3
EDUC 6812	TECHNOLOGY, LEADERSHIP, AND CHANGE	3
EDUC 6813	BLENDED AND ONLINE LEARNING ENVIRONMENTS	3
EDUC 6814	GAME DESIGN AND LEARNING.....	3
EDUC 6815	PROGRAMMING FOR LEARNING	3
		36 Total Credit Hours

COURSE ROTATION BY TERM

Courses in the Digital Media, New Literacies and Learning program are offered in the following sequence; and always offered in these terms.

SUMMER

EDUC 6301	RESEARCH IN EDUCATION	3
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY AND MEDIA.....	3
EDUC 6395	ACTION RESEARCH IN EDUCATION	3
EDUC 6809	TEACHING IN THE NEW MEDIA AGE	3
EDUC 6816	CURRICULUM IN THE NEW MEDIA AGE.....	3

FALL

EDUC 6301	RESEARCH IN EDUCATION	3
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY AND MEDIA	3
EDUC 6395	ACTION RESEARCH IN EDUCATION	3
EDUC 6810	CRITICAL MEDIA LITERACY & DIGITAL STORYTELLING	3
EDUC 6812	TECHNOLOGY, LEADERSHIP, AND CHANGE	3
EDUC 6818	PRACTICUM	

SPRING

EDUC 6301	RESEARCH IN EDUCATION	3
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY AND MEDIA	3
EDUC 6395	ACTION RESEARCH IN EDUCATION	3
EDUC 6806	ASSESSMENT IN THE NEW MEDIA AGE	3
EDUC 6817	TECH TOOLS IN LEARNING	3
EDUC 6818	PRACTICUM	

SPRING - ROTATING EVERY OTHER YEAR

EDUC 6811	LEARNING COMMUNITIES IN THE DIGITAL AGE	3
EDUC 6813	BLENDED AND ONLINE LEARNING ENVIRONMENTS	3
- OR		
EDUC 6814	GAME DESIGN AND LEARNING	3
EDUC 6815	PROGRAMMING FOR LEARNING	3

Special Note:

- EDUC 6301 must be taken in a semester prior to EDUC 6818 and EDUC 6395.

M.ED. in Exercise Science, Fitness, and Wellness

Program Overview

The interdisciplinary M.Ed. in Exercise Science, Fitness and Wellness program is designed to prepare professionals who have the knowledge, skills, and leadership to address chronic health problems (e.g., obesity, diabetes, heart disease) through education, exercise, and lifestyle change. Students in the program examine the scientific (anatomical, biomechanical, and physiological) and theoretical basis that underlie effective programs for improved fitness, performance, disease prevention, and improved quality of life outcomes.

In addition to preparing highly qualified professionals, the program also serves as a resource to the state and region by creating and expanding opportunities in the following ways:

- Meeting the increased demand for exercise scientists/wellness specialists;

- Providing an option for graduate study for undergraduate majors in Exercise Science as well as those seeking a practitioner-based graduate option from other area institutions in area; and,
- Expanding options and opportunities in clinical preparation in region for people already working in the Exercise Science, Fitness and Wellness fields.

Program Outcomes

Program graduates are well-prepared to

- Administer appropriate exercise tests and interpret results for both healthy and unhealthy populations;
- Design safe and effective exercise programs for healthy and unhealthy populations;
- Create exercise prescriptions and educational programming focused on health, disease prevention, and chronic disease management across ages and populations;
- Explain the physiological response and adaptations to acute and chronic exercise across the lifespan;
- Read, interpret and apply scientific research information within the field of fitness, wellness, and exercise science;
- Engage in research that advances the field of and improves practice in Exercise Science, Fitness and Wellness applications, and;
- Gain the knowledge and leadership skills necessary for further education in Health and Human Performance or senior level positions within the exercise science industry.

Professional Opportunities.

This M.Ed. degree in Exercise Science, Fitness and Wellness is designed for individuals seeking to enhance their career opportunities, improve their professional practice, and prepare for advanced study in related fields by advancing their knowledge of exercise physiology, fitness and wellness. Employment opportunities for program graduates are found in athletics programs, fitness centers, hospital and corporate-based wellness programs, rehabilitation centers, medical sales, and other health settings. The program also prepares graduates to pursue advanced study in several related fields and professions.

This program will prepare students for:

- Cardiac Rehabilitation professions
- Workplace/Community Wellness Work
- Physical Therapy/Occupational Therapy/Physician’s Assistant Schools
- Strength & Conditioning
- Pursue further graduate education

Admission Requirements

- Submit admissions application to the Office of Admissions. Apply online at <https://www.fairmontstate.edu/apply>
- Pay \$50 application fee
- Submit official college transcripts to the Office of Admissions
- Minimum 2.75 undergraduate GPA
- Complete undergraduate coursework in the following areas with a grade C or higher: Anatomy & Physiology, Exercise Physiology, Biomechanics; Applicants can take graduate classes but must take these undergraduate courses prior to taking the graduate equivalents.

Provisional acceptance may be granted if the student meets some but not all the above admission requirements. Provisionally admitted students must obtain a 3.0 GPA at the completion of their first year to attain unconditional status.

Graduation Requirements

Students can select an option to do an internship in a professional setting or a thesis must be completed to meet the graduation requirements of the M.Ed. in Exercise Science. These options are typically completed during the last semester of enrollment.

PROGRAM OF STUDY

PHED 6406	STATISTICS IN EXERCISE SCIENCE.....	3
PHED 6412	GRADUATE EXERCISE PHYSIOLOGY I: CARDIOVASCULAR/PULMONARY	3
PHED 6413	GRADUATE EXERCISE PHYSIOLOGY II: NEUROMUSCULAR EXERCISE PHYSIOLOGY	3
PHED 6405	LAB TECHNIQUES IN EXERCISE SCIENCE	3
PHED 6480	SEMINAR IN EXERCISE SCIENCE.....	3
PHED 6417	IMPACT OF EXERCISE ON HEALTH & DISEASE.....	3
PHED 6418	WELLNESS PROGRAMMING.....	3
PHED 6416	ADVANCED STRENGTH & CONDITIONING.....	3
PHED 6490	INTERNSHIP/FIELD EXPERIENCE.....	3
-OR		
PHED 6499	THESIS.....	3

27 Credit Hours in the Major

M.Ed. Core Requirements

EDUC 6301 - RESEARCH IN EDUCATION.....	3
EDUC 6305 - ADVANCED EDUCATION TECHNOLOGY AND MEDIA	3
EDUC 6395 - ACTION RESEARCH IN EDUCATION.....	3

36 TOTAL CREDIT HOURS

RECOMMENDED COURSE SEQUENCE

FALL FIRST YEAR

EDUC 6301	METHODS OF RESEARCH	3
PHED 6405	LAB TECHNIQUES IN EXERCISE SCIENCE	3
PHED 6412	GRADUATE EXERCISE PHYSIOLOGY I: CARDIOVASCULAR/PULMONARY	3

SPRING FIRST YEAR

EDUC 6305	ADVANCED EDUCATION TECHNOLOGY	3
PHED 6406	STATISTICS IN EXERCISE SCIENCE.....	3
PHED 6413	GRADUATE EXERCISE PHYSIOLOGY II: NEUROMUSCULAR	3

FALL SECOND YEAR

EDUC 6395	ACTION RESEARCH.....	3
PHED 6416	ADVANCED STRENGTH & CONDITIONING	3
PHED 6418	WELLNESS PROGRAMMING.....	3

SPRING SECOND YEAR

PHED 6417	IMPACT OF EXERCISE ON HEALTH & DISEASE	3
PHED 6480	SEMINAR IN EXERCISE SCIENCE.....	3
PHED 6490	INTERNSHIP/FIELD EXPERIENCE	
OR		
PHED 6499	THESIS.....	3

M.ED. in Professional Studies

Mission

The mission of the M.Ed. in Professional Studies is to prepare students as reflective and responsive professionals who develop the knowledge, skills and dispositions critical to understanding and contributing to their respective individual concentration areas of study.

Program Overview

The online M.Ed. in Professional Studies is a 30-credit hour graduate program designed to prepare graduates with the practical knowledge and intellectual capabilities to be meet emerging needs of diverse professional work environments. The online delivery format students the flexibility to earn an advanced degree while remaining at a distant

location.

A Professional Studies degree provides students with the opportunity to design their personal path to learning. Expert faculty advisors assist students in building a curriculum based on their academic interests and career or professional goals. The degree allows students to customize their learning across multiple disciplines allowing them to meet the demands of emerging fields and changing educational landscapes and industries. When designing a learning pathway, students can choose online courses from the following areas of study:

- Literacy
- Special Education
- Digital Media and Learning

Student who would like to take classes on campus or in a hybrid format (part online and part on-campus), can choose from the following areas:

- Business Administration – Project Management
- Business Administration – Human Resources Management
- Fitness and Wellness

Program Outcomes

1. Reflective Practice: Students/candidates will engage in reflective practice and by doing so will demonstrate their commitment to continuous self-improvement related to their profession.
2. Technology Integration: Students/candidates will model and apply technology standards (ISTE, NETS) as they design, implement and assess experiences in the workplace.
3. Culturally Responsive Practice: Students/candidates will research, discuss, and engage in culturally responsive practices.
4. Communication: Students/candidates will use effective and appropriate verbal, nonverbal, written, and media communication techniques in their profession.
5. Educational Research: Students/candidates will demonstrate competence in educational research by explaining and applying the knowledge, skills, and techniques of research (a research project) - and by engaging in the reflective cycle of planning, implementing, assessing, disseminating, and making informed decisions based on data as applicable.

Admission Criteria

This degree requires a bachelor’s degree that can be either a teaching or a non-teaching field.

- Submit admissions application to the Office of Admissions. Apply online at <https://www.fairmontstate.edu/apply>
- Pay \$50 application fee
- Submit official college transcripts to the Office of Admissions
- Minimum 2.75 undergraduate GPA

Graduation Requirements:

Completion of nine (9) credit hours of graduate courses (3 core courses) and a 21-credit hour professional plan of study based on students’ academic interests and professional goals. Maintain a 3.0 or better GPA.

PROGRAM OF STUDY

EDUC 6301	METHODS OF RESEARCH	3
EDUC 6305	ADVANCED EDUCATION TECHNOLOGY AND MEDIA.....	3
EDUC 6395	ACTION RESEARCH.....	3
REMAINING HOURS TO BE DETERMINED THROUGH CONSULTATION WITH THE CANDIDATES ADVISOR.....		21

Customized Degree Plan

In consultation with a faculty advisor, students will design an individualized plan of study for the remaining 21-credit hours. Students may create a plan predominantly from one academic field (e.g., Special Education), or a combination of courses across disciplines (e.g., Literacy, Digital Media, Special Education).

Below are examples of courses available in these different areas and students can design different pathways or combinations of courses to suit their interest or needs.

EDUCATION PATHWAY

EDUC 6300	FOUNDATIONS OF AMERICAN/EDUCATION	3
EDUC 6302	ADVANCED STUDIES IN HUMAN DEVELOPMENT	3
EDUC 6303	ADVANCED STUDIES IN EDUCATIONAL PSYCHOLOGY	3
EDUC 6304	DIVERSITY AND DISABILITY	3
EDUC 6310	CRITICAL MEDIA LITERACY & DIGITAL STORYTELLING	3

LITERACY PATHWAY:

READ 6300	FOUNDATIONS OF READING AND WRITING	3
READ 6315	TEACHING CONTENT AREA LITERACY	3
READ 6308	SURVEY OF LITERACY INSTRUCTION & ASSESSMENT FOR INDIVIDUALS WITH EXCEPTIONALITIES.....	3
READ 6310	TEACHING READING IN SPECIAL AND AT- RISK LEARNERS	3
READ 6320	PSYCHOLOGICAL, SOCIOLOGICAL AND LINGUISTIC FACTORS IN READING AND WRITING	3
READ 6360	LITERATURE AND RESPONSE	3

STUDENTS WITH EXCEPTIONALITIES PATHWAY:

SPED 5323	MATH STRATEGIES FOR EXCEPTIONAL LEARNERS.....	3
SPED 6304	DIVERSITY AND DISABILITY	3
SPED 6318	SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS.....	3
SPED 6319	INTRODUCTION TO LEARNING EXCEPTIONALITIES AND BEHAVIOR DISORDERS	3
SPED 6330	INTRODUCTION TO AUTISM.....	3

DIGITAL MEDIA PATHWAY:

EDUC 6805	RIGHTS AND RESPONSIBILITIES IN THE NEW MEDIA AGE	3
EDUC 6806	ASSESSMENT IN THE NEW MEDIA AGE.....	3
EDUC 6809	TEACHING IN THE NEW MEDIA AGE	3
EDUC 6812	TECHNOLOGY, LEADERSHIP AND CHANGE.....	3
EDUC 6818	CURRICULUM IN THE NEW MEDIA AGE.....	3

READING SPECIALIST

The Reading Specialist graduate program provides opportunities for currently licensed teachers to earn a Reading Specialist Certificate or a Master of Education (M.Ed.) degree in an online format. Currently licensed teachers who already hold a master's may obtain the certification necessary for a Reading Specialist (Certificate-only), while those who do not hold a master's may obtain both the certificate and the Master of Education (M.Ed.) degree. Both options provide program graduates with opportunities for career and salary advancement.

The Reading Specialist program prepares candidates to serve as Pre-K through Adult Reading Specialists who offer literacy leadership and work with other educators to evaluate students' reading abilities, plan assessments, and provide appropriate reading and writing instruction and support for struggling readers. Program graduates have the knowledge, skills, and dispositions to serve their

schools and communities as resource persons and plan collaboratively and cooperatively with other professionals to offer programs for diverse populations of learners. Graduates of the Reading Specialist program are also prepared to provide leadership as they advocate for children and families and provide professional development opportunities at local and state levels.

Professionals who would benefit from this M.Ed.

The M.Ed. Reading Specialist program gives current teachers the opportunity to earn an advanced degree that not only will serve them well in the classroom, but also will provide them with opportunities for career advancement.

Program Outcomes

- Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
- Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Candidates 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.
- Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Admission Criteria

- An undergraduate degree in education with certification as a classroom teacher,
- A 3.0 overall GPA and

- Submission of a passing score on the GRE or MAT, or the candidate can submit the PLT score in lieu of the GRE/MAT score.

Graduation Requirements

Completion of all required courses (30 credit hours) and maintaining a 3.0 or better GPA.

Program Delivery

All coursework is delivered online and asynchronously, enabling candidates to complete coursework wherever they have access to the Internet, and at times that are most convenient for them. Some courses are coupled with clinical experiences either in the candidates' own schools or in an arranged placement in a school.

PROGRAM OF STUDY (CERTIFICATE ONLY)

READ 6300	FOUNDATIONS OF READING AND WRITING	3
READ 6310	TEACHING READING TO SPECIAL AND AT-RISK LEARNERS	3
READ 6310L	TEACHING READING TO SPECIAL AND AT-RISK LEARNERS LAB	0
READ 6315	TEACHING CONTENT AREA LITERACY	3
READ 6320	PSYCHOLOGICAL, SOCIOLOGICAL AND LINGUISTIC FACTORS IN READING AND WRITING ABILITY.....	3
READ 6360	LITERATURE AND RESPONSE	3
READ 6370	ADMINISTRATION AND SUPERVISION OF READING/WRITING PROGRAMS	3

CLINICAL COMPONENT

(All 3 courses listed below are taken concurrently)

READ 6330	DIAGNOSIS AND CORRECTION OF READING AND WRITING DIFFICULTIES PRACTICUM I.....	3
READ 6330L	DIAGNOSIS AND CORRECTION OF READING AND WRITING DIFFICULTIES PRACTICUM I LAB.....	0
READ 6340	LITERACY COACHING AND PROFESSIONAL DEVELOPMENT PRACTICUM II	3
TOTAL CREDIT HOURS.....		24

M.Ed. (PLUS CERTIFICATE)

The M.Ed. degree may be added by completing the Certificate requirements (above) and the following two Graduate Core courses:

EDUC 6301	RESEARCH IN EDUCATION	3
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY & MEDIA.....	3
TOTAL CREDIT HOURS FOR CERTIFICATE PLUS M.ED.....		30

Recommended Course Sequence

FALL FIRST YEAR

EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY AND MEDIA.....	3
READ 6300	FOUNDATIONS OF READING & WRITING	3
READ 6315	READING & WRITING IN THE CONTENT AREAS	3

SPRING FIRST YEAR

EDUC 6301	RESEARCH IN EDUCATION	3
READ 6310	TEACHING READING TO SPECIAL AND AT-RISK LEARNERS (Clinical Hours Required).....	3
READ 6320*	PSYCHOLOGY, SOCIOLOGY, & LINGUISTIC FACTORS IN READING & WRITING ABILITY.....	3

FALL SECOND YEAR

READ 6360*	LITERATURE AND RESPONSE	3
READ 6370	ADMINISTRATION & SUPERVISION OF READING/WRITING PROGRAMS.....	3

SPRING SECOND YEAR

READ 6330**	DIAG. & CORRECTION OF READING & WRITING DIFFICULTIES: READING CLINIC PRACTICUM I	3
EDUC 6330L**	DIAGNOSIS & CORRECTION OF READING AND WRITING DIFFICULTIES PRACTICUM I LAB.....	0
READ 6340**	LITERACY COACHING AND PROFESSIONAL DEVELOPMENT PRACTICUM II	3

* READ 6320 is a pre-requisite for READ 6360, but both courses can be taken as co-requisites. , READ 6330, READ 6330L, and READ 6340 must be taken concurrently.

M.Ed. DEGREE IN SPECIAL EDUCATION- MULTI-CATEGORICAL WITH AUTISM

(K-6 & 5-ADULT)

*Note: The program requires 36 credit hours for licensed candidates and one additional course for non-licensed candidates (39 hours).

Program Overview

The Multi-Categorical Special Education with Autism program at Fairmont State prepares teachers to address the needs of learners with mild to moderate disabilities. Students who successfully complete program requirements and state requirements for certification will receive endorsements at both the K-6 and 5-Adult levels in

Multi-Categorical Special Education and Autism. This graduate emphasis is designed to meet the needs of two groups of candidates:

- Candidates who hold a valid teaching license at the time of admissions and are seeking to add certification and obtain a M.Ed. in Multi-Categorical Special Education and Autism.
- Candidates who have completed a Bachelor’s Degree but who do not hold a valid teaching license at the time of admissions and are seeking a M.Ed. and certification in Multi-Categorical Special Education with Autism.

Professional Opportunities:

There is a need for teachers who are fully certified in multi-categorical special education in a majority of counties in the state of West Virginia, as well as many states throughout the country. Education job forecasters predict that this need is likely to continue. Having this certification not only enhances your marketability, veteran special educators will tell you that while the work of a special education teacher is very demanding, it is also very rewarding.

Program Objectives:

- To prepare candidates to meet the needs of students with mild to moderate learning disabilities, intellectual disabilities, behavior disorder, and autism,
- To deliver a program that stresses the interactive nature between the learning and behavior problems that students experience,
- To make a significant impact on bringing area special education teachers to full-qualification,
- To deliver the curriculum through a fully on-line program,
- To provide pragmatic clinical experiences that stress positive impact on learning and behavior problems,
- To prepare candidates to pass the necessary certification tests, and
- To provide mentoring and follow-up activities for graduates.

Program Outcomes

In addition to the general outcomes for Graduate Studies at Fairmont State, Special Education candidates are prepared to meet learning outcomes based upon the National Council for Exceptional Children Professional Standards and the West Virginia Professional Teaching Standards.

Program Delivery

The curriculum is 100% online through asynchronous delivery. READ 6310, SPED 6324, SPED 6330, and SPED 6390 include clinical hours. These hours can be completed in the students’ local schools. Students register for lab sections of these courses for communication with the clinical office for placement and clinical evaluations.

PROGRAM OF STUDY (Licensed Candidates)

EDUC 6301	RESEARCH IN EDUCATION	3
READ 6308	SURVEY OF LITERACY INSTRUCTION AND ASSESSMENT FOR INDIVIDUALS WITH EXCEPTIONALITIES.....	3
READ 6310	TEACHING READING TO SPECIAL & AT-RISK LEARNERS .	3
READ 6310L	TEACHING READING TO SPECIAL AT-RISK	0
	LEARNERS LAB	0
READ 6315	TEACHING CONTENT IN READING LITERACY	3
READ 6325	TECHNOLOGY AND INSTRUCTION DESIGNED TO SUPPORT STRUGGLING READERS	3
SPED 5323	MATH STRATEGIES FOR EXCEPTIONAL LEARNERS	3
SPED 6319	INTRODUCTION TO LEARNING EXCEPTIONALITIES AND BEHAVIOR DISORDERS	3
SPED 6323	BEHAVIORAL SUPPORT FOR SPECIAL STUDENTS.....	3
SPED 6324	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION.....	3
SPED 6324L	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION LAB.....	0
SPED 6330	INTRODUCTION TO AUTISM	3
SPED 6331	METHODS AND STRATEGIES FOR AUTISM	3
SPED 6390	SPECIAL EDUCATION PRACTICUM.....	3
SPED 6390L	SPECIAL EDUCATION PRACTICUM LAB.....	0
36 TOTAL HOURS FOR LICENSED CANDIDATES:		

*Note: Licensed Candidates refers to individuals holding a valid professional teaching certification who want to pursue certification and the M.Ed. in Multi-Categorical Special Education.

COURSE SEQUENCE (Licensed Candidates)

Students are advised to take their coursework in the order recommended below to insure that they can complete programs in a timely fashion, and to ensure eligibility for certification. Students may take up to 12 credit hours in any semester (including summer) without special permission.

Full-time = 9 credit hours per semester

SEMESTER 1

READ 6308	SURVEY OF LITERACY INSTRUCTION AND ASSESSMENT FOR INDIVIDUALS WITH EXCEPTIONALITIES.....	3
-----------	--	---

READ 6315	TEACHING CONTENT IN READING LITERACY	3
SPED 6319	INTRODUCTION TO LEARNING EXCEPTIONALITIES AND BEHAVIOR DISORDERS	3

SEMESTER 2

READ 6310	TEACHING READING TO SPECIAL & AT-RISK LEARNERS (PR: READ 6308)	3
READ 6310L	TEACHING READING TO SPECIAL AT-RISK LEARNERS LAB	0
SPED 5323	MATH STRATEGIES FOR SPECIAL LEARNERS	3
SPED 6330	INTRODUCTION TO AUTISM	3

SEMESTER 3

EDUC 6301	RESEARCH IN EDUCATION	3
SPED 6323	BEHAVIORAL SUPPORT FOR SPECIAL STUDENTS (PR: SPED 6319)	3
SPED 6324	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION (PR: READ 6310, SPED 5323, SPED 6319)	3
SPED 6324L	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION LAB	0

SEMESTER 4

READ 6325	TECHNOLOGY AND INSTRUCTION DESIGNED TO STRUGGLING READERS (or READ 6308)	3
SPED 6331	METHODS AND STRATEGIES FOR AUTISM (PR: SPED 6330)	3
SPED 6331L	METHODS AND STRATEGIES FOR AUTISM LAB	0
SPED 6390	SPECIAL EDUCATION PRACTICUM (PR: SPED 6324, SPED 6330)	3
SPED 6390L	SPECIAL EDUCATION PRACTICUM LAB	0
TOTAL CREDIT		

HOURS.....39

All certification hours must be completed prior to SPED 6390 Special Education Practicum.

MULTI-CATEGORICAL SPECIAL EDUCATION WITH AUTISM NON-LICENSED CANDIDATES

PROGRAM OF STUDY:

EDUC 6301	RESEARCH IN EDUCATION	3
READ 6308	SURVEY OF LITERACY INSTRUCTION AND ASSESSMENT FOR INDIVIDUALS WITH EXCEPTIONALITIES	3
READ 6310	TEACHING READING TO SPECIAL & AT-RISK LEARNERS	3
READ 6310L	TEACHING READING TO SPECIAL AT-RISK LEARNERS LAB	0
READ 6315	TEACHING CONTENT IN READING LITERACY	3
READ 6325	TECHNOLOGY AND INSTRUCTION DESIGNED TO SUPPORT STRUGGLING READERS	3
SPED 5323	MATH STRATEGIES FOR EXCEPTIONAL LEARNERS	3

SPED 6317*	INSTRUCTIONAL DESIGN I FOR SPEICAL EDUCATORS ...	3
SPED 6319	INTRODUCTION TO LEARNING EXCEPTIONALITIES AND BEHAVIOR DISORDERS	3
SPED 6323	BEHAVIORAL SUPPORT FOR SPECIAL STUDENTS	3
SPED 6324	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION	3
SPED 6324L	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION LAB	0
SPED 6330	INTRODUCTION TO AUTISM	3
SPED 6331	METHODS AND STRATEGIES FOR AUTISM	3
SPED 6390	SPECIAL EDUCATION PRACTICUM	3
TOTAL HOURS FOR NON-LICENSED CANDIDATES: 39		
SPED 6390L	SPECIAL EDUCATION PRACTICUM LAB	0

*Note: This course is only required for candidates with no prior teaching certification.

Course Sequence - Non-Licensed Candidates

Full-time = 9 credit hours per semester

SEMESTER 1

READ 6308	SURVEY OF LITERACY INSTRUCTION AND ASSESSMENT FOR INDIVIDUALS WITH EXCEPTIONALITIES	3
SPED 6317	INSTRUCTIONAL DESIGN I FOR SPECIAL EDUCATORS ...	3
SPED 6319	INTRODUCTION TO LEARNING EXCEPTIONALITIES AND BEHAVIOR DISORDERS	3

SEMESTER 2

READ 6310	TEACHING READING TO SPECIAL & AT-RISK LEARNERS (PR: READ 6308)	3
READ 6310L	TEACHING READING TO SPECIAL AT-RISK LEARNERS LAB	0
READ 6315	TEACHING CONTENT IN READING LITERACY	3
SPED 5323	MATH STRATEGIES FOR SPECIAL LEARNERS	3

SEMESTER 3 (*summer offerings)

EDUC 6301	RESEARCH IN EDUCATION	3
SPED 6330	INTRODUCTION TO AUTISM	3

SEMESTER 4

READ 6325	TECHNOLOGY AND INSTRUCTION DESIGNED TO STRUGGLING READERS	3
SPED 6323	BEHAVIORAL SUPPORT FOR SPECIAL STUDENTS (PR: SPED 6319)	3
SPED 6324	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION (PR: READ 6310, SPED 5323, SPED 6319)	3
SPED 6324L	INSTRUCTIONAL TECHNIQUES IN SPECIAL EDUCATION LAB	0

SEMESTER 5

SPED 6331	METHODS AND STRATEGIES FOR AUTISM (PR: SPED 6330)	3
SPED 6390	SPECIAL EDUCATION PRACTICUM (PR: SPED 6324)	3

Master of Arts in Teaching (M.A.T.)

PROGRAM OVERVIEW

The 38 credit hour online Master of Arts in Teaching (M.A.T.) degree program is an alternative and accelerated means for college graduates with degrees in liberal arts, fine arts, and professional fields to attain teacher licensure. The program provides the professional education courses and clinical experiences - including student teaching - necessary to prepare candidates for teaching in a specific content area in grades PreK-Adult, 5-Adult, or 9-Adult (see Specializations for a list of all certification options). The M.A.T. program does not currently offer licensure in Elementary Education or Special Education; however, an endorsement in Special Education may be added after the initial license in a content area is earned.

Note: Pre-requisite content specialization coursework is typically delivered on-campus in a face-to-face setting.

M.A.T. Specializations

The following specializations are offered for MAT candidates:

Art, Pre K – Adult
 Biology, 9 – Adult
 Chemistry, 9 – Adult
 Earth & Space Science 5 - Adult
 English, 5 – Adult
 General Science, 5 – Adult
 School Health Education, 5 – Adult
 Mathematics, 5 – Adult
 Music, Pre K – Adult
 Physical Education, Pre K – Adult
 Physics, 9 – Adult
 School Health Education, 5-Adult
 Social Studies, 5 – Adult
 Spanish, Pre K – Adult
 Theatre, Pre K – Adult

The MAT program does not currently offer licensure in Special Education; however, an endorsement for certification in Special Education may be added after the initial license in a content area is earned.

Professional Opportunities

Graduates with a M.A.T. are eligible to be licensed to teach in a public school and qualify to begin their teaching careers at a higher pay grade than teachers with a Bachelor’s degree only. The US Bureau of Labor Statistics projects 13% growth in job availability for K-12 teachers over the next few years.

Pre-Admission Requirements

Candidates applying to the MAT program must complete the following:

- **Transcript Analysis:** Request a transcript analysis from Joyce.Rose@fairmontstate.edu or (304) 367-4242 in the *Office of Certification* to evaluate courses from the undergraduate degree against the requirements for licensure in the secondary content specialization areas offered through Fairmont State.
- **Content Coursework:** Satisfactorily complete 75% of the coursework in the candidate's teaching field. Non-degree students may take content courses and then apply to the M.A.T. program upon completion of the pre-requisites.

Admission Requirements

- Submit admissions application to the Office of Admissions. Online application can be found at <https://www.fairmontstate.edu/apply>
- Pay \$50 application fee along with application
- Submit official college transcripts to the Office of Admissions
- Minimum 2.75 undergraduate GPA
- Report a Praxis II Content Test passing score.

Once admitted to the M.A.T program, candidates must complete all remaining required content specialization courses prior to being recommended for licensure by the West Virginia Department of Education (WVDE). In addition to content specialization coursework, M.A.T candidates also complete 38 credit hours of required graduate program core and professional Education coursework, and clinical experiences.

Candidates applying for licensure to teach must also satisfy Fairmont State’s GPA requirement and the

testing requirements established by the West Virginia Department of Education (WVDE). Currently, candidates must have a minimum GPA of 2.75 in the content specialization area in addition to an overall GPA of 2.75. The testing requirements are the PRAXIS II content test(s) and the Principles of Learning and Teaching Exam (PLT) required by the WVDE.

PROGRAM OF STUDY

EDUC 6300	FOUNDATIONS OF AMERICAN EDUCATION.....	3
EDUC 6301	RESEARCH IN EDUCATION.....	3
EDUC 6302	ADVANCED STUDIES IN HUMAN GROWTH AND DEVELOPMENT.....	3
EDUC 6303	ADVANCED STUDIES IN EDUCATIONAL PSYCHOLOGY.....	3
EDUC 6304	DIVERSITY & DISABILITY.....	3
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY AND MEDIA.....	3
EDUC 6306	ADVANCED INSTRUCTIONAL DESIGN I -EDUCATION EVALUATION.....	3
EDUC 6195	FIELD EXPERIENCE I (30 HOURS) (MUST TAKE WITH EDUC 6306).....	1
EDUC 6307	ADVANCED INSTRUCTIONAL DESIGN II CLASSROOM MANAGEMENT.....	3
EDUC 6295	FIELD EXPERIENCE II (75 HOURS) (MUST TAKE WITH EDUC 6307).....	1
READ 6315	TEACHING CONTENT IN READING LITERACY.....	3
EDUC 6494	ACTION RESEARCH AND PORTFOLIO.....	2
EDUC 6495	CLINICAL - STUDENT TEACHING (16 WEEKS).....	4
*EDUC 6494 AND EDUC 6495 MUST BE TAKEN CONCURRENTLY DURING STUDENT TEACHING SEMESTER.		
ELECTIVES	3
SPED 6318	SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS.....	3
-OR		
SPED 6319	INTRODUCTION TO LEARNING EXCEPTIONALITIES AND BEHAVIOR DISORDERS.....	3
-OR		
SPED 6330	INTRODUCTION TO AUTISM.....	3
TOTAL CREDIT HOURS.....		38

NOTE: All certification candidates, regardless of certification being sought, must complete all field and clinical requirements in appropriate classroom settings given the certification program in which they are enrolled. Candidates are placed in one of the 36 Professional Development Schools in the five counties that partner with Fairmont State to deliver teacher Education through the Fairmont State PDS Partnership.

Clinical Placement, Supervision and Evaluation Graduate Professional Education Program Candidates

The following information explains the process for the selection of field and clinical placements for candidates in graduate Teacher Education certification programs. Please review the document for information that pertains to your particular personal, professional, and program situation. If you have questions about field and clinical placements beyond the information provided here, please feel free to call 304-367-4886 or email Barbara Owens at Barbara.Owens@fairmontstate.edu for more information.

NOTE: All certification candidates, regardless of certification being sought, must complete all field and clinical requirements in appropriate classroom settings given the certification program in which they are enrolled.

Candidates who change teaching positions, or move into a first-time position must still meet these requirements to complete the additional certification. Candidates who move into a position or change positions (and no longer require the certification being sought) may choose to transfer to the M.Ed. Professional Studies option to complete their master's degree. Of special note:

- Any 5-Adult or Pre K -Adult programs of study must include clinical placements - including student teaching -- in the appropriate grade, content and specialization placements as required by WV Board of Education policy.
- Multi-categorical Special Education certification requires field/clinical experiences - including student teaching in a Multi-categorical Special Education classroom.
- 5-Adult Certifications require 2 student-teaching placements: Middle School and High School. Exceptions include:
- Candidates who are previously certified K-6 and completed a field or clinical experience at the middle school grade level (5th through 8th grade), do not have to student teach for the new certification in these grades;
- Candidates who are previously certified 5-Adult will only need one of middle school or high school student teaching for the new certification;

- Candidates who are previously certified 9-Adult must student teach in a middle school for the new certification.
- K-Adult Certifications require 2 of 3 student teaching placements: Elementary School and Middle School or High School.
- Only candidates already certified Elementary K-6 are eligible to add a new certification in K-Adult.
- Candidates who are previously certified K-6 may student teach for the new certification in either a middle school or high school placement.
- Length of the Student-Teaching experience:
- Student-teaching is a 16-week experience.

Fairmont State is committed to the concept of “Professional Development Schools” (PDS) as a foundation for excellence in teacher Education, professional development, and outreach to our local communities. PDSs are a network of 36 schools that partner with Fairmont State in the following five counties, including: Harrison; Preston; Marion; Taylor; and Monongalia.

Note to Candidates who work full or part-time outside Education, or as substitute teachers

- You must complete all field and clinical components in a way that fully meets all academic and certification requirements.
- This may require you to request leave time from your current employment or vacate your current employment to complete program requirements.
- You must student teach for the full expectations (number of weeks; full days, supervised by a teacher certified in the area being sought).
- Substitute teaching does not fulfill requirements for academic or certification expectations.
- Work experience in Education prior to admission to the program of study cannot be used to fulfill program requirements.

Post-Masters Educational Leadership Certificate

PROGRAM OVERVIEW

The online Graduate Certificate in Educational Leadership program is a standards-based leadership preparation program designed to be completed in one year. The program prepares candidates with the knowledge and expertise to become transformative educational administrators and leaders capable of

meeting the challenges and opportunities of education today and in the future.

The 18-credit hour Educational Leadership program will prepare teachers to meet the West Virginia (WV) requirements for a PreK-Adult Principal licensure; whereas the 21-credit hour program is designed to meet the WV requirements for a Superintendent licensure.

Program Outcomes

1. Examine the differences between a site-based manager, and an instructional leader and how those management-style roles relate to distributive leadership.
2. Analyze and describe the use of technology as it relates to instruction, social media, and communication with parents, students, staff and the community at large.
3. Apply the skills necessary to understand state and local funding and how those skills relate to the successful operation of a school system.
4. Analyze the hiring process, the teacher evaluation instrument and the grievance procedure and how to these processes relate to maintaining a highly quality staff.
5. Create and participate in mock situational roles involving the principal during hearings before the local Board of Education, and with students and parents.
6. Analyze the role of the principal in a critical conversation and resolution involving a staff member(s).
7. Examine the role of the principal regarding curriculum development and distinguish how this may impact the school culture and high expectations.
8. Examine laws, policies, and ethical challenges that have an impact on the educational setting. Upon reviewing the origins of the laws, policies and ethical standards, identify how the principal must have a working knowledge of those items to effectively manage a school and staff.
9. Examine the role of the superintendent in identifying community support, school board relations, and conflict resolution.
10. Demonstrate an understanding of skills as related to fiscal management to establish a yearly budget, management of federal funds and the passage of a school bond/levy.

11. Design innovative ideas to enhance communication between all stakeholders of the school community. Identify methods of communication that are innovative and immediate when responding to a crisis.

Program Delivery

The Educational Leadership program is 100% online and courses are offered on 8-week calendar during the fall, spring, and summer semesters. Students may enroll on a part-time or full-time basis.

Admission Criteria

- Submit admissions application to the Office of Admissions at <https://www.fairmontstate.edu/apply>
- Pay \$50 application fee
- Submit official college transcripts to the Office of Admissions.
- Master’s degree from an accredited institution with a 3.0 GPA
- Valid teaching license

PROGRAM OF STUDY

Principalship (PreK-Adult)

EDUC 5000 - PRINCIPAL AS A LEADER.....	3
EDUC 5005 - ORGANIZATIONAL LEADERSHIP	3
EDUC 5010 - ETHICS AND SCHOOL LAW.....	3
EDUC 5015 - COMMUNITY RELATIONSHIPS	3
EDUC 5020 - TRANSFORMATIONAL LEADERSHIP.....	3
EDUC 5025 - CURRENT SCHOOL ISSUES.....	3

Superintendency

The following courses may be taken after the above courses, or if a principalship certification has been received from another institution:

EDUC 5030 SUPERINTENDENTS ROLE BOARD AND COMMUNITY....	3
EDUC 5035 SUPERINTENDENT AS A LEADER/MANAGER	3

Programs of Study

College of Liberal Arts

DR. AMANDA HALL-SANCHEZ,
Director, Criminal Justice Graduate Program
Assistant Professor of Criminal Justice
110-I Hardway Building
(304) 363-3735
Amanda.Sanchez@fairmontstate.edu

GRADUATE FACULTY

DR. JERI KIRBY
Assistant Professor of Criminal Justice
110-L Hardway Building
(304) 367-4676
jkerbi2@fairmontstate.edu

DR. JOHN MCLAUGHLIN
Assistant Professor of Criminal Justice
110-K Hardway Building
(304) 363-3664
John.McLaughlin@fairmontstate.edu

DR. JOSHUA SMALLRIDGE
Associate Professor of Criminal Justice
110-E Hardway Building
(304) 367-4740
jsmallridge@fairmontstate.edu

Master of Science (M.S.)

CRIMINAL JUSTICE

The 100% online Master of Science in Criminal Justice program equips students with leadership roles in criminal justice agencies. The program is perfect for students who work full time in state and federal agencies such as law enforcement, probation and parole officers, and organizations (e.g., National White Collar Crime Center, Fusion Center). Some

students enter the graduate program immediately following the completion of a baccalaureate degree, while others come back after being out of school for many years. This creates a diverse cohort of motivated individuals who support and assist one another through interactive online education.

The 30-credit hour program offers 1 to 2 courses every 8-weeks with two 8-week sessions per semester. During each fall and spring term, there is one required course offering in each of the two 8-week sessions. Electives are offered in each 8-week session and during the summer term. Thesis and Capstone courses span the entire semester.

The MS in CJ program of study includes 18 credit hours of core requirements and either 6 or 9 credit hours of electives (depending on the students chosen track), designed to meet the academic and professional goals of the student. A full-time graduate student can earn a degree in 16 months, but students have up to seven years to complete required coursework. A student can also create an academic plan to complete both the bachelor's and master's degrees in criminal justice in just five years through an accelerated pathway. The flexibility of the program is designed to meet the diverse needs of students.

The MS in CJ program focuses on the criminal justice system, its organizational components and processes, as well as its legal and public policy contexts. The core curriculum includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding a wide range of criminal justice issues. The program provides students with advanced theoretical, legal, and methodological training for applied, research, teaching, management and administrative careers in local, state, and federal agencies. The faculty bring a broad range of personal experiences from working in federal and state agencies and have strong ties to local, state and national personnel and organizations.

Students wishing to apply to the master's program must be in good standing, with a minimum of a 3.0 cumulative GPA. Those planning to apply to the master's program are strongly encouraged to take CRIM 4412 during the fall of the third year and are also recommended to take an undergraduate statistics course. Students in the accelerated program are required to complete a graduate level internship.

Model Schedule for 5-year BS/MS in CRIM:

Semester	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	GRAD
Fall	18	18	18	15	9
Spring	18	18	15*	9	12**

*Application to Master’s Program

**Graduate Level Internship

Bolded credits represent master’s level courses

M.S. in CJ Program Outcomes

1. Students will demonstrate an ability to critically evaluate and compare theories and data in the criminal justice field as they apply to knowledge and comprehension of the causes, consequences and responses to crime and how these relate to the community and other disciplines, including ethical, professional, and sociopolitical implications.
2. Students will use written argument, oral presentation, program evaluation and original research approaches to demonstrate the ability to apply theories, evidence based research, and legal doctrines to provide critical commentary and solutions to problems and controversies in the fields of criminology and criminal justice.
3. Students will create work products reflective of an ability to apply knowledge and comprehension in the criminal justice field through current employment, internships, and future job opportunities. These work products will illustrate proficiency in written and/or oral communication and defense of criminal justice concepts.

Admission and Program Requirements

In addition to meeting the general admission requirements to a master’s program at Fairmont State students applying to the master’s program in criminal justice must meet the following requirements:

- Unconditional admission:
- Possess a baccalaureate degree from an accredited institution
- GPA of 3.00 or higher - includes all transcripts from all previous degrees and matriculation
- Must have completed an undergraduate research methods and statistics with a grade no lower than C.
- Complete a writing sample - a 5-10-page description of:
- Why the applicant is interested in earning a Master of Science in Criminal Justice degree,

- What the applicant’s career and field experiences have been thus far, and
- What the applicant believes to be the most important issue in criminal justice today. This paper needs to be submitted in APA format and the last section should include peer reviewed resources from empirical/scholarly literature. The writing sample has replaced the use of the GRE for the criminal justice program; GRE scores are not required for admission to the MS in CJ program.
- Submit three letters of recommendation - at least one of which must be from someone unaffiliated with Fairmont State (e.g. current or former work supervisors, those who can speak to your character and ability to manage graduate level study)
- Provisional Admission may be granted for students who do not meet a portion of the admission requirements. Continuation in a program of study for provisionally admitted students will be determined based on performance in the first 9 credit hours. Provisionally admitted students must hold a minimum grade point average of 3.0 with no grade lower than “B” in any graduate course. Provisionally admitted students may not have a grade of “I” or “W” in the first 9 credit hours.

Students whose writing sample is not deemed to be at the appropriate level for graduate work (in terms of depth, breadth, grammar, and formatting) may be provisionally admitted; however, they will be required to complete a writing module prior to beginning graduate courses.

Graduation Requirements

1. Thesis Track - Professional Research Project

The Thesis Track is recommended for those considering doctoral studies or interested in independent research programs

Required Courses	18 hrs.
Elective Courses	6 hrs.
Thesis I and Thesis II	6 hrs.

2. Capstone Track - Comprehensive Exams

The Capstone Track is recommended for those in applied settings.

Required Courses	18 hrs.
Elective Courses	9 hrs.
Capstone	3 hrs.

PROGRAM OF STUDY

Required Courses:

CRIM 6601	ADVANCED CRIMINAL JUSTICE STUDIES.....	3
CRIM 6602	ADVANCED CRIMINAL LAW	3
CRIM 6620	ADVANCED THEORETICAL CRIMINOLOGY	3
CRIM 6650	SEMINAR IN CRIMINAL JUSTICE PLANNING AND EVALUATION	3
CRIM 6655	APPLIED RESEARCH METHODS	3
CRIM 6656	APPLIED STATISTICS	3

Elective Courses:

CRIM 5504	CONSTITUTIONAL LAW	3
CRIM 5505	TERRORISM.....	3
CRIM 5525	WHITE COLLAR CRIME.....	3
CRIM 5599	SPECIAL TOPICS in Criminal Justice	UP TO 6
CRIM 6610	ADVANCED PENOLOGY	3
CRIM 6611	INTERNSHIP	
CRIM 6615	COMPARATIVE ANALYSIS OF CRIMINAL JUSTICE SYSTEMS	3
CRIM 6625	VICTIMOLOGY	3
CRIM 6630	SEMINAR IN LAW ENFORCEMENT	3
CRIM 6635	SEMINAR IN OFFENDER REHABILITATION	3
CRIM 6640	SEMINAR IN CORRECTIONS.....	3
CRIM 6645	INDEPENDENT STUDY.....	3
CRIM 6695	CAPSTONE.....	3
CRIM 6696	THESIS I.....	3
CRIM 6697	THESIS II.....	3

Programs of Study

College of Science and Technology

DR. STEVEN ROOF

Interim Dean, College of Science and Technology
328A Engineering Technology
(304) 367-4869
Steven.Roof@fairmontstate.edu

DR. ROBERT L. (BOB) KELLY, AIA, NCARB

Director, Graduate Program in Architecture
Associate Professor of Architecture
217A Hardway Building
(304) 367-4640
Robert.Kelly@fairmontstate.edu

GRADUATE FACULTY

MR. PHILIP M. FREEMAN, AIA, NCARB

Associate Professor of Architecture
Chair, Department of Architecture + Graphic Design
404 Engineering Technology Building
(304) 367-4237
Philip.Freeman@fairmontstate.edu

MR. KIRK L. MORPHEW, AIA, NCARB, LEED AP BD+C

Professor of Architecture
Director, Undergraduate Program in Architecture
401 Engineering Technology Building
(304) 367-4628
Kirk.Morphew@fairmontstate.edu

MR. RYAN SINCLAIR

Adjunct Professor of Architecture

MR. WILLIAM E. YOKE, JR. AIAE

Adjunct Professor of Architecture
wyoke@fairmontstate.edu

Master of Architecture Program (M.Arch.)

The Architecture Program educates aspiring architects to be creative thinkers who pursue architecture as a process of integration. Design, history, theory, culture, sustainability, and the realities of practice are interpreted both within the unique character and dynamics of the Appalachian region as well as within the modern global community.

Typically completed in three semesters, the professional Master of Architecture (M. Arch) degree further focuses on appropriate, responsible, and sustainable design and planning for community revitalization in smaller towns and cities of the region. Students engage in innovative ways of community outreach through design and the ability of architecture to address people at a personal level.

The M.Arch. curriculum consists of 42 semester hours of graduate architecture courses with a prerequisite of a Bachelor of Science in Architecture (composed of 126 semester hours at Fairmont State, of which 58 semester hours are general studies).

The M. Arch. degree prepares students to enter the profession or similar employment at a more advanced level than the BS Arch, seek architectural registration (licensing) in select states, upgrade their professional credentials, and/or pursue an additional graduate degree from a program already accredited by the National Architectural Accrediting Board (NAAB).

The M. Arch. degree is currently in candidacy for accreditation and anticipates full accreditation by 2022. The state of West Virginia, as well as many other state jurisdictions, along with the National Council of Architectural Registration Boards (NCARB) recognize degrees from institutions that have been awarded within two years of accreditation.

Professional Opportunities

This program will prepare students for career opportunities in Architecture, Community/Urban Design, and other related fields.

Program Outcomes

The Master of Architecture Program will:

- Prepare students to apply critical thinking skills to creatively solve a variety of design problems with respect to culture, context, systems, materials, sustainable principles, and contribute to the development of new knowledge.
- Demonstrate how architectural history, theory, and practice may inform design decisions in our contemporary global society.
- Prepare students to make informed, ethical, and responsible contributions to the built environment in a diverse and global society in order to serve the public good.
- Provide students with the skills and knowledge to engage in the Architectural Experience Program (AXP); work toward professional licensure; and seek employment in architectural offices and in other design and construction related fields.
- Enable students to assume the role of an architect as a collaborator, communicator, and leader while observing the wide-ranging needs of clients, populations, and communities in a global society.

Admission and Program Requirements

In addition to the Graduate School Admissions Requirements, admission to the Master of Architecture degree program will be determined by the evaluation of the following criteria:

- Successful completion of a 4-year pre-professional degree in architecture (Bachelor of Science in Architecture or Bachelor of Arts in Architecture). Applicants with a pre-professional degree from an institution other than Fairmont State will be required to submit specific evidence of having satisfied the various NAAB SPC not covered in the Fairmont State Master of Architecture program.
- Three letters of reference with a minimum of two from undergraduate architecture instructors. The third may be from a professional acquaintance.
- Portfolio, submitted in hard-copy or as a PDF (not to exceed 15MB), containing examples of the applicant’s architectural design and creative work.

- One-page essay summarizing the student’s reasons for pursuing the Master of Architecture degree, and more specifically at Fairmont State.

A personal interview may be required as part of the admissions process. This interview will be conducted by faculty in the Architecture program in person, by phone, or via other electronic media.

PROGRAM OF STUDY

REQUIRED COURSES:

ARCH 5500	ARCHITECTURE DESIGN STUDIO COMMUNITY...	6
ARCH 5510	ARCHITECTURE SEMINAR SMALL URBAN CONTEXT	3
ARCH 5540	PROFESSIONAL PRACTICE.....	3
ARCH 5550	COMPREHENSIVE DESIGN STUDIO	6
ARCH 5560	ARCHITECTURE DESIGN SEMINAR 2 SUSTAINABLE	3
ARCH 6510	ADVANCED STUDY PROPOSAL	3
ARCH 6650	ADVANCED ARCHITECTURAL DESIGN STUDIO.....	6

ARCHITECTURE ELECTIVE COURSES:

ARCH 5501	COMMUNITY DESIGN ASSISTANCE CENTER LEADERSHIP.....	3
ARCH 5502	COMMUNITY DESIGN ASSISTANCE CENTER LEADERSHIP.....	3
ARCH 5580	ARCHITECTURAL PRACTICE PROGRAM I	3
ARCH 5585	ARCHITECTURE STUDY + TRAVEL	3
ARCH 5599	SPECIAL TOPICS IN ARCHITECTURE	1-6
ARCH 6601	COMMUNITY DESIGN ASSISTANCE CENTER - LEADERSHIP.....	3
ARCH 6670	ARCHITECTURAL HISTORY/THEORY SEMINAR I	3
ARCH 6680	ARCHITECTURAL PRACTICE PROGRAM II.....	3

OTHER APPROVED ELECTIVE COURSES:

MSBA 5000	MBA ESSENTIALS.....	3
MSBA 5110	LEADERSHIP WORKSHOP	3
MSBA 5120	TACTICAL HUMAN RESOURCES PRACTICES	3
MSBA 5810	PROJECT MANAGEMENT	3
MSBA 5820	ADVANCED PROJECT MANAGEMENT	3

RECOMMENDED COURSE SEQUENCE

FALL FIRST YEAR (15 HRS)

ARCH 5500	ARCHITECTURE DESIGN STUDIO - COMMUNITY
ARCH 5510	DESIGN SEMINAR 1 SMALL URBAN CONTEXT
ARCH 5540	PROFESSIONAL PRACTICE
ARCH 50XX	(ARCHITECTURE ELECTIVE)

SPRING FIRST YEAR (15 HRS)

ARCH 5550 COMPREHENSIVE DESIGN STUDIO
ARCH 5560 ARCHITECTURE DESIGN SEMINAR 2 SUSTAINABLE
ARCH 6610 ADVANCED STUDY PROPOSAL
ARCH 50XX (ARCHITECTURE ELECTIVE)

FALL SECOND YEAR (12 HRS)

ARCH 6650 ADVANCED ARCHITECTURAL DESIGN STUDIO
ARCH 60XX (ARCHITECTURE ELECTIVE)
XXXX XXXX (ARCHITECTURE OR INTERDISCIPLINARY ELECTIVE)

Programs of Study

School of Business

DR. TIMOTHY R. OXLEY
Interim Dean, School of Business
Director, MBA Graduate Program
Professor of Business
111-E Jaynes Hall
(304) 367-4646
Timothy.Oxley@fairmontstate.edu

GRADUATE FACULTY

DR. GINA FANTASIA
Associate Professor of Business
107-A Jaynes Hall
(304) 367-4722
Gina.Fantasia@fairmontstate.edu

DR. REBECCA GIORCELLI
Professor of Information Systems Management
201-B Jaynes Hall
(304) 367-4724
Rebecca.Giorcelli@fairmontstate.edu

DR. AMY GODFREY
Assistant Professor of Economics
116-C Jaynes Hall
(304) 333-3680
Amy.Godfrey@fairmontstate.edu

DR. GREGORY T. HINTON
Professor/Senior Level: Business Law
215-A Jaynes Hall
(304) 367-4244
Gregory.Hinton@fairmontstate.edu

DR. JOSEPH W. KREMER
Assistant Professor of Finance
116-B Jaynes Hall
(304) 367-4744
Joseph.Kremer@fairmontstate.edu

DR. SUNIL SURENDRAN
Professor of Marketing and Management
206-G Jaynes Hall
(304) 367-4404
Sunil.Surendran@fairmontstate.edu

Master of Business Administration (M.B.A.)

The Master of Business Administration (MBA) degree is designed to prepare students to apply concepts and principles offered in the various business disciplines to the responsibilities of management in a variety of endeavors organizations. The program is designed for both business and non-business undergraduate majors.

Students who satisfy admission criteria and complete the MBA Essentials prerequisite course will require thirty-six (36) graduate credit hours to meet degree requirements. Of these, twenty-four (24) hours will consist of required business core courses covering functional areas of business such as business law, economics, finance and accounting, marketing, information systems, technology, research and analysis. Students have an opportunity to take twelve credits of general electives or the student may choose a customized MBA, in which the student chooses one of two specialized tracks: Human Resources Management; Project Management; or, Cybersecurity Management.

The program is intended to serve the needs of the state with particular focus on the needs of employers in North Central West Virginia. Organizations such as the FBI, NASA, DOE, NIOSH, Mylan, the local hospitals, the WVHTC Foundation, software and biotech firms, and others in the state need employees with enhanced operations management, human resources, project or cybersecurity management skills.

Professionals who would benefit from this MBA

- Working managers desiring enhanced skills to facilitate promotion
- Improve effectiveness in current position

- Professionals desiring a career change
- Non-business professionals needing business acumen

Program Outcomes

Our graduates will demonstrate the following:

- Conceptual acumen to make complex and ethical decisions
- Analytical and technical skills to solve organizational problems using objective analysis
- Communications competence in various business settings
- Interpersonal aptitude to effectively lead an organization

Admission and Program Requirements

Admission will be competitive and based upon undergraduate grade point average (GPA) and required GMAT or GRE scores. Admission requires:

- Baccalaureate degree from an accredited institution
- Minimum 2.75 overall undergraduate GPA on a 4.0 scale or 3.0 on the last 60 hours attempted
- Receipt of GMAT or GRE scores

Students applying to the School of Business must meet the minimum requirements for graduate study. Applicants who do not meet all minimum admission criteria may be admitted provisionally by applying at least 5 years of progressively responsible work experience as an additional measure.

Graduation Requirements

Students must maintain a 3.00 overall GPA and earn not more than 2 grades of “C” on courses to be counted toward graduation in order to graduate.

PROGRAM OF STUDY

Prerequisite Course:

MSBA 5000 MBA ESSENTIALS..... 3

Required Core Courses (24 credit hours):

MSBA 5110 LEADERSHIP WORKSHOP..... 3
 MSBA5200 MANAGEMENT INFORMATION SYSTEMS..... 3
 MSBA5300 MANAGERIAL ECONOMICS 3
 MSBA5400 BUSINESS ENVIRONMENTS..... 3
 MSBA5550 FINANCIAL ACCOUNTING 3
 MSBA5600 MARKETING FOR MANAGERS..... 3
 MSBA5710 OPERATIONS MANAGEMENT..... 3

MSBA6000 STRATEGIC MANAGEMENT 3

Elective Courses (12 credit hours)

MSBA5100 PERSONAL DEVELOPMENT WORKSHOP..... 3
 MSBA5120 TACTICAL HUMAN RESOURCES PRACTICES 3
 MSBA5130 LABOR RELATIONS AND ADR..... 3
 MSBA5140 STRATEGIC HR MANAGEMENT..... 3
 MSBA 5900 CYBERSECURITY AND RISK MANAGEMENT*** 3
 MSBA 5800 KNOWLEDGE MANAGEMENT 3
 MSBA5810 PROJECT MANAGEMENT** 3
 MSBA5820 ADVANCED PROJECT MANAGEMENT** 3
 MSBA5850 PROJECT MANAGEMENT CAPSTONE** 3
 MSBA 5910 SECURITY OPERATIONS, ASSESSMENTS,
 AND TESTING*** 3
 MSBA 5920 BIG DATA ANALYTICS*** 3
 MSBA 5930 SECURE INFORMATION SYSTEMS
 DEVELOPMENT*** 3
 MSBA 6010 MANAGERIAL PRACTICUM 3
 MSBA6020 GLOBAL EXPERIENCE 3

*MSBA courses required of students seeking the Human Resources Management Area of Emphasis.

**MSBA courses required of students seeking the Project Management Area of Emphasis.

***MSBA courses required of students seeking the Cybersecurity Management Area of Emphasis.

Courses Offered by Program

MASTER OF ARCHITECTURE

ARCH 5500	ARCH. DESIGN STUDIO COMMUNITY	TBA
ARCH 5501	COMMUNITY DESIGN ASSISTANCE CENTER LEADERSHIP	TBA
ARCH 5502	COMMUNITY DESIGN ASSISTANCE CENTER LEADERSHIP	TBA
ARCH 5510	ARCHITECTURE SEMINAR - SMALL URBAN CONTEXT	3
ARCH 5540	PROFESSIONAL PRACTICE	3
ARCH 5550	COMPREHENSIVE DESIGN STUDIO	6
ARCH 5560	ARCHITECTURE DESIGN SEMINAR 2 - SUSTAINABLE	3
ARCH 5599	SPECIAL TOPICS IN ARCHITECTURE	TBA
ARCH 5580	ARCHITECTURAL PRACTICE PROGRAM	TBA
ARCH 5585	ARCHITECTURE STUDY+TRAVEL	TBA
ARCH 6601	COMMUNITY DESIGN ASSISTANCE CENTER LEADERSHIP	TBA
ARCH 6610	ADVANCED STUDY PROPOSAL	TBA
ARCH 6650	ADVANCED ARCHITECTURAL DESIGN STUDIO	TBA
ARCH 6670	ARCHITECTURAL HISTORY / THEORY SEMINAR	TBA
ARCH 6680	ARCHITECTURAL PRACTICE PROGRAM	TBA

MASTER OF ARTS IN TEACHING

EDUC 6195	FIELD EXPERIENCE I	30 HRS. ARRANGED
EDUC 6295	FIELD EXPERIENCE II	75 HRS. ARRANGED
EDUC 6300	FOUNDATIONS OF AMERICAN EDUCATION	ONLINE
EDUC 6301	RESEARCH IN EDUCATION.....	ONLINE
EDUC 6302	ADVANCED STUDIES IN HUMAN GROWTH AND DEVELOPMENT	ONLINE
EDUC 6303	ADVANCED STUDIES IN EDUCATIONAL PSYCHOLOGY.....	ONLINE
EDUC 6304	DIVERSITY AND DISABILITIES	ONLINE
EDUC 6305	ADVANCED EDUCATIONAL TECHNOLOGY AND MEDIA	ONLINE
EDUC 6306	INSTRUCTIONAL DESIGN I & EDUCATIONAL EVALUATION	ONLINE
EDUC 6307	INSTRUCTIONAL DESIGN II METHODS CLASSROOM ORGANIZATION	ONLINE
EDUC 6315	TEACHING CONTENT AREA LITERACY	ONLINE

MASTER OF BUSINESS ADMINISTRATION

MSBA5000	MBA ESSENTIALS.....	ONLINE
MSBA5100	PERSONAL DEVELOPMENT WORKSHOP.....	ONLINE
MSBA5110	LEADERSHIP WORKSHOP	FAIRMONT
MSBA5120	TACTICAL HR PRACTICES-ONLINE	FAIRMONT
MSBA5130	LABOR RELATIONS & DISPUTE RES	FAIRMONT / ARRANGED
MSBA5140	STRATEGIC HRM & EMP ADVOCACY	FAIRMONT
MSBA5200	MANAGEMENT INFORMATION SYSTEMS	FAIRMONT
MSBA5300	MANAGERIAL ECONOMICS	FAIRMONT
MSBA5400	BUSINESS ENVIRONMENTS	FAIRMONT
MSBA5550	FINANCIAL REPORTING & ANALYSIS	FAIRMONT
MSBA5599	SPECIAL TOPICS IN BUSINESS ADMINISTRATION	ARRANGED
MSBA5600	MARKETING FOR MANAGERS.....	FAIRMONT
MSBA5700	QUANTITATIVE ANALYSIS	FAIRMONT
MSBA5710	OPERATIONS MANAGEMENT.....	FAIRMONT
MSBA5800	KNOWLEDGE MANAGEMENT	ONLINE
MSBA5810	PROJECT MANAGEMENT	FAIRMONT
MSBA5820	ADVANCED PROJECT MANAGEMENT	FAIRMONT
MSBA5850	PROJECT MANAGEMENT CAPSTONE	FAIRMONT
MSBA6000	STRATEGIC MANAGEMENT	FAIRMONT
MSBA6010	MANAGERIAL PRACTICUM	FAIRMONT / ARRANGED
MSBA6020	GLOBAL EXPERIENCE	

CRIMINAL JUSTICE

CRIM 5504	CONSTITUTIONAL LAW	ONLINE
CRIM 5505	TERRORISM.....	ONLINE
CRIM 5525	WHITE COLLAR CRIME	ONLINE
CRIM 5599	SPECIAL TOPICS IN CRIMINAL JUSTICE.....	ONLINE
CRIM 6601	ADVANCED CRIMINAL JUSTICE STUDIES.....	ONLINE
CRIM 6602	ADVANCED CRIMINAL LAW.....	ONLINE
CRIM 6610	ADVANCED PENOLOGY	ONLINE
CRIM 6611	INTERNSHIP	ARRANGED
CRIM 6615	COMPARATIVE ANALYSIS OF CRIMINAL JUSTICE SYSTEMS	ONLINE
CRIM 6625	VICTIMOLOGY	ONLINE
CRIM 6620	ADVANCES THEORETICAL CRIMINOLOGY.....	ONLINE
CRIM 6630	SEMINAR IN LAW ENFORCEMENT	ONLINE
CRIM 6635	SEMINAR IN OFFENDER REHABILITATION	ONLINE
CRIM 6640	SEMINAR - CORRECTIONS.....	ONLINE
CRIM 6645	INDEPENDENT STUDY	ONLINE
CRIM 6650	CJ PLANNING & EVALUATION	ONLINE
CRIM 6655	APPLIED RESEARCH METHODS	ONLINE

CRIM 6656 APPLIED STATISTICS ONLINE
 CRIM 6695 CAPSTONE.....ARRANGED
 CRIM 6696 THESIS I / THESIS I-ONLINE
 FAIRMONT /
 ONLINE CRIM 6697 THESIS II / THESIS II-ONLINE
 FAIRMONT /
 ONLINE

MASTER OF EDUCATION

Specializations in: Digital Media, New Literacies and Learning; Exercise Science, Fitness and Wellness; Professional Studies; Reading Specialist; and Special Education.

EDUC 5099 ST: PROF. CONVERSATIONS IN READING
 FAIRMONT/ARRANGED
 EDUC 6195 FIELD I.....ARRANGED
 EDUC 6295 FIELD II.....ARRANGED
 EDUC 6300 FOUNDATIONS OF AMERICAN EDUCATION
ONLINE
 E
 EDUC 6301 RESEARCH IN EDUCATION..... ONLINE
 EDUC 6302 ADVANCED STUDIES IN HUMAN
 DEVELOPMENT ONLINE
 EDUC 6303 ADVANCED STUDIES IN EDUCATIONAL
 PSYCHOLOGY ONLINE
 EDUC 6304 DIVERSITY AND DISABILITY..... ONLINE
 EDUC 6305 ADVANCED EDUCATIONAL TECHNOLOGY AND
 MEDIA ONLINE
 EDUC 6306 INSTRUCTIONAL DESIGN I AND EDUCATION
 EVALUATION..... ONLINE
 EDUC 6307 INSTRUCTIONAL DESIGN II - METHODS..... ONLINE
 EDUC 6395 CAPSTONE RESEARCH PROJECT ONLINE
 EDUC 6805 RIGHTS AND RESPONSIBILITIES IN THE NEW
 MEDIA AGE..... ONLINE
 EDUC 6806 ASSESSMENT IN THE NEW MEDIA AGE ONLINE
 EDUC 6809 TEACHING IN THE NEW MEDIA AGE..... ONLINE
 EDUC 6810 CRITICAL MEDIA, LIT & DIGITAL STORY ONLINE
 EDUC 6811 LEARNING COMMUNITIES IN THE DIGITAL

AGE.....ONLINE.....
 EDUC 6812 TECH, LEADERSHIP, & CHANGE ONLINE
 EDUC 6813 BLENDED AND ONLINE LEARNING
 ENVIRONMENTS..... ONLINE
 EDUC 6814 GAME DESIGN & LEARNING..... ONLINE
 EDUC 6815 PROGRAMMING FOR LEARNING ONLINE
 EDUC 6816 CURRICULUM IN THE NEW MEDIA AGE ONLINE
 EDUC 6817 TECH TOOLS IN LEARNING ONLINE
 EDUC 6818 PRACTICUM..... ARRANGED
 PHED 5599 SPECIAL TOPICS IN EXERCISE SCIENCE, FITNESS

AND WELLNESS.....
 FAIRMONT
 PHED 6405 LAB TECHNIQUES IN EXERCISE SCIENCE
FAIRMONT
 PHED 6406 STATISTICS IN EXERCISE SCIENCE.....FAIRMONT
 PHED 6412 CARDIO/PULMONARY EXER PHYS I..... FAIRMONT
 PHED 6413 NEUROMUSCULAR EXERCISE PHYS II FAIRMONT
 PHED 6416 ADVANCED STRENGTH & CONDITIONING
 FAIRMONT
 PHED 6417 IMPACT OF EXERCISE ON HEALTH & DISEASE
 FAIRMONT
 PHED 6418 WELLNESS PROGRAMMINGFAIRMONT
 PHED 6480 SEMINAR IN EXERCISE SCIENCE..... FAIRMONT
 PHED 6490 INTERNSHIP/FIELD EXPERIENCE.....ARRANGED
 PHED 6499
 THESIS.....ARRANGED PHSC ...
 5599 SPECIAL TOPICS IN SCIENCE EDUCATION
 READ 5599 SPECIAL TOPICS IN READING
 READ 6300 FOUNDATIONS IN READ & WRITING..... ONLINE
 READ 6308 SURVEY OF LITERACY INSTRUCTION & ASSESSMENT
 FOR INDIVIDUALS WITH EXCEPTIONALITIES ONLINE
 READ 6310 TEACHING READING TO SPECIAL LEARNERS

ONLINE
 READ 6310L TEACHING READING TO SPECIAL LEARNERS LAB
ON
 LINE
 READ 6315 TEACH CON AREA LITERACY ONLINE
 READ 6320 PYSC, SOCY, & LING FACTORS ONLINE
 READ 6325 TECHNOLOGY AND INSTRUCTION DESIGNED TO
 SUPPORT STRUGGLING READERS ONLINE
 READ 6330 DIAGNOSIS & CORRECTION PRAC I
 ONLINE/ARRANGED
 READ 6330L DIAGNOSIS & CORRECTION PRAC I LAB
 ONLINE/ARRANGED
 READ 6340 LITERACY COACHING & PROF DEV PRAC II ONLINE
 READ 6360 LITERATURE AND RESPONSE ONLINE
 READ 6370 ADMIN & SUPV OF READING/ WRITING PROG
 ONLINE/ARRANGED
 SPED 5323 MATH STRAT FOR EXCEPT LEARNERS ONLINE
 SPED 5599 SPECIAL TOPICS IN SPECIAL EDUCATION
 SPED 6317 INSTRUCTIONAL DESIGN I FOR SPECIAL
 EDUCATION..... ONLINE
 SPED 6318 SCHOOLWIDE POSITIVE BEHAVIOR
 INTERVENTIONS AND SUPPORTS.....ONLINE
 SPED 6319 INTRO TO LEARNING EXCEPTIONALITIES AND
 BEHAVIOR DISORDERS ONLINE
 SPED 6323 BEHAVIORAL SUPPORT FOR SPECIAL
 STUDENTS..... ONLINE
 SPED 6324 INSTRUCTIONAL TECHNIQUES IN SPECIAL

EDUCATION..... ONLINE
 SPED 6324L INSTRUCTIONAL TECHNIQUES IN SPECIAL
 EDUCATION LAB..... ONLINE
 SPED 6330 INTRODUCTION TO AUTISM..... ONLINE
 SPED 6331 METHODS AND STRATEGIES FOR AUTISM ONLINE
 SPED 6390 SPECIAL EDUCATION PRACTICUM..... ONLINE
 SPED 6390L SPECIAL EDUCATION PRACTICUM LAB ONLINE

EDUCATIONAL LEADERSHIP CERTIFICATE

EDUC 5000 PRINCIPAL AS LEADER..... ONLINE
 EDUC 5005 ORGANIZATIONAL LEADERSHIP ONLINE
 EDUC 5010 ETHICS AND SCHOOL LAW ONLINE
 EDUC 5015 COMMUNITY RELATIONSHIPS..... ONLINE
 EDUC 5020 TRANSFORMATIONAL LEADERSHIP ONLINE
 EDUC 5025 CURRENT SCHOOL ISSUES ONLINE
 EDUC 5030 SUPERINTENDACY, ROLE BOARD,
 AND COMMUNITY..... ONLINE
 EDUC 5035 SUPERINTENDANT AS LEADER AND
 MANAGER ONLINE

Courses of Instruction

PR = Prerequisite. These courses must be passed before enrollment in the course in question.

CR = Co-requisite. Must be taken concurrently with the course in question.

CONTINUING EDUCATION /PROFESSIONAL DEVELOPMENT

GRST 5099 Graduate Studiesvariable credit (1-4 credits)

This is a special topics course which engages non-degree seeking graduate students with credit for professional development workshops, continuing education credits, or credit for engaging in a grant related experience. While these credits may be used for education re-certification or "plus hours" toward a salary increase, these credits are not designed to be used toward a degree program.

ARCHITECTURE

ARCH 5500 Community Design Studio 6 hrs.

Advanced studio problems in architecture with emphasis on the built environment of the small city; topics include: regional culture, community connectedness, revitalization, development. (PR: Enrollment in the M. Arch program. Co-Requisite D ARCH 5510 Architecture Design Seminar 1: Small Urban Context).

ARCH 5501 Community Design Assistance

Center-Leadership..... 3 hrs.

The Community Design Assistance Center is the outreach arm of the Architecture program. Focusing on projects within the small city context, student interns take on leadership roles in design and planning assistance for non-profit community organizations and groups. (PR: Enrollment in the M. Arch program).

ARCH 5502 Community Design Assistance

Center-Leadership..... 3 hrs.

This Course is a continuation of ARCH 5501. The Community Design Assistance Center is the outreach arm of the Architecture program. Focusing on projects within the small city context, student interns take on leadership roles in design and planning assistance for non-profit community organizations and groups. (PR: Enrollment in the M. Arch program).

ARCH 5510 Designing in a Small Urban Context Seminar..... 3 hrs.

This course explores architectural concepts within the context of cities of less than 50,000. Topics Include urban design, historic preservation, and social and cultural implications for the community. (PR: Enrollment in the M. Arch program).

ARCH 5540 Professional Practice 3 hrs.

This course introduces the business of architecture, and the architect's legal and ethical responsibility for the public good; also, the collaborative nature of contemporary practice. (PR: Enrollment in the M. Arch Program).

ARCH 5550 Comprehensive Design Studio..... 6 hrs.

Through the design of a large building (15,000 - 25,000sf), this course integrates the gamut of pre-design and design criteria, systems, and technology; emphasizing life safety, sustainability, and context as design determinates. (PR: ARCH 5500 Architecture Design Studio: Community; ARCH 5010 Architecture Design Seminar 1: Small Urban Context; Co-Requisite - ARCH 5560 Architecture Design Seminar 2: Sustainability).

ARCH 5560 Architecture Design Seminar 2: Sustainable Design..... 3 hrs.

This course presents a sustainable approach to architecture considering social and economic issues; resource conservation through design of site, building envelope, and the building systems. (PR: ARCH 5500 Community Design Studio; ARCH 5510 Designing in a Small Urban Context Seminar).

ARCH 5580 Architectural Practice Program 3 hrs.

This course offers students the opportunity for selected practical experience intermingled with an academic background. Students participate in the NCARB intern development program (IDP), working in a professional setting. Students meet with faculty to develop and assess progress toward completing the established learning goals. (PR: Enrollment in the M. Arch program).

ARCH 5585 Architecture Study + Travel 3 hrs.

Study + Travel to a significant architectural site(s) across the globe. The course's main objective is to facilitate a student's interconnections with architecture, art, and history that have contributed to the life and culture of humankind. This course will allow students to better understand the influence of the past on the present, and ponder the evolving future. In the classroom, students will study the history and culture of the site(s) to be visited. In the field, students will visit important architecture, museums and historic sites, and learn to navigate through an environment that is foreign to them. This course seeks to develop skills students will need in order to explore cultures and civilizations outside their own and encourage teamwork as they explore. (Enrollment in the M. Arch program).

ARCH 5599 Special Topics in Architecture..... 1-6 hrs.

This course provides students with further opportunities to study principles and concepts in selected areas of specialization, to be determined by the instructor and to be approved by the department chair. Credits earned will be applicable as free electives in degree and certificate programs. Repeatable.

ARCH 6601 Community Design Assistance Center- Leadership 3 hrs.

This Course is a continuation of ARCH 5501/5502, with additional concentration on project management. The Community Design Assistance Center is the outreach arm of the Architecture program. Focusing on projects within the small city context, student interns take on leadership roles in design and planning assistance for non-profit community organizations and groups. (PR: ARCH 5502 Community Design Assistance Center-Leadership).

ARCH 6610 Advanced Study Proposal 3 hrs.

Study and research toward an individual research area culminating in a proposal that includes a plan for research, research methods to be employed, preliminary research, a defined focus, and a preliminary schedule for the Advanced Studio Design Project in the final semester in the Master of Architecture program. (PR: ARCH 5540 Professional Practice, Co-Requisite ARCH 5550 Comprehensive Design Studio).

ARCH 6650 Advanced Architectural Design Studio 6 hrs.

Advanced architecture projects are pursued through integration of research, critical thinking, design and representation. This is the terminal requirement for the Master of Architecture degree. (PR: ARCH 6610 Advanced Study Proposal).

ARCH 6670 Architectural History/Theory Seminar..... 3 hrs.

A survey of architectural thought from pre-classical times to the present. Humankind's relation to the world via the approach to the making of structures and artifacts will be examined through readings of selected architectural treatises, manifestoes, and other philosophical texts. Emphasis will be given to the trajectory of Western thought while potentially comparing the diverse thought of other cultures from across the globe, and across time. (PR: Enrollment in the M. Arch program and consent of Instructor).

ARCH 6680 Architectural Practice Program..... 3 hrs.

This course offers students the opportunity for selected practical experience intermingled with an academic background. Students participate in the NCARB intern development program (IDP), working in a professional setting. Students meet with faculty to develop and assess progress toward completing the established learning goals. (PR: Enrollment in the M. Arch program).

CRIMINAL JUSTICE

CRIM 5504 Constitutional Law 3 hrs.

This course will deal with constitutional law relating to the function of the police and other government agents in our society, as well as the relationship between citizens and the government in the context of the Constitutional rights of citizens of the United States.

CRIM 5505 Terrorism 3 hrs.

A course designed to give the student an in-depth understanding of the problem of terrorism and political violence. The student will define terrorism, examine its origins, characteristics, nature and trends, analyze in

detail various terrorist organizations, and address selected problems in response to terrorism.

CRIM 5525 White Collar Crime 3 hrs.

Employs both the social science and legal approaches to examine crime committed by corporations as well as by individuals who wear "white collars"; covers how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them and how society responds to them.

CRIM 5599 Special Topics in Criminal Justice 1-6 hrs.

Special topics courses are offered at the discretion of the department in a wide area of subjects directly related to law enforcement, courts, corrections or security. Special topics courses permit innovative new courses on an experimental basis that addresses new developments in the field of criminal justice. (Students may enroll in no more than 6 hours of Special Topics courses.)

CRIM 6601 Advanced Criminal Justice Studies 3 hrs.

This course will analyze of individual elements of the criminal justice process, including police, courts, corrections, and juvenile justice and the analysis of interactions among these elements. The design of the course includes theoretical perspectives on criminal justice and the examination of empirical research. Students will explore the application of planning and other administrative processes to criminal justice.

CRIM 6602 Advanced Criminal Law..... 3 hrs.

Considers selected issues in substantive criminal law including the bases of culpability, burdens of proof, evidentiary standards, rationales for punishment, and defenses such as justification, insanity, and duress.

CRIM 6610 Advanced Penology..... 3 hrs.

Examines the development of ideologies pertaining to the punishment of offenders. Explores the rationales for punishment and imprisonment, including deterrence, retribution, incapacitation, and rehabilitation. Delves into alternatives to incarceration and evaluates recommendations for penal reform.

CRIM 6611 Internship 3 hrs.

A supervised professional study conducted in the criminal justice field setting. It is designed to enhance the student's academic experience through a planned program of observation, study and participation in a selected criminal justice agency.

CRIM 6615 Comparative Analysis of Criminal Justice

Systems.....3 hrs.

Compares and contrasts the criminal justice system in the United States with those of selected countries. The course will cover similarities and differences in the administration, organization, functions, and objectives of the criminal justice process.

CRIM 6620 Advances Theoretical Criminology..... 3 hrs.

Examines the historical development of criminological theories. Considers biological, psychological and sociological explanations for the criminal behavior. Reviews key themes of classical, positivist, and critical criminology. This course is required of all graduate students in the criminal justice program.

CRIM 6625 Victimology..... 3 hrs.

Examines the role of the victim in the crime process along with patterns and trends in victimization. Identifies the categories of people facing the greatest risks and assesses victim-blaming arguments invoking facilitation, precipitation and provocation. Analyzes the handling of street crime victims by the criminal justice system and explores the victims' rights movement.

CRIM 6630 Seminar in Law Enforcement 3 hrs.

An analysis of the strategies and programs utilized in modern police work. Previous research studies and contemporary methods for assessing the effectiveness of current practices are examined.

CRIM 6635 Seminar in Offender Rehabilitation..... 3 hrs.

An analysis of the strategies and programs utilized in modern offender rehabilitation. Previous research studies and contemporary methods for assessing the effectiveness of current practices in treatment and rehabilitation are examined.

CRIM 6640 Seminar in Corrections 3 hrs.

An analysis of the strategies and programs utilized in modern penology. Previous research studies and contemporary methods for assessing the effectiveness of current practices in corrections are examined. =

CRIM 6645 Independent Study 3 hrs.

Research of a significant issue or problem in criminal justice. Students involved in this course will conduct surveys and applied research projects as approved and supervised by a criminal justice faculty member. Instructor and graduate program coordinator approval required.

CRIM 6650 Seminar in Criminal Justice Planning and Evaluation 3 hrs.

A systematic review of procedures to plan and evaluate criminal justice organizations and their operations with a focus on solutions to particular administrative problems associated with bureaucracy and complex organizations. This course is required of all graduate students in the criminal justice program.

CRIM 6655 Applied Research Methods..... 3 hrs.

Examines the empirical and scientific perspectives in criminal justice. Explores current research methods as they relate to criminal justice, application and interpretation of data from research problems, and the evaluation of research designs and their implementation in criminal justice. A unique feature of this course is that students will actually conduct research. This course is required of all graduate students in the criminal justice program.

CRIM 6656 Applied Statistics..... 3 hrs.

Presents the nature of the research process and guidelines for formulating research questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, collecting data, data analysis and fundamentals of statistical procedures commonly used in criminal justice research. This course is required of all graduate students in the criminal justice program.

CRIM 6695 Capstone..... 3 hrs.

The Capstone course is a test of knowledge of the required courses of the program, in alignment with program outcomes. This is a team-taught, credit/no credit (i.e., pass/fail) course taught in four modules spanning the entire semester. Students must be in their final semester, with no incomplete grades in order to register for the Capstone.

CRIM 6696 Thesis I..... 3 hrs.

During the first thesis course, students will identify a Chair and committee, plan their study, successfully defend their prospectus, and begin their IRB application. This is a credit/no credit (i.e., pass/fail) course.

CRIM 6697 Thesis II..... 3 hrs.

During the second thesis course students will secure IRB approval, collect and analyze data, and successfully defend their thesis. This is a credit/no credit (i.e., pass/fail) course

EDUCATION

EDUC 5099 Special Topics in Education 1-6 hrs.

EDUC 5000 Principal as a Leader 3 hrs.

Through data-driven decision making, students will examine the significance of their role as leader in establishing a direction for continued improvement and student achievement.

EDUC 5005 Organizational Leadership..... 3 hrs.

Students will examine components of building or reconfiguring new school, fiscal and personnel management, staff safety, and the internal and external implications of decisions made by principals.

EDUC 5010 Ethics and School Law 3 hrs.

Students will investigate laws, policies, and ethical challenges governing Pre-K through 12 education; and examine how policies can help or hinder a principal when resolving conflict; impact of those decisions and rulings in the school setting; federal and state laws that protect the students identified with special needs.

EDUC 5015 Community Relationships..... 3 hrs.

Students will gain insight into the value of appropriating funds from the community; development of community and business partnerships; develop strategies when dealing with difficult situations that may occur with the school or parents; and the use of social media

and the role it plays regarding communicating between the community, parents, students and school.

EDUC 5020 Transformational Leadership 3 hrs.

Students will examine the skills and characteristics of transformative leaders and how the principal as a leader empowers all members of the learning community to improve from within. Course topics include the impact of curriculum and instruction on addressing student needs, school culture, teacher/staff/student accountability.

EDUC 5025 Current School Issues 3 hrs.

Students will examine educational issues that impact the student learning, the classroom and management of the school. Students also research local issues of the educational setting (e.g., disgruntled employee, parent, student, or community member) and the impact of these issues on the school.

EDUC 5030 Superintendents Role Board and Community3 hrs.

Students will examine different ways a superintendent and board of education can create a positive and productive working relationship; strategies for reporting data to the community that build trust and respect; and how to set high expectations with the principal and staff.

EDUC 5035 Superintendent as Leader/Manager 3 hrs.

Students will examine the role of the superintendent to build and foster collaboration within the community, how to address conflict, monitoring fiscal accounting and management systems using technology to enhance system operations, utilizing district demographics to make informed decisions, and collaborations between community agencies and post-secondary institutions.

EDUC 6195 Field Experience I..... 1 hr.

Candidates in the Master of Arts in Teaching complete a 30-hour supervised clinical placement in a public-school classroom. (CR EDUC 6306)

EDUC 6295 Field Experience II..... 1 hrs.

Candidates in the Master of Arts in Teaching complete a 75-hour supervised clinical placement in a public-school classroom. (CR EDUC 6307)

EDUC 6300 Foundations of American Education 3 hrs.

This course provides the teacher candidate with an overview of the profession. Its primary purpose is to provide students with information prerequisite for formulating an informed career decision and a professional commitment to teaching. It also includes an analysis of the historical, philosophical, and sociological bases for instructional programs, instructional strategies and teaching behaviors in American education.

EDUC 6301 Research in Education..... 3 hrs.

Provides candidates with the knowledge, skills and techniques necessary to understand and design research as applied to teaching and learning and other applied contexts with an emphasis on methodology; including quantitative, qualitative, and action research methods.

EDUC 6302 Advanced Studies in Human Development..... 3 hrs.

Advanced study of the physical, cognitive, emotional and social development of children and adults utilizing current theories of development and research implications.

EDUC 6303 Advanced Studies in Educational Psych.....3 hrs.

Study of the development and behavior of the school-aged child with attention to current research and theories of classroom learning and curriculum innovation.

EDUC 6304 Diversity and Disability 3 hrs.

A survey of the legal foundations, etiologies, characteristics, learning styles, and learning problems of individuals with exceptionalities. State and Federal definitions, policies and guidelines for individuals with exceptionalities will be examined.

EDUC 6305 Advanced Educational Technology and Media

.....3 hrs.

Advanced study of the design, development and integration of educational technology and media for teaching, learning and personal productivity, including principles of multi-media design and production and web-based formats.

EDUC 6306 Instructional Design I and Education

Evaluation 3 hrs.

The point of assessment initially is to validate and confirm student achievement, i.e., to determine that students learned and performed what was expected of them; and then subsequently to determine if the teacher's instruction had the overall intended impact. Consequently, assessment and evaluation must always be in harmony with instructional goals and activities. Assessment today implies a wide range of evaluative tools and activities from performance assessments to traditional pencil and paper measures. Critics of testing deem that schools should deemphasize and even replace knowledge-level testing with a greater use of "authentic" or "real world" assessments. The reality is that performance-based learning and/or any kind of learning has a "cognitive" base requiring some sort of knowledge and understanding. Throughout the course, the emphasis will be given to principles and practices appropriate to testing and performance assessment for complete and comprehensive evaluation at the student, classroom and school level. In all cases, the emphasis will be on the dynamic relationship of achievement assessment, instruction and student learning

EDUC 6307 Instructional Design II - Methods..... 3 hrs.

In this course teacher candidates/students will demonstrate their ability to synthesize components/elements of effective teaching which include

but are not limited to: planning/objectives, assessment/measurement/grading, instructional strategies, curriculum, and classroom management. (CR EDUC 6295)

EDUC 6395 Capstone Research Project 3 hrs.

Action Research in Education focuses on the development and implementation of a research design using action research or basic applied research methodology. Through this course, students will demonstrate competence in research; teacher candidates focus on improving teaching and learning, other candidates focus on contributing to the research base in their fields. The course prepares graduate students in the M.Ed. programs to design, implement and disseminate the results of research project in a school or other professional setting. (EDUC 6301 Prerequisite)

EDUC 6494 Action Research and Portfolio (on-line) Development..... 2 hrs.

In this series of courses Master of Arts in Teaching candidates will complete two capstone experiences. Candidates apply action research methodology to design, implement and disseminate a classroom-based study focused on student learning in the context of student teaching. This course also supports the development and presentation of candidates' reflective showcase portfolios. (CR EDUC 6495)

EDUC 6495 Clinical - Student Teaching 4 hrs.

Candidates in the Master of Arts in Teaching program complete 16 weeks of supervised student teaching in a public-school classroom.

EDUC 6805 Rights and Responsibilities in the New Media Age..... 3 hrs.

This course is an introduction to the rights and responsibilities that relate to creating and using digital media in learning environments. Topics such as intellectual property law, confidentiality, privacy, and ethics will be explored.

EDUC 6806 Assessment in the New Media Age..... 3 hrs.

This course will allow students to explore the role of assessment in the learning and teaching process with technology and digital media. Students will learn to design meaningful and authentic assessments with technology in their educational setting and to recognize the role that assessment and formative feedback plays in learning.

EDUC 6809 Teaching in the New Media Age..... 3 hrs.

This course supports a broad perspective of literacy in the digital age grounded in social and cultural theories and how these perspectives support effective technology integration in schools and other contexts to support learning. Participants examine the social changes resulting from advancements in information and communication technologies; consider the role of multi-modality in literacy learning across content areas and contexts; and develop strategies for bridging digital literacies with the print practices valued in academic and work settings.

EDUC 6810 Critical Media Literacy and Digital Storytelling 3 hrs.

Rapid advancements in digital technologies have increased the media saturation of our everyday lives. Citizens in the digital age require knowledge's and strategies for engaging with and analyzing the multimodal texts they encounter on a daily basis. In this course participants will learn how to interpret and make informed judgments about media, as well as to become skillful creators of media messages as they develop instructional activities for teaching media literacy in higher education, K-12 classrooms, and workplace contexts.

EDUC 6811 Learning Communities in the Digital Age...3 hrs.

This course will allow students to explore the role of communities in the learning and teaching process with technology and digital media. Students will learn to foster communities of learners with technology in their educational setting and to recognize the role that the larger community and society plays in learning and teaching.

EDUC 6812 Technology, Leadership, and Change..... 3 hrs.

Students will study how to effectively mentor and collaborate with others. Students understand their role as "change agents" by encouraging collaboration and shared inquiry and helping novices build networks with other novices and their more experienced colleagues. In this course students take on a mentor, collaborator, or leadership role to help them integrate technology meaningfully into their school, workplace, or organization. Participants will examine the affordances and constraints of technology hardware and software to determine cost benefits in order to meet instructional goals or workplace needs.

EDUC 6813 Blended and Online Learning Environments3 hrs.

This course is an introduction to the principles of instructional design and its relationship to blended and online learning environments. Students will be introduced to how instructional design principles are used in and outside formal education to achieve outcomes for an intended audience.

EDUC 6814 Game Design and Learning 3 hrs.

In this course participants will learn about the potential of gaming and game design for learning both in and out of the classroom. Throughout the course participants will examine research related to the effects of gaming and game design on cognition and learning and will design games to address an instructional or training dilemma in either a school or workplace setting.

EDUC 6815 Programming for Learning 3 hrs.

This course will provide students with an overview of programming languages and how the underlying code impacts educational technology and learning. Through a problem-based approach, students will be introduced to several programming languages, working from programming as graphical puzzles to some basic written code.

EDUC 6816 Curriculum in the New Media Age..... 3 hrs.

In this course participants will critically reflect on the nature of information in the digital age, and its social, cultural, and philosophical impact on society. Participants will come to understand how web-based information is organized in order to identify the best sources of information and effective strategies in locating, evaluating, synthesizing, using, creating, and communicating information for a given need. Participants will also identify differences between traditional school-based research projects and the information seeking behaviors used in workplace settings in order to create instructional materials that support information literacy that aligns more closely with the skills needed for 21st century workplace settings.

EDUC 6817 Tech Tools in Learning.....3 Hrs.

This course addresses various technology tools that may be used in online courses. The course is designed to provide students opportunities to apply online technology tools to their particular areas of interest in online course development.

EDUC 6818 Practicum..... 3 hrs.

In this course, participants will serve as a technology mentor for either a K-12 teacher, university faculty member, or community member seeking to integrate technology into their teaching practices. Participants will document the technology integration process and products developed as a result of the collaboration. Special attention will be paid to overcoming barriers (i.e., access, policy, teacher attitudes, time constraints) to using new technologies in educational settings and improving the design of professional development experiences for educators. (should be taken concurrently with EDUC 6395.)

BUSINESS ADMINISTRATION

MSBA 5000 MBA Essentials 3 hrs.

The MBA Essentials is designed as an efficient method to convey core business concepts and to begin a team-building process among the MBA students that will continue throughout the program. Essentials will be an intensive, one-semester, three credit-hour experience that mixes internet and in-class learning of core business concepts and terminology. Students will use knowledge from the core areas to integrate their prior learning and business experience, and develop the cross functional approach to business problem solving that is required for the 21st century. (Prerequisite Course Graded on a Credit/No Credit basis)

MSBA 5100 Personal Development Workshop..... 3 hrs.

The course will focus on self-assessment, development and actualization issues. Autobiography and biographic exercises will be used to explore the self. Also, topics such as work-life balance, personal financial management, career planning will be discussed. (Elective Course)

MSBA 5110 Leadership Workshop..... 3 hrs.

The class will examine human behavior in organizations at the individual, interpersonal and group levels. The interplay of human, technological, and structural factors in organizations will be examined. Important issues to be considered will also involve motivation theories, communication, and

group decision theories for managerial applications. The class will look at how we can design jobs and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the class will look at techniques for the development of team building, leadership and conflict resolution skills. Focus is given to leadership approaches, job enrichment, quality of work life and employee attitudes and achievement. (Core Course)

MSBA 5120 Tactical Human Resources Practices..... 3 hrs.

Students will learn about the four primary functions of HRM staffing, training and development, motivation and maintenance. Students will also learn how to apply the tactics in each of these functions in a legal, practical and ethical manner in the workplace. This course will combine lecture and case study methodology. (Elective Course)

MSBA 5130 Labor Relations and Dispute Resolution 3 hrs.

This course will focus on labor-management relations in the U. S., particularly in a unionized environment. The course will begin by covering the history of labor-management relations as well as the major legislation and court precedents that govern labor relations in the U.S. The main emphasis of the course will be on understanding dispute resolution processes and emerging issues in dispute resolution through a heavy reliance on case study analysis. (Elective Course)

MSBA 5140 Strategic Human Resources Management 3 hrs.

Students will learn to apply Human Resource practices in a strategic manner and also to balance their role as strategic business partner and employee advocate in today's dynamic business environment. This course will be delivered primarily in a case study method. (Elective Course)

MSBA 5200 Management Information Systems..... 3 hrs.

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. In particular, it explores presentation and spreadsheet programs providing the students with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision making. Here, topics include: data summary measure, methods, population and sample characteristics, and linear regression, all implemented using the spreadsheet technology. (Core Course)

MSBA 5300 Managerial Economics..... 3 hrs.

Managerial Economics deals with a diversity of issues. For instance, the class will discuss ways of directing scarce resources in an efficient manner so as to attain managerial goals defined by the firm. To this end, students will learn to apply economic ideas, theories, and methodologies in a strategic manner to enhance corporate performance. Students will also analyze organizational structures in order to maximize corporate behavior in the multitude of industrial and service sectors in which firms operate. Discussion of additional pertinent topics will provide students with further ways of using managerial economics, tools and procedures in the modern business environment. (Core Course)

MSBA 5400 Business Environments 3 hrs.

This course is designed to introduce current developments involving societal and ethical challenges modern society presents to the corporate environment. Emphasis will be placed on areas such as stakeholders, corporate citizenship, social responsibility, globalization, and ethics. (Core Course)

MSBA 5550 Financial Reporting and Analysis 3 hrs.

Through the concentration on the accounting side of financial statements, students gain a basic understanding of GAAP and the accounting model in order to recognize the limits of financial reports while evaluating liquidity, debt, and profitability. The course will combine ethics, financial theory, case studies and internet based projects. (Core Course)

MSBA 5599 Special Topics in Business Administration

.....1-6 hrs.

MSBA 5600 Marketing for Managers 3 hrs.

The course will introduce marketing research and consumer behavior to the students. Topics such as product policy, pricing, promotion and distribution will be discussed. Case studies will be used to apply the concepts of marketing in the class. (Core Course)

MSBA 5700 Quantitative Analysis..... 3 hrs.

This class will cover descriptive and inferential statistics. Concepts such as probability, distribution, estimation, hypothesis tests, correlation and regression, Chi-square tests as well as nonparametric methods will be stressed. Emphasis will be on quantitative analysis for managerial decision-making. (Core Course)

MSBA 5710 Operations Management..... 3 hrs.

The purpose of this course is to provide students with a sound conceptual understanding of the role that management science plays in the decision-making process. The focus is on the part of management science referred to as quantitative approaches to decision making. This course will cover several quantitative techniques that are used in decision making processes such as linear programming, transporting problems, project management, inventory models, waiting line modes, decision analysis, and forecasting. (Elective Course)

MSBA 5800 Knowledge Management 3 hrs.

This online course will provide students with a background in the development of Knowledge Management, KM models, how to capture, codify, and share knowledge within the organizational culture, various strategies and metrics, the KM Team, and future challenges for KM. It is a course based on not merely learning concepts, but also applying those concepts to facilitate business processes in a team effort. (Elective Course)

MSBA 5810 Project Management..... 3 hrs.

The course introduces the concepts of operations research, scheduling, optimization and network techniques. The course will also cover on contract management especially with a focus on the government sector.

Contract bidding, specifications compliance and other topics related to the industrial and government projects will be discussed. (Elective Course)

MSBA 5820 Advanced Project Management..... 3 hrs.

Students will learn the how to initiate, plan, execute, control, and close projects. This course builds on the foundation knowledge gained in the Introduction to Project Management course. This is an in-depth focus on the practical application of project management skills. The course format will combine lecture and case study methodology. (Elective Course)

MSBA 5850 Project Management Capstone 3 hrs.

This course allows students to gain comprehensive project management knowledge. The content addresses detailed coverage of the nine Knowledge Area and five Process Groups identified by the Project Management Institute and contained in A Guide to the Project Management Body of Knowledge (PMBOK Guide). It also exposes students to best practices required to pass national certifications in project management and offers tips for passing the exam. Course time and material aligns with the area of emphasis of the PMP exam in five process groups: Project Initiation, Project Planning, Project Execution, Project Monitoring and Control, Project Closure, Professional Responsibility. (Elective Course)

MSBA 5900 Cybersecurity and Risk Management 3 hrs.

This course introduces information assurance and cyber security, providing a breadth of knowledge and skills that covers a wide domain. The intent is to introduce a wide-variety of topics relative to information assurance and cyber security as well as to drill down into one specific topic. This specific topic will provide a basic understanding of the Risk Management Framework (RMF) as it pertains to the systems development life cycle (SDLC). Additionally, it will provide guidance on how to use this understanding during the development, management, assessment and continuous monitoring of information systems. (Elective course)

MSBA 5920 Big Data Analytics..... 3 hrs.

This course will introduce the students to concepts of security operations center and what it takes to monitor and secure an organization's digital infrastructure. Topics covered will include threat detection techniques, intrusion detection and recovery, malware analysis and reverse engineering concepts, and digital forensics. To supplement the course work, students will participate in a semester project working in Security Operations Center, where students will apply the concepts they have learned in class to real world projects in the Center. PR: MSBA 5910 (Elective Course).

MSBA 5930 Secure Information Systems Development 3 hrs.

This course infuses the concepts of building security into the system development process. Leaders and managers involved with the development of systems will learn topics such as secure system development approach, protection strategies, secure architectures, web application testing, static and dynamic security analysis. PR: MSBA 5910 (Elective Course).

MSBA 6000 Strategic Management 3 hrs.

This course will enable students to identify, comprehend and appraise an organizations strategies and policies. Topic will include industry and competitive analysis, corporate and competitive strategies, competing in global, fragmented and integrated industries. The course provides students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions. This course is designed to offer a capstone experience in which students will assimilate the various methods, concepts, and leadership tools offered throughout the MBA program. (Core Capstone Course)

MSBA 6010 Managerial Practicum..... 3 hrs.

Students will work with a regional organization (i.e. business, non-profit, health care, etc) to solve real world problems in the role of an independent consultant. Students will work with the employer to identify the managerial issues and will apply learning from their coursework to solve these issues. Students will make a presentation to the local employer and will submit a written case analysis of their project. (Elective Course. Graded on a Credit/No Credit basis)

MSBA 6020 Global Experience 3 hrs.

This course is designed to expose students to international markets. It is intended to provide students with an understanding of the short-run and long-run decisions that managers of multinational business must make in the course of formulating and implementing specific business plans, along with an in-depth exposure to the techniques and tools that are available for use by international managers. This course may involve an international study tour abroad. (Elective Course)

EXERCISE SCIENCE, FITNESS AND WELLNESS

**PHED 6405 Lab Techniques of Health Promotion/
Exercise Science 3 hrs.**

Theoretical and practical understanding of physiological instrumentation and measurement in exercise science, including practical laboratory experiences, as preparation for graduate research or other clinical testing opportunities. (3 credit hours)

PHED 6406 Statistics in Exercise Science 3 hrs.

The application and uses of statistics commonly used in the field of physical education/exercise science. Testing procedures include but are not limited determining appropriate statistical test to perform, interpreting results and determining appropriate follow-up test as needed. Emphasis is on design of experiments and appropriate statistical test usage, and interpretation of statistics. (3 credit hours)

**PHED 6412 Cardiovascular/Pulmonary Exercise
Physiology I 3 hrs.**

This course is designed to be comprehensive study of the physiological responses to human movement and chronic exercise. The course will encompass the acute physiological responses and chronic adaptations to

exercise. Emphasis on will be placed bioenergetics, metabolic pathways, cardiopulmonary and hormonal response to acute and chronic exercise. The major goal of the class will be to develop a fundamental understanding of exercise physiology that will..... a) allow the student to utilize exercise physiology in their daily lives and future profession, b) prepare the student to take additional graduate courses in exercise science major.

PHED 6413 Neuromuscular Exercise Physiology II..... 3 hrs.

This course is designed to provide the student with a comprehensive study of important and basic concepts within structure and function of the motor unit. An emphasis will be placed on an advanced study of the normal function of skeletal muscle along with applications dealing with the response of skeletal muscle to exercise/overload, aging, disease, disuse and injury.

PHED 6416 Advanced Strength & Conditioning..... 3 hrs.

This course examines the scientific principles and procedures involved in the assessment of physical fitness and exercise prescription. Special attention is given to understanding and implication of advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness.

PHED 6417 Impact of Exercise on Health & Disease 3 hrs.

A study of the role of exercise in the prevention and rehabilitation of cardiopulmonary diseases. Emphasis on patient/client education, programming, and assessment.

PHED 6418 Wellness Programming 3 hrs.

This course is designed to introduce the student to the concepts and theories of wellness, how to conduct assessments and evaluations of individuals and programs, how to design a wide variety of health promotion programs and understand the model of behavior change.

PHED 6480 Seminar in Exercise Science..... 3 hrs.

Discussion and presentations on current issues involving the discipline of Exercise Science. May be repeated for credit. Same seminar topic cannot be repeated.

PHED 6490 Internship in Exercise Science..... 3 hrs.

The purpose of this internship is to provide students with the opportunity to gain practical experience in the field of exercise science. This experience allows students to gain practical real world experience and apply their theoretical knowledge under the supervision of professionals within the field of exercise science/wellness. 120 hours of actual clock time are required for completion of this internship.

PHED 6499 Thesis 3 hrs.

This course allows a student the opportunity, with the guidance of the thesis chair, to independently design and complete a research study within the field of exercise science. This course requires a written paper and an oral defense presentation to the Thesis Committee.

PHYSICAL SCIENCE

PHSC 5599 Special Topics in Science Education.....1-6 hrs.

The purpose of this course is to explore new research-based developments, pedagogical content knowledge, or content in science education. Students will enhance their knowledge of teaching science in K-12 classroom settings. This course may be repeated for credit in different special topics.

READING SPECIALIST

READ 6300 Foundations in Reading and Writing 3 hrs.

The elements of emergent literacy, phonemic awareness, phonics, vocabulary development, fluency, and comprehension are explored. Assessment techniques and the reading/writing needs of all learners, including the exceptional and culturally diverse are also examined. Research based approaches, practices and materials are emphasized, as well as the importance of professional development, modeling, and leadership.

READ 6308 Survey of Literacy Instruction and Assessment for Individuals with Exceptionalities..... 3 hrs.

Required This course provides special educators with an understanding of evidence-based literacy instruction for individuals with exceptionalities at the elementary at the elementary and secondary levels. The course includes an overview of effective assessment and instruction in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, with specific emphasis on how these practices are beneficial to students with learning disabilities, behavior disorders, intellectual disabilities, and autism.

READ 6310 Teaching Reading to Special and At-Risk Learners. 3 hrs.

A study of the cause of reading difficulties and procedures used to support students with reading difficulties, emphasizing those with learning disabilities, behavior disorders, intellectual disabilities, and autism. Approaches reading difficulty from a holistic view. Attention is given to assessment strategies and remedial procedures for correction. This course includes a 40-hour field-based semester long experience must be completed in a public school setting. This field experience will allow the candidate the opportunity to apply and reflect on content and pedagogical knowledge and knowledge of learners who struggle with literacy skills. Concurrent registration for READ 6310- Lab is required. PR: READ 6308

READ 6310L Teaching Reading to Special and At-Risk Learners Lab..... 0 hrs.

Students will register concurrently for both the course, READ 6310, and this READ 6310 lab. The lab section of the course connects course participants to the Clinical Office for placement and clinical evaluation. This lab is for paperwork to the Clinical Office only.

READ 6315 Teaching Content Area Literacy 3 hrs.

This course focuses on literacy in the content-area subjects. The importance of reading and writing literacy in the content areas is

emphasized as well as the integration of literacy into a variety of instructional areas. The development of speaking and listening skills is also included as a part of literacy development. A variety of literacy strategies and skills is presented and examined. Approaches for developing and applying these strategies in various subject-matter areas are explored.

READ 6320 Psychological, Sociological, and Linguistic Factors in Reading and Writing Ability 3 hrs.

This course provides an overview of the psychological and social factors that affect reading and writing ability. Focusing on reading as a linguistic process, the course helps teachers understand how cognitive processes, motivational factors, and brain mechanisms interact to contribute to success in reading and writing. (Pre-requisite READ 6315)

READ 6325 Technology and Instruction Designed to Support Struggling Readers..... 3 hrs.

Required In this course, participants learn to facilitate the use of various types of technologies to enhance learning for struggling readers. Course participants will analyze elements of literacy, the brain's process of learning to read, transfer of information from working to long-term memory, and instructional design encompassing technology as a tool, instructional technology, and assistive technology. Course participants will demonstrate an understanding of how technology is used to support and manage all phases of planning, implementation, and evaluation of reading instruction.

READ 6330 Diagnosis and Correction of Reading and Writing Difficulties Practicum I..... 3 hrs.

(Required) Interpreting psychological, sociological, and educational factors affecting the reading process. A case study will be developed for identifying and analyzing reading disabilities. Focuses on procedures and materials for correction of reading difficulties, evaluation of pupil progress, and differentiation of instructional techniques. A capstone action research project is required. Prerequisite: READ 6310; Co-requisite: READ 6330L (Lab) and READ 6340(3 credit hours)

READ 6330L Diagnosis and Correction of Reading and Writing Difficulties Practicum I Lab..... (0 Credit Hours)

Required This semester-long clinical accompanies READ 6330 Diagnosis and Correction of Reading and Writing Difficulties Practicum I and must be completed in a public school setting. Students will be placed or approved for placement at the appropriate grade levels with students who have reading and writing difficulties. Experiences include development of a portfolio, a collection of artifacts and assignments related to work with school-aged student who struggles with reading (Prerequisite: READ 6310; Co-requisite: READ 6330 and READ 6340)

READ 6340 Literacy Coaching and Professional Development Practicum II..... 3 hrs.

Required A practicum course designed to support reading specialist candidates' development of literacy coaching skills, strategies, and dispositions in working with in-service teachers, administrators, school system staff, and parents. Experiences will include the development of a

professional development portfolio. (Co-requisites: READ 6330 and READ 6330L; Prerequisite READ 6310)

READ 6360 Literature and Response 3 hrs.

Examines literature for children and adolescents and their responses to it. Students investigate the types of, and influences upon, response patterns such as motor, oral, written, and expressive-art. Students will learn to use authentic assessment of the various responses. Literature in all genres will be read. (Pre-requisite. READ 6320,)

READ 6370 Administration and Supervision of Reading/Writing Programs..... 3 hrs.

This course provides an overview of the challenges that reading specialists face in their roles as administrators and supervisors of reading/writing programs. Students will come away from this course with guidelines and tools that will help ensure the creation and implementation of strong reading programs at the classroom, school, and district levels. (Prerequisite READ 6340)

SAFETY

SFTY 5510 Business Impacts of Regulatory App 3 hrs.

SFTY 5550 Employee Train & Comm in Safety/Health 3 hrs.

SPECIAL EDUCATION

SPED 5323 Math Strategies for Special Learners 3 hrs.

Required This course provides students with specific research based teaching strategies, assessment tools, classroom management techniques, and technology applications to support individuals with mild to moderate disabilities in math. An emphasis will be placed on math processing skills such as reason, representation, communication, and problem solving. Students will consider the unique needs of individuals with intellectual disabilities, learning disabilities, behavior disorders, and autism when designing instructional interventions.

SPED 5599 Special Topics in Special Education..... 1-6 hrs.

SPED 6317 Instructional Design I for Special Educators.3 hrs

This course examines essential theories in human growth and development, and educational psychology that serve as the foundation for our current approach to teaching and learning in American schools. Specific evidence-based instructional approaches and classroom management strategies will be studied. The Individualized Education Plan (IEP) will be introduced.

SPED 6318 Schoolwide Positive Behavior Interventions and Supports 3 hrs.

Elective This course offers students an introduction to school- and class-wide positive behavior support. Students are introduced to (a) the theoretical and empirical support for positive behavior support, (b) a three-tiered model of school-wide positive behavior support (SWPBS), and (c)

implementation strategies appropriate to each tier of the model. The primary focus is on tier 1 (primary) supports in school, classroom, and non-classroom settings. Instructor(s) present course content through readings, lectures, small group discussion, and practice activities. Students are responsible for participating in these activities and providing the instructor(s) with information that indicates an understanding and mastery of the course content. The instructor(s) is(are) responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives. This course is designed for PK-12 classroom teachers, support staff, principals, and leadership teams at all levels.

SPED 6319 Introduction to Learning Exceptionalities and Behavioral Disorders. 3 hrs.

Required This course provides an introduction to special education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, historical points of view that continue to influence the field of special education. The course addresses aspects of diversity for individuals with exceptionalities and their families, and how these complex issues can each interact with the delivery of special education services. The course provides an introduction to procedures for identifying and supporting individuals with intellectual disabilities, learning disabilities, emotional behavioral disorders (EBD), and autism spectrum disorder (ASD).

SPED 6323 Behavioral Support for Special Students..... 3 hrs.

Required This course presents basic principles and practices in the use of research-based applied behavior analysis and other strategies with both normal and exceptional learners, emphasizing those with learning disabilities, behavior disorders, intellectual disabilities, and autism. Students will be required to demonstrate competence in using a variety of techniques in field settings. Prerequisite: SPED 6319.

SPED 6324 Instructional Techniques in Special Education

.....3 hrs.

This course emphasizes strategic instruction across curricular content areas to individualize learning for students with mild to moderate exceptionalities ranging from kindergarten through twelfth grade. Course participants will select a variety of formal and informal assessments and will analyze information from assessments to develop evidence-based comprehensive instructional programs that support mastery, promote generalization, and enhance critical thinking for individuals with mild to moderate exceptionalities. Procedures for consulting and collaborating with other professionals to support students will be emphasized throughout the course. This course includes a 75-hour field-based semester long experience must be completed in a public school setting. This field experience will allow the candidate the opportunity to apply and reflect on content and pedagogical knowledge and knowledge of learners with special needs to demonstrate proficiencies in the role of a special educator. Concurrent registration for SPED 6324- Lab is required. Prerequisite SPED 6319, SPED 5323, and READ 6310 or Instructor Permission.

SPED 6324L Instructional Techniques in Special Education Lab 0 hrs.

Students will register concurrently for both the course, SPED 6324, and this SPED 6324 lab. The lab section of the course connects course participants to the Clinical Office for placement and clinical evaluation. This lab is for paperwork to the Clinical Office only.

SPED 6330 Introduction to Autism 3 hrs.

Required This is a web-based course established to review definitions, rates of incidence, conceptual models, and educational designs relating to individuals with autism. The course is designed to introduce the student to a general view of autism spectrum disorders. In the field of autism the research is constantly changing, therefore the student will have current developments presented through the use of research material and weekly assignments. The educational treatment of students with autism requires that the learner be presented with a variety of approaches.

SPED 6331 Methods and Strategies for Autism. 3 hrs.

Required This is a web-based course designed to provide students with an understanding of the learning characteristics of individuals with autism. This course also focuses on research-based assessment and instructional techniques for individuals with autism and promotes evidence-based strategies for managing challenging behaviors. Clinical hours required. Prerequisite SPED 6330.

SPED 6331L Methods and Strategies for Autism Lab..... 0 Hrs.

This is a web-based course designed to provide students with an understanding of the learning characteristics of individuals with autism. This course also focuses on research-based assessment and instructional techniques for individuals with autism and promotes evidence-based strategies for managing challenging behaviors. This course includes a 30 hour field-based semester long experience that must be completed in a public school setting. Concurrent registration for SPED 6331 – Lab is required.

SPED 6390 Special Education Practicum..... 3 hrs.

This course combines practicum experiences in special education with written assignments related to these experiences. This semester-long practicum experience must be completed in a public school setting. Full-time involvement in the teaching/ learning process is required for successful completion of this practicum. Teacher candidates will be placed or approved for placements at the appropriate grade levels with students who have mild to moderate disabilities (LD, ID, BD, and autism). Teacher candidates will be expected to participate in all activities and duties generally expected of a special education teacher. Course assignments focus on the development and implementation of an action research project and video analysis of teaching and student learning. Emphasis is placed on using student data to enhance instruction and improve outcomes for individuals with exceptionalities. Concurrent registration for SPED 6390- Lab is required. Prerequisite EDUC 6301, SPED 6324, and SPED 6330.

SPED 6390L: Special Education Practicum Lab 0 hrs.

Students will register concurrently for both the course, SPED 6390, and this SPED 6390 lab. The lab section of the course connects course participants to the Clinical Office for placement and practicum evaluation. This lab is for paperwork to the Clinical Office only.

Faculty

BAKER, J. ROBERT (1994)

Director, Honors Program
Professor/Senior Level: English
A.B., M.A., Ph.D. University of Notre Dame

DOS SANTOS, JULIA (2018)

Assistant Professor of Exercise Science
B.S. Methodist University, Brazil
Ph.D. University of Portol, Portugal

FANTASIA, GINA (2011)

Associate Professor of Management
B.S. Fairmont State College
M.S.I.R. West Virginia University
J.D. University of Houston

FISHER, MARCUS (2015)

Assistant Professor of Information Systems
Management
B.S., B.S., M.S. West Virginia University

FREEMAN, PHILIP M. (2003)

Chair, Architecture + Graphics Department
Associate Professor of Architecture
B.S. Fairmont State College
M.Arch. Virginia Polytechnic Institute & State
University

GILBERTI, ANTHONY F. (2007)

Professor Technology Education
B.S. Fitchburg State University
M.S. Eastern Illinois University
Ph.D. University of Maryland

GIORCELLI, REBECCA (2005)

Professor of Information Systems Management
BSIE, MSIE, Ph.D. West Virginia University

GODFREY, AMY F. (2012)

Assistant Professor of Economics
B.S., M.A., Ph.D. West Virginia University

HARVEY, RICHARD (1988)

Provost and Vice President of Academic Affairs
Professor of Finance/Business Law
B.M., M.B.A., J.D. West Virginia University

HEMLER, DEBRA A. (2000)

Coordinator of Geoscience
Professor of Geoscience
B.S. Northland College
M.S., Ed.D. West Virginia University

HILTZ, SHARON L. (1987)

Professor/Senior Level: English
B.A. Swarthmore College
M.A., Ph.D. University of Pennsylvania

HINTON, GREGORY T. (1989)

Professor/Senior Level: Business Law
A.B. Fairmont State College
J.D. West Virginia University

HUMBERT, ROXANN (2001)

Associate Professor of Education
B.S., M.S., Ed.D. West Virginia University

KELLY, ROBERT L. (2015)

Graduate Program Director
Associate Professor of Architecture
B. Arch. University of Kentucky
M. Arch. Syracuse University
Ph.D. McGill University

KIRBY, JERI (2015)

Assistant Professor of Criminal Justice
B.A., M.A. West Virginia University
Ph.D. (In Progress) West Virginia University

KREMER, JOSEPH W. (2012)

Coordinator of Finance
Assistant Professor of Finance
B.A., B.S. University of Delaware
M.B.A. University of Wisconsin-Madison
Ph.D. University of South Carolina

- LEARY, JANIE M. (2013)
Associate Professor of Community Health Education
B.S.W. Georgia State University
M.P.H. Armstrong Atlantic University
Ph.D. West Virginia University
- MATTHEWS, JAMES (2002)
Associate Professor of English
B.A. Saint Vincent College
M.A., Ph.D. Duquesne University
- MCLAUGHLIN, JOHN E. (2013)
Assistant Professor of Criminal Justice
A.A. University of Florida
B.S. Florida State University
M.S. Florida International University
Ph.D. Lynn University
- METCALF, AMANDA (2013)
Interim Associate Dean, School of Education, Health and Human Performance
Graduate Program Director – M.A.T., M.Ed.
Associate Professor of Physical Education
B.S. Mars Hill College
M.A. East Tennessee State University
Ph.D. West Virginia University
- MORPHEW, KIRK L. (2000)
Director, Undergraduate Program in Architecture
Professor of Architecture
A.S. Central Florida Community College
A.A. Santa Fe Community College
B.S. University of Florida
M.Arch. Virginia Polytechnic Institute & State University
- MORPHEW, VALERIE (2000)
Professor of Education
A.S. Central Florida Community College
B.S. The University of West Florida
M.A.Ed. Virginia Polytechnic Institute & State University
Ed.D. West Virginia University
- NOLAND, JASON (2016)
Assistant Professor of Digital Media
BA. M.Ed. Fairmont State University
Ph.D. West Virginia University
- OWENS, BARBARA (2005)
Director, PDS Partnerships and Clinical Experiences
B.A. Fairmont State College
M.A. West Virginia University
- OXLEY, TIMOTHY R. (2008)
Interim Dean, School of Business
Graduate Program Director - Business
Professor of Business
B.S. Concord University
M.S., Ed.S. Marshall University
- PITTMAN, PAMELA (2015)
Assistant Professor of Reading Education
A.A. Lenoir Community College
B.A. East Carolina University
M.Ed. University of North Carolina at Wilmington
Ph.D. North Carolina State University
- RENEAU, JULIE L. (2009)
Associate Professor of Special Education
B.S. Vanderbilt University
M.Ed. George Peabody College of Vanderbilt University
M.A., Ed.D. West Virginia University
- RENEAU, PAUL D. (2002)
Professor of Exercise Science
B.S. West Virginia Wesleyan
M.Ed. George Peabody College of Vanderbilt University
Ph.D. The University of Alabama
- ROSS, SUSAN M. (2014)
Executive Director of Academic Programs & Support Services
Director of Graduate Studies
Associate Professor of Physical Education
B.S. Alderson Broaddus College
M.S., Ph.D. West Virginia University
- SANCHEZ, AMANDA
Graduate Program Director – Criminal Justice
Assistant Professor of Criminal Justice
B.A. Muskingum University
M.A. Ohio University
Ph.D. University of Hawaii at Manoa

SAPP, G. H. BUDD (1997)
Professor of Education
B.A. Fairmont State College
M.S., Ed.D. West Virginia University

SAVAGE, ELIZABETH A. (2001)
Professor of English
B.A. James Madison University
M.A. Boston College
Ph.D. Duquesne University

SMALLRIDGE, JOSHUA (2011)
Assistant Professor of Criminal Justice
A.A.S. Pierpont Community & Technical College
B.S., M.S. Fairmont State University
Ph.D. Indiana University of Pennsylvania

SMITH, SHARON (2004)
Professor of Education
B.A., Fairmont State College
M.A., Ed.D. West Virginia University

SURENDRAN, SUNIL (1994)
Professor of Marketing and Management
B.S., M.B.A. Gujarat University
Ph.D. Kent State University

WIERZBICKI, BARBARA (2018)
Assistant Professor of Education
B. S. McDaniel College
MBA Frostburg State University
M. A. West Virginia University
Ed. D. West Virginia University

YOKE, WILLIAM E., JR. (2015)
Professor of Practice
B.S. Arch. Clemson University

SINCLAIR, RYAN
Adjunct Faculty in Architecture

YEAGER, ROBIN
Director of Falcon Center and Student Activities
Adjunct Faculty of Exercise Science
B.S. University of Northern Colorado
M.S. University of North Texas
Ph.D. West Virginia University

Adjunct Faculty

BURDOFF, JODONNA
Adjunct Professor of Special Education

FISHER, MARK
Adjunct Professor of Special Education

Index

A

Academic Calendar, 3
Academic Information, 23
Accreditation, 6
Adjunct Faculty, 65
Admissions, 10

C

Catalog Policy, 6
College Of Liberal Arts, 42
College Of Science And Technology, 45
Courses Of Instruction, 53
Courses Offered By Program, 50

D

Degree Or Certificate-Seeking Student Application
Procedures, 10
Drug-Free Awareness Program, 8

E

Email Account Policy, 6
Equal Opportunity Affirmative Action, 7
Expenses And Financial Aid, 16

F

Faculty, 63
Family Educational Rights And Privacy Act, 8
Financial Aid, 19

G

General Admission To Graduate Studies, 10
Graduate Assistantships, 14
Graduate Programs, 5
Graduate Student Profile, 5
Graduate Studies Mission And Objectives, 4

Graduate Studies Program Learning Outcomes, 5

I

International Student Application Procedures, 11

M

M.Ed. Degree In Special Education- Multi-Categorical With
Autism, 35
M.Ed. In Digital Media, New Literacies, And Learning, 29
M.Ed. In Exercise Science, Fitness, And Wellness, 31
M.Ed. In Professional Studies, 32
Master Of Architecture Program (M.Arch.), 45
Master Of Arts In Teaching (M.A.T.), 38
Master Of Business Administration (M.B.A.), 48
Master Of Education (M.Ed.), 29
Master Of Science (M.S.), 42
Military Selective Service Act, 9
Mission Statement, 4
Multi-Categorical Special Education With Autism Non-
Licensed Candidates, 37

N

Non-Degree Student Application Procedures, 10

P

Post-Masters Educational Leadership Certificate, 40
Program Schedules, 11

S

School Of Business, 48
School Of Education, Health And Human Performance, 28
Services For Students With Disabilities, 7

T

Transfer Of Graduate Credits, 13
Tuition And Fees, 16

V

Vision Statement, 4



FAIRMONT STATE
UNIVERSITY™

1201 Locust Avenue

Fairmont, West Virginia 26554

(800) 641-5678

fairmontstate.edu