

College of Education and Human Services

Degrees Offered

- Doctor of audiology
- Doctor of philosophy in counseling psychology
- Doctor of philosophy in education
- Doctor of education in curriculum and instruction
- Doctor of education in educational leadership studies
- Doctor of education in educational psychology
- Doctor of education in higher education administration
- Doctor of education in instructional design and technology
- Doctor of education in special education
- Master of arts in counseling
- Master of arts in education leadership/public education administration
- Master of arts in educational psychology (areas of emphasis: CDFS, program evaluation and research and educational psychology)
- Master of arts in education
- Master of arts in higher education administration
- Master of arts in instructional design and technology
- Master of arts in literacy education
- Master of arts in special education
- Master of science in rehabilitation counseling
- Master of science in speech pathology

The College of Education and Human Services, located in Allen Hall on the Evansdale campus, offers graduate-level programs of study in counseling, counseling psychology, curriculum and instruction, educational leadership, educational psychology, elementary education, literacy education, instructional design and technology, rehabilitation counseling, secondary education, special education, communication sciences and disorders and higher education administration. Thesis programs are devoted to the study and development of human talent and resources in the school, family, and community. Instruction, research, and extended service are carried out in close cooperation with related departments and units of the university. Students may also complete teaching certification-only programs in education and special education areas.

Some graduate programs require the successful completion of clinical experiences in approved sites. Clinical placements are arranged by faculty and the professional judgments of faculty are used to determine continuation of students in these placements.

Non-Degree Status

Students not admitted to or terminated from a degree program may apply for classification as a non-degree graduate student to the Assistant Dean for Student Services in the Office of Student Advising and Records of the College of Education and Human Services, P.O. Box 6122, Morgantown, WV 26506-6122. Non-degree classification allows the student to take coursework for certificate renewal, certification, or personal interest. A non-degree graduate student may accumulate unlimited graduate credit hours, but only 12 hours of graduate credit may be applied toward a degree should the student be admitted to a degree program. If the student is later admitted to a degree program, the faculty of that program will decide whether or not credit earned as a non-degree student may be applied to the degree. Under no circumstances may a non-degree student apply more than twelve hours of previously earned credit toward a degree. Course work for a graduate degree must have been taken within eight years of the student's graduation.

Students may obtain additional information about a particular graduate program by writing to the coordinator of that program or by contacting the Center for Advising and Records, 304-293-2169.

ADMINISTRATION

DEAN

- Gypsy Denzine - Ph.D.

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

- Dale S. Niederhauser - Ph.D.

ASSOCIATE DEAN FOR RESEARCH AND GRADUATE EDUCATION

- M Cecil Smith - Ph.D.

ASSISTANT DEAN FOR STUDENT SERVICES

- Laura Porter - Ph.D.

Degree Designation Learning Goals

MASTER OF ARTS (MA) AND MASTER OF SCIENCE (MS)

The College of Education and Human Services offers graduate programs that lead to Masters and Doctoral degrees in specific fields of study and areas of professional practice. Learning goals for students in Master of Arts and Master of Science degree programs include:

- Developing depth and breadth of knowledge across the specialized body of theoretical information and applied topics
- Developing knowledge of the issues and discourses that are central to the discipline
- Learning to effectively communicate one's knowledge about the discipline
- Learning to engage in analytical thinking to address problems in the discipline
- Engaging in collaborative activities in communities of practice with the discipline

DOCTOR OF EDUCATION (EDD) AND DOCTOR OF PHILOSOPHY (PHD)

Doctoral programs build on and extend knowledge and skills related to Masters level programs. Students in both the Doctor of Education (EdD) and Doctor of Philosophy (PhD) programs engage in structured research experiences to develop a deeper understanding of educational research as they build research skills by designing and conducting theory-driven inquiry-based studies.

DOCTOR OF AUDIOLOGY (AUD)

The Doctor of Audiology (Au.D) program has been designed to provide a firm understanding of the normal processes of hearing and communication with the academic and clinical preparation to diagnose and treat the full range of hearing disorders in all age groups. Our goal is to prepare audiologists who are competent to work in a wide variety of clinical settings, including hospitals, clinics, special treatment centers, schools, industry, and private practice. The program's intent is to provide the knowledge and skills necessary to practice audiology autonomously in an effective, ethical manner. To this end, the following goals have been established by the Department of Speech Pathology and Audiology at West Virginia University:

1. Graduates will demonstrate mastery of knowledge and skills necessary to practice audiology in diverse settings encompassing all of the many facets of our profession.
2. Graduates will demonstrate an ability to work autonomously, using sound judgment in a competent and ethical manner.
3. Graduates will contribute to the profession and their community via active membership in professional organizations, scholarly activity, and taking the initiative in public education concerning hearing and balance disorders.
4. Graduates will be employed as audiologists serving the hearing impaired populaces, industry, and the medical community with special emphasis in underserved areas of our state.

Admission

Admission, curriculum, and specific requirements of the various degree programs of the College of Education and Human Services are provided in each program section in this catalog. It is the responsibility of the student to take steps to ensure that he or she is properly informed of the degree requirements and/or the certification standards being sought. Graduates of our state-approved preparation programs are eligible for recommendations for certification/licensure issued by appropriate state agencies. Since certification requirements are changed periodically by the state, the fulfillment of certification requirements as presented in this catalog cannot guarantee compliance with the most recent requirements. The West Virginia State Department of Education requires that a degree be from an accredited institution of higher education for licensure and salary purposes. Students are therefore encouraged to seek the counsel of members of the faculty, their advisers, and the college certification officer on matters pertaining to degree and certification requirements.

All applicants for admission to the doctoral program in the College of Education and Human Services must submit their scores on the Graduate Record Examination and/or the Miller Analogies Test, three letters of recommendation, a current vita, and a sample of long-range and short-range goals. Applicants to the college must comply with the general university graduate study regulations. Personal interviews are required by several programs. Additional information may be required by the faculty of a specific area of emphasis prior to program admission.

In this section:

- Master's Degree Programs (p. 2)
- Doctoral Degree Programs (p. 3)

Master's Degree Programs

Master's degree programs are offered in counseling, rehabilitation counseling, speech pathology, educational leadership studies, educational psychology, elementary education, instructional design and technology, reading, secondary education, and special education.

Three options are generally available in the college's master's programs; the student should refer to the specific program to determine the option that applies.

1. At least thirty semester hours of coursework, including six semester hours of research
2. At least thirty semester hours of coursework, including three semester hours of research, selected in conference with the candidate's committee, directed by the adviser, with final approval of the committee
3. At least thirty-six semester hours of approved coursework
 - The student must comply with specific graduate requirements of the university, the College of Education and Human Services, and the program.
 - All students will be assigned an adviser. For options A and B, two additional faculty members will be assigned to serve as the remainder of the three-member master's committee. For option C, only the adviser is required.
 - No student may be awarded a master's degree unless the student has a minimum grade point average of 3.0 on all work taken for the graduate degree. (A grade of less than C does not carry credit toward a graduate degree but counts in determining the grade point average.)
 - No student will be permitted to repeat a required graduate course more than once.

Some programs may require the comprehensive examination in options A, B, and C above. The candidate's committee (options A and B) or adviser (option C) will determine whether the examination will be oral or written or both. Within the first two weeks of the semester in which the student intends to take the final master's degree examination, he or she must submit to the appropriate department chair an application to take the examination. A student must have completed a minimum of twenty-seven semester hours of approved coursework before taking the comprehensive examination. In addition, a student must have achieved a 3.0 grade point average on all work taken for graduate credit before applying to take the comprehensive examination.

Time Limit

All requirements must be completed within eight years immediately preceding the awarding of the degree.

Doctoral Programs

If you would like additional information about the graduate programs in the College of Education and Human Services, contact the chairperson of the department most relevant to your program interests. Students in the doctor of education (Ed.D.) program may elect an area of emphasis in curriculum and instruction, educational leadership studies, instructional design and technology, or special education. Specific information about doctoral studies in these emphasis areas is listed in the program description area of the catalog. Students interested in the doctor of audiology (Au.D.) and the doctor of philosophy (Ph.D.) in counseling psychology and in education will find information about those programs in separate areas of this catalog. Students in the interdisciplinary (Ph.D.) program select a focus area from one of the following major areas of study: educational leadership and policy studies, learning, instructional design and technology; or curriculum, literacy and cultural studies, and human development and family studies.

Committee Formation

Typically after admission to a specific program, the student, in consultation with the adviser, selects a chairperson and four committee members to serve as his or her doctoral committee. This committee must be approved by the department chair and the dean of the college. The doctoral committee must meet the following minimum standards:

- The doctoral committee must be composed of a minimum of five members, the majority of whom must be regular members of the graduate faculty.
- At least three members of the doctoral committee must be members of the graduate faculty of the College of Education and Human Services.
- The student's major adviser must be from the student's major program and must be a regular member of the graduate faculty. No more than two other members of the doctoral committee may be from the student's major program area of study.
- At least two members of the doctoral committee must be from the student's major program area of study.
- At least one member of the doctoral committee must be from the student's minor program area of study.
- The doctoral committee must include at least one member from outside the student's program area and that individual must have knowledge and insights relevant to the student's program of study.
- No more than one member of the doctoral committee may be a nonmember or associate of the graduate faculty.

Program Plan

The final determination of the program of coursework and research is the responsibility of the student's doctoral committee. Doctor degrees are not awarded on the basis of the completion of any set number of credits but is awarded on the basis of demonstrated academic achievement and scholarly competence. Seventy-two semester hours of relevant graduate work, excluding dissertation credit, but including credits of relevant graduate work completed at the master's degree level, constitute the minimum coursework acceptable.

Candidacy

The student and the committee at the time of program planning will identify competencies to be developed and how they will be assessed. These will be stated in the student's individual program. The doctoral student and his or her doctoral committee will determine when the student is ready for assessment of competencies. The examination will be prepared and assessed by the student's doctoral committee and will address all work in the

doctoral program plan of the student. The student must be enrolled in the semester in which candidacy examination occurs. The chairperson will notify the student and the student records office. Personnel in the student records office will notify all appropriate university and college offices of the outcome. Upon successful completion of the examination, the student will formally propose the dissertation prospectus to the committee.

Prospectus

The candidate must submit and justify a prospectus for a doctoral dissertation. The doctoral committee must review and approve, approve with change, or reject the outline or prospectus. The student must consult with all members of the committee and with other appropriate members of the university faculty during the dissertation phase of the program.

Dissertation Defense

Upon fulfillment of the program requirements set by the doctoral committee, the student must successfully defend the dissertation. The defense will be conducted by the student's doctoral committee and the publicized meeting will be open to all members of the university faculty. If the student receives more than one unfavorable vote from the committee, the candidate will not be recommended for the doctoral degree.

Time Limit

Doctoral students admitted to any degree program within the College of Education and Human Services are allowed a maximum period of 10 years (20 semesters, not including summer terms) – from date of admission to successful defense of the dissertation – to earn the degree. Students may have up to five years (10 semesters, not including summer terms) to successfully complete the dissertation, post-comprehensive examinations. Exceptions to this policy will be determined on a case-by-case basis where necessary (e.g., student leave of absence due to illness).

Because the qualifying examination attests to the academic competence of the student who is about to become an independent researcher or practitioner, the length of time between the examination and degree must be limited. Consequently, doctoral candidates are allowed no more than five years after the qualifying examination in which to complete remaining degree requirements. If the student should fail to complete an approved dissertation within five years, he or she must repeat the admission to candidacy examination and any other requirements specified by the student's doctoral committee.

Residency

Doctoral education involves many learning experiences that take place outside the formal classroom setting. These involve observing and participating in activities conducted by the graduate faculty, using departmental and University libraries, attending lectures presented by visiting scholars, informally debating other students, and similar activities. To ensure that graduate students experience this kind of informal learning, doctoral programs at WVU generally require at least two semesters in residence on campus. However, an individual student, in consultation with their graduate committee, may propose an alternative plan by which the student can gain equivalent educational experience. This plan must be submitted in writing, approved by the college or school dean or designee, and placed in the student's program file.