

2004-2005 GRADUATE CATALOG

NOTICE

This Catalog describes Longwood's graduate academic programs, including course numbers, descriptions, standards for student progress and retention, and a statement of fees at the time of publication. However, the provisions of this publication are not to be regarded as an irrevocable contract between the student and Longwood University. There are established procedures for making changes, which protect the institution's right to make changes deemed appropriate. A change of curriculum and/or graduation requirements is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation.

ASSESSMENT

The purpose of assessment at Longwood University is (a) to help individual students develop to their fullest potential and (b) to improve the educational programs of the University. In the case of both the student and the University, we intend to assess how effectively consensually-developed goals are being achieved, and based on these assessment data, we intend to generate recommendations and plans of action that will help achieve these goals.

In 1986 the Virginia Senate adopted Joint Resolution 83 directing state institutions of higher education to "establish assessment programs to measure student achievement." Additionally, the Southern Association of Colleges and Schools requires for accreditation that an institution "must define its expected educational results and describe how the achievement of these results will be ascertained." (Criteria for Accreditation: Commission on Colleges, Section III: Institutional Effectiveness, 1989.)

Student participation is therefore required. The University may withhold transcripts for three months for graduating students who fail to participate.

STUDENT RESPONSIBILITY

Each graduate student should study this Catalog thoroughly. Regulations and procedures entered here will govern all graduate programs and students. Graduate students will be held responsible for information contained within the catalog under which they are admitted. The official copy of the graduate catalog resides on the Longwood website.

The Longwood University Graduate Catalog was published in July 2004. The Catalog and related announcements remain in effect until July 1, 2005. The official copy of the Catalog resides on the Longwood website.

Dear Friends:

Making a decision to continue your education is a major commitment of time, talent, resources and money. Reasons for pursuing a post-baccalaureate education are many, ranging from personal fulfillment to professional growth and upward mobility in your career. Why should you choose Longwood?

From the moment you arrive on campus, you will be immersed in an extraordinary educational environment. Our goal is to provide you a high tech, highly relevant and uniquely supportive graduate education that will prepare you for a successful life and career in the new millennium. No matter what your discipline, you will find a community dedicated to excellence in all that we do. From our state-of-the-art facilities and equipment, to our dedicated and knowledgeable staff, to our supremely qualified faculty, Longwood stands ready to serve you, to challenge you, and to provide you an active, intellectually vibrant environment where the joy and excitement of learning permeates everything that you do.

Longwood also understands and responds to the unique needs of adult learners, learners who must often juggle complex lives characterized by full-time work and familial responsibilities. We begin by offering most of our graduate classes on schedules that are built around your availability and convenience. You also will have a graduate advisor who will provide you individualized attention and guidance as you work together to plan and complete your program of study. Our library, information resources and technological infrastructure are superior in every way and will serve your research needs. Lying at the very heart of the Longwood graduate program is that which has always made this college great: a tremendously talented and caring faculty that is dedicated to providing you an educational experience that is second to none.

Longwood is confident that we can provide the high quality graduate education that you will need to work productively in the 21st century. We do this in the belief that the best environment in which to learn is one that only an institution of our size and quality can provide - an environment where theory is always related to practice, where connections are made between disciplines, where the latest in instructional and information technology is commonplace and where you will be intellectually challenged at every level.

In addition to familiarizing yourself with the contents of this catalog, I encourage you to visit our campus and our web site. Collectively, they will make clear why Longwood is the right place for you to undertake a graduate education.

Sincerely,

Patricia P. Cormier
President

2004-2005 Academic Calendar

FALL SEMESTER 2004

August 27	Final registration
August 30	Classes begin at 8 a.m.
September 6	Labor Day Holiday – no classes, University closed
September 7	Classes resume 8 a.m. – Last Day to Add/Drop an on-campus class
September 9	Convocation
October 16	Fall Graduate Comprehensive Examination Administration
October 18-19	FALL BREAK
October 20	Classes resume at 8 a.m.

October 20	Noon Deadline to Withdraw from a Class with a “W” <i>(on-campus, traditional course schedule; see catalog for non-traditional course policy)</i>
November 8	Advising and Pre-Registration Begins for Spring 2005
November 19	Advising and Pre-Registration Ends for Spring 2005
November 24	Student holiday – no classes
November 25-26	Thanksgiving holiday – no classes, University closed
November 29	Classes resume at 8 a.m.
December 10	Classes end, All Graduate Incompletes Due for Spring 2004
December 11	Reading day
December 13-17	Examinations
December 20	All grades due at 8:30 a.m.
December 25	Christmas Day, University Closed

SPRING SEMESTER 2005

January 1	New Year’s Day, University Closed
January 14	Final registration
January 17	Classes begin at 8 a.m.
January 24	Last Day to Add/Drop an on-campus Class
March 5	Spring Graduate Comprehensive Examination Administration
March 7	Noon Deadline to Withdraw from a Class with a “W” <i>(on-campus, traditional course schedule; see catalog for non-traditional course policy)</i>
March 14-18	Spring break - University Closed March 14 th & 15 th
March 21	Classes resume at 8 a.m.
March 24	Advising and Pre-Registration Begins for Fall 2005, Registration Begins for Summer 2005
April 6	Advising and Pre-Registration Ends for Fall 2005
April 29	Classes end, All Graduate Incompletes Due for Summer 2004 and Fall 2004
April 30	Reading day
May 2-6	Examinations
May 10	All May 2005 Degree Candidate Grades Due at 8:30 a.m.
May 11	All grades due at 8:30 a.m.
May 14	Commencement

SUMMER SESSIONS 2005

May 23	Summer Session I begins	July 4	Independence Day Holiday - no classes,
May 30	Memorial Day - no classes, University Closed	July 14	University Closed
June 16	Summer Session I ends	July 18	Summer Session II ends
June 20	Summer Session II begins	August 5	Summer Session III begins
			Summer Session III ends

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EQUAL OPPORTUNITY STATEMENT

Longwood adheres to the principle of equal opportunity without regard to race, sex, creed, color, disability, national origin, age, or religion. This policy extends to all programs and activities supported by the University and to all employment opportunities at the University.

In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities will not be discriminated against on the basis of their disability. Applicants who wish to request accommodations should contact the Director of Disability Support Services at 434.395.2391, TDD 711, roodse@longwood.edu or by fax at 434.395.2434.

OFFICE OF GRADUATE STUDIES

Longwood University
 201 High Street
 Farmville, Virginia 23909-1899
 434.395.2707
 434.395.2750 fax
www.longwood.edu/graduatestudies
graduate@longwood.edu

Graham Building, Room 142

LONGWOOD UNIVERSITY

LONGWOOD UNIVERSITY MISSION

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, Longwood provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement.

VISION

Longwood University will be recognized as the top comprehensive public institution in the South through its focus on attracting and retaining a diverse faculty recognized for excellence in teaching,

attracting outstanding students, providing challenging instruction of the highest quality and providing an academic and residential life environment that develops citizen leadership skills. To achieve this vision, all members of the Longwood community will be dedicated to the highest standards of academic distinction and quality of life, and will examine, reaffirm, and refine those aspects of the college experience that collectively make Longwood an exceptional learning community.

To ensure the vitality of the learning community, Longwood University will increase enrollments while maintaining its inherent character and enhancing its academic quality. The learning community will provide high levels of faculty directed research; student-faculty interaction; active and collaborative learning experiences; enriched educational offerings, including internships and cross-cultural opportunities; and engagement with technology.

Dynamic teaching and superior scholarship that directly influence student learning and increase academic achievement will characterize the Longwood learning community. Student accomplishments will be defined by established competencies that demonstrate a sound grasp of the liberal arts and sciences as well as the ability to think critically, respond creatively, and apply knowledge to the resolution of practical issues. Assessment of these competencies will be used to ensure continuous improvement of the educational experience.

The curriculum, incorporating the appropriate use of instructional technology, will be refined to ensure its relevancy to the mission of developing citizen leaders. It will continue to provide a rigorous foundation in the liberal arts and sciences and elevate Longwood's exceptional professional programs, such as teacher education and business, to the highest regional and national standards.

The institution embraces all members of the diverse campus community, leading to a collegial climate where divergent ideas are respected. Longwood will be committed to community service and outreach devoted to local, regional, national, and global advancement.

The improvement of learning and quality of life will permeate all institutional practices including the design of student co-curricular programs, which fosters integration and coordination of academics and student life; supportive student services; and, the creation of physical facilities that contribute to the overall development of students.

Longwood's careful and responsible stewardship of human, fiscal, and environmental resources will be continuously improved to incorporate the most effective methods and practices in supporting the institution's vision.

Approved by the Longwood Board of Visitors, December 1, 2001.

LOCATION

Longwood University is located in historic Farmville, Virginia -- 65 miles west of Richmond and Petersburg, 48 miles east of Lynchburg, and 60 miles south of Charlottesville. U.S. Highways 15 and 460 intersect in town. Commercial bus systems provide service to the town.

Farmville is a pleasant college town with a population of 6,500; it is the business and education center of the area. Located in and near town are churches, hotels, motels, a country club, a municipal airport, and a community hospital. Hampden-Sydney College, a liberal arts college for men, is five miles south of the campus. Many points of interest are within a short distance of Farmville, including Appomattox Courthouse and Sailors Creek Battlefield.

HISTORY

With a legacy of learning dating back over 160 years, Longwood University has developed a meaningful learning environment that extends far beyond the classroom. The University was a pioneer first in private and later in public education. It was founded on March 5, 1839 when the General Assembly of Virginia incorporated the Farmville Female Seminary Association.

In the succeeding years the increasing prosperity of the Farmville Female Seminary led the stock holders to expand the seminary into a college, and the Farmville Female College was incorporated in 1860. On April 7, 1884, the State of Virginia acquired the property of the Farmville Female College, and in October of the same year the Normal School opened with 110 students enrolled. This was the first state institution of higher learning for women in Virginia.

With the passage of the years, the Normal School expanded its curriculum and progressed through a succession of names. It became the State Normal School for Women in 1914, the State Teachers College at Farmville in 1924, Longwood College in 1949, and Longwood University on July 1, 2002.

The University was first authorized to offer a four-year curriculum leading to the degree of Bachelor of Science in Education in 1916. It was authorized to offer Bachelor of Arts in 1935, the Bachelor of Science in 1938, a curriculum in business education the same year, courses leading to a degree in music education in 1949, and the Bachelor of Science in Business Administration in 1976. In 1978, the College was authorized to offer the Bachelor of Fine Arts, and in 1981, the Bachelor of Music. In 1955, graduate programs were authorized. Longwood became fully coeducational in June 1976.

Today, Longwood students rate their university as one of the most engaging in the country, according to results from the National Survey of Student Engagement (NSSE). Seniors rated Longwood at or above the 80th percentile on 6 of the 9 NSSE benchmarks when compared with Masters institutions; freshmen rated Longwood at or above the 60th percentile on all 9 benchmarks when compared with Masters institutions. "Student Engagement with Technology" continued to lead the way at the 90th percentile or higher. National assessment experts developed the survey as an alternative to the U.S. News & World Report rankings, which are strongly influenced by resources and reputation. NSSE is sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum for Undergraduate Learning. Longwood, for the fifth year in a row, is ranked among the top regional public schools in the South in the 2003 U.S. News & World Report "Best Colleges" Guide.

CAMPUS

The campus of Longwood University has seen dramatic improvements over the past two years with the completion of major construction and campus beautification projects.

A completely rebuilt Grainger Hall opened in the fall of 2003 – the first building to be reconstructed after the fire of 2001. Construction is well underway on rebuilding Longwood's signature building, Ruffner Hall, which was topped off with a new rotunda on September 8, 2003. The Ruffners are scheduled to be completed by January 2005.

Construction is also moving along on the new science building, a state-of-the-art, 71,804 square foot facility that will include 23 classrooms and laboratories, 47 faculty offices, and additional research space for both undergraduate and graduate research projects. The new science building, located on the corner of High Street and Griffin Boulevard, is scheduled to be completed by Summer 2005.

A new fitness center is also in the plans. The 80,000 square foot facility, scheduled to open in the fall of 2005, will feature a wide range of amenities including an indoor track, basketball and racquetball courts, a climbing wall, work-out rooms, and the latest weight, exercise and training equipment.

Brock Commons, a beautiful pedestrian promenade named after benefactors Macon and Joan Brock (Class of 1964), was officially opened on April 24, 2004. Brock Commons has become the central focal point for Longwood, uniting the campus community around a safe, pedestrian-friendly environment, while creating an outdoor, collegial ambiance for students, faculty, staff, and visitors.

Near the center of Brock Commons is the two-story, 60,000 square foot dining hall, located across from the Lankford Student Union. Opening for the spring semester 2000, this multi-purpose facility, with its curved, colonnaded portico overlooking Iler Field, is the first on campus to utilize geothermal heating and cooling. The flexible interior design provides space for banquets, meetings, and special events along with a Grand Dining Room seating 500 and an arcade seating an additional 700.

The newly remodeled Lancaster Hall, originally constructed in 1939, houses the President's Office and the administrative offices of Academic Affairs, Administration and Finance, Student Affairs, and University Advancement.

Behind and alongside this area are broad malls, lawns, 11 tennis courts, four athletic fields, an indoor-outdoor swimming pool, and numerous late-20th century buildings, including the library, residence halls, the Lankford Student Union, and various academic facilities. The campus has six auditoriums ranging in size from 150 seats to 1,227.

Lancer Hall is a 4.5 million dollar health, physical education, and recreation complex. It has a gymnasium with 3,000 seats; a complete weight-training laboratory; an Olympic-size pool with a three-meter board and underwater sound, lighting, and observation window; a 500-seat natatorium; a modern dance studio with a floating floor and staging capacity; and one of the state's best-equipped laboratories for the study of human performance as it relates to exercise, sports, health, and the arts.

Students also can enjoy the facilities at Longwood Estate, about a mile from the campus. These include "The Cabin," the Dell, and a nine-hole golf course. The President's home is on the Estate.

UNIVERSITY LIBRARY AND RESOURCES

The Library, occupied in 1991 and conveniently located near the center of the campus, is open for use 86 hours each week during regular sessions. Entry off Brock Commons is through a two-story atrium, which facilitates visual orientation to each of the major service points for the Library. The Library collections offer 245,000 cataloged titles. The Library currently subscribes to 2,505 journals. Some 700,000 microform units, sound and video recordings supplement the book and journal collections. The Library also provides access to the holdings of other libraries through its interlibrary loan service. Access to and control of its collections are through the Library's online catalog and circulation system, which can be consulted from any point on the campus network or the Internet. The Library complements its collections by providing users access to electronic information found throughout the Internet and by making selected information more accessible through the Library's World Wide Web offerings. To aid users in finding information expeditiously and in gaining expertise for information literacy, the Library provides a variety of reference services, including individual reference assistance, group bibliographic instruction, and online searching assistance to commercial and non-commercial information providers.

THE UNIVERSITY YEAR

The university year consists of a regular session, including two semesters of 15 weeks each, and a summer session. The summer session consists of three terms. Both undergraduate and graduate classes during the summer are scheduled for four and five days a week as well as several different non-traditional time frames.

ACCREDITATION AND MEMBERSHIPS

Longwood University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award bachelors and masters degrees; the National Council for Accreditation of Teacher Education; the Virginia State Board of Education; the undergraduate Music Program by the National Association of Schools of Music; the undergraduate Social Work Program by the Council on Social Work Education; the undergraduate Therapeutic Recreation Program by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation; the undergraduate Business Administration Program by AACSB - The International Association For Management Education; and the undergraduate Theatre Program by the National Association of Schools of Theatre. Accreditation documents may be viewed during normal business hours in the Office of Academic Affairs.

The University is a member of the Association of American Colleges; the American Association of Colleges for Teacher Education; the American Library Association; the Association of Virginia Colleges; and the Virginia Association of Colleges for Teacher Education.

GRADUATE STUDIES AT LONGWOOD UNIVERSITY

Graduate instruction began at Longwood in the summer of 1952 as a cooperative program with the University of Virginia. This arrangement allowed the College to offer courses, mostly in elementary

education, to be transferred to the University of Virginia for credit toward the Master of Education degree.

The College proposed to the State Board of Education of Virginia a graduate program leading to the Master of Arts and Master of Science degrees in 1954. The College was authorized to grant master's degrees beginning in August 1955, and awarded its first graduate degree in 1956.

The legacy that began in 1839 continues today as Longwood offers small classes, personal attention, and a meaningful learning environment to over 3600 undergraduate and 500 graduate students.

GRADUATE PROGRAMS

Longwood University offers graduate programs leading to the degree of Master of Science in two majors – Education and Sociology and the degree of Master of Arts in English. In the education major, areas of concentration include community and college counseling; curriculum and instruction specialist in elementary education, English, modern languages, and special education; educational leadership; guidance and counseling; literacy and culture; and school library media. In the English major, areas of concentration include literature, and English education and writing. In the sociology major, the area of concentration is criminal justice.

In addition, the University offers graduate degree initial licensure programs. These programs are in elementary education PreK-6, special education PreK-12, English 6-12, and modern languages (French, German, Spanish) PreK-12. Licensure only programs leading to additional endorsements to an existing license in educational leadership or school library media are also available.

The graduate program is designed to provide capable students with opportunities for individual inquiry in a variety of fields, to prepare qualified school personnel for leadership roles in professional education, to be the next step in the educational pursuit of a doctoral degree, and to integrate technology throughout the learning process. Longwood University is pledged to a policy of nondiscrimination that applies to all phases of university life.

THE MISSION OF GRADUATE STUDIES AT LONGWOOD UNIVERSITY

- To convey advanced knowledge in specified fields of study.
- To provide enhanced levels of professional competence in specific disciplines.
- To foster an understanding of and competence in scholarly research.
- To bolster a sense of personal and professional accomplishment in graduate studies.
- To inculcate in graduate students a sophisticated appreciation of continued lifelong intellectual growth.
- To enhance the application and utilization of advanced study for the benefit of society.

These often-interrelated goals are achieved through coherent well-planned programs of study encompassing scholarly investigation, faculty mentoring and supervised practical experiences.

As part of the mission of a comprehensive institution of higher education supported by public funds, Longwood University is committed to serving the needs of the Commonwealth of Virginia and particularly the Southside and Central Virginia regions. Graduate programs at Longwood support the continuation and development of diverse, innovative programs by building on existing strengths and emerging opportunities.

Longwood graduate programs encourage students to develop strengths in critical and creative thinking, communications, and applied skills. A balanced combination of theoretical and practical studies in each academic program is intended to prepare the successful graduate for advancement in the workplace, future educational opportunities, informed participation in today's increasingly complex society and leadership in community affairs.

THE SOUTHERN VIRGINIA HIGHER EDUCATION CENTER

The Southern Virginia Higher Education Center (SVHED), an off-campus site of Longwood University located in South Boston, Virginia, offers programs and courses on the graduate and undergraduate level. Complete degree programs may be offered as well as individual courses for licensure renewal or personal enrichment. Courses and programs are offered on an intensive,

weekend and night format to meet the needs of the non-traditional student. All Longwood graduate rules and regulations govern courses at the SVHED. For schedules, registration packets or general information on courses and programs at the SVHED, please call 434.575.5443 or 1.800.283.0098 or e-mail at svhed@longwood.edu or contact the Office of Graduate Studies at 434.395.2707 or e-mail at graduate@longwood.edu. Registration for off-campus courses is processed at the SVHED or in the Office of Graduate Studies. Center hours are 8:00 a.m. – 9:30 p.m. Monday – Friday and Saturdays, 8:30 a.m.– 5:00 p.m.

OFF-CAMPUS CLASSES

Graduate classes are regularly offered at other off-campus locations. A variety of non-traditional course formats are used to meet the needs of the non-traditional student. All Longwood graduate rules and regulations govern these courses.

An entire degree program may be provided at an off-campus location if there is sufficient interest. Individual classes may be delivered upon request. Both of the above require class enrollments to meet the minimum size requirement.

IN-STATE TUITION RATES FOR ALL VIRGINIA TEACHERS

Special arrangements have been made to offer in-state tuition rates to all Virginia public school teachers. Teachers who live out-of-state or have moved into Virginia within the last year should notify Longwood of that fact at the time of class registration so that a special contract can be made with the school division in which the teacher is employed.

GRADUATE ADMISSIONS

To apply to all degree and licensure programs except the Liberal Studies/Special Education Five-Year Program (see the procedures for this program below), complete the following steps:

1. Request an application packet from the Office of Graduate Studies (434.395.2707) or visit the Longwood University Graduate Studies web site at: www.longwood.edu/graduatestudies/ and print a copy of the application.
2. Complete the application form and the In-State Tuition Application.
3. Write a personal essay of 500 words or more in which you discuss your reasons for seeking graduate education. Include your career goals and how the graduate program for which you are applying would help to meet those goals; prior work/life experiences which relate to your interest in, and aptitude for, the graduate program for which you are applying; and your perception of your intellectual capability to complete successfully your graduate program.
4. Request that official transcripts of **ALL** previous undergraduate and graduate work be sent directly to you in a sealed envelope. **Do not break the seal.** (Longwood transcripts need not be submitted since they will be obtained in house.) An overall undergraduate GPA of **2.75** (on a 4.0 scale) is required. An applicant must be a graduate of a four-year regionally accredited college or university.
5. Two recommendations related to your competence and effectiveness in your professional work are required. These recommendations should come from employers, professional contacts, or faculty members. Section 1 of each recommendation form is to be completed by the applicant. Provide the recommendation form and a self-addressed, stamped envelope to each person preparing a recommendation. Instruct each to enclose the completed recommendation in the envelope. The envelope should then be sealed, signed across the seal and returned to you. **Do not break the seal.**
6. A copy of your teaching license is required if applying to one of the Education degree or licensure programs that require a teaching license as a prerequisite.
7. Once you have compiled all of the above, mail the complete application (application form, essay, minimum two recommendations, copy of teaching license if applicable, and official transcripts from all colleges/universities attended) to the Office of Graduate Studies,

Longwood University, 201 High Street, Farmville, VA 23909. (Application packets obtained from the Office of Graduate Studies contain a large, return envelope with a checklist.)

8. Mail the \$40.00 non-refundable application fee to the Office of Cashiering, Longwood University, 201 High Street, Farmville, VA 23909. (Application packets obtained from the office of Graduate Studies contain a postage paid, return envelope and fee receipt.)
9. For optimum consideration for all programs and specifically for the two counseling programs, completed applications must be submitted by the deadlines listed below. Failure to meet the published deadlines could lead to difficulties with admission to the requested term, financial aid and/or course selection.

Semester applicant wishes to begin Graduate Program:	Completed application packets due to Office of Graduate Studies:	Applicants notified of admission status no later than:	\$50 deposit due in Cashiering for students accepting their offer of admission:	Deadline for requesting a refund of the deposit:
Fall Semester	May 1	June 30	June 30	July 31
Spring Semester	October 1	November 15	November 15	December 15
Summer Sessions	February 1	March 31	March 31	April 30

When all application materials have been received and the file is complete, it is forwarded by the Office of Graduate Studies to the appropriate program admissions committee for review. Each program's admissions committee, with the exception of the Community & College Counseling and Guidance & Counseling programs, reviews applications on a rolling basis. These two programs review applications three times annually after each of the above stated deadlines. Once the committee has rendered a decision, the Office of Graduate Studies sends prompt, written notification to the applicant.

ADMISSION PROCEDURES TO THE GRADUATE YEAR OF THE LIBERAL STUDIES/SPECIAL EDUCATION FIVE-YEAR PROGRAM

Complete the following steps:

1. Request an application packet from the Office of Graduate Studies (434.395.2707) or visit the Longwood University Graduate Studies web site at: www.longwood.edu/graduatestudies/ and print a copy of the application.
2. Complete the application form and In-State Tuition Application form.
3. Write a personal essay of 500 words or more in which you discuss your reasons for seeking graduate education. Include your career goals and how the graduate program for which you are applying would help to meet those goals; prior work/life experiences which relate to your interest in, and aptitude for, the graduate program for which you are applying; and your perception of your intellectual capability to complete successfully your graduate program.
4. Mail the completed application and essay to the Office of Graduate Studies, Longwood University, 201 High Street, Farmville, VA 23909.
5. Mail the \$40 non-refundable application fee to the Office of Cashiering, Longwood University, 201 High Street, Farmville, VA 23909.
6. Letters of recommendation do not need to be submitted. The Special Education Admissions Committee, upon receipt of a list of the five-year candidates completing their undergraduate degree each semester, will circulate this list to all special education faculty for their recommendations in lieu of the current recommendation form.
7. Official transcripts of all previous undergraduate and graduate work do not need to be submitted. The special education faculty to aid in making their admission decision will examine Longwood records that include any course work taken elsewhere, available on the Student Information System. An overall undergraduate GPA of **2.75** (on a 4.0 scale) is required.
8. All the required documents should be submitted by the above deadlines for optimum consideration for admission to the requested term, financial aid and/or course selection.

Students should complete this process during the final semester of their senior year, with their acceptance pending successful completion of their professional semester and bachelor's degree.

When all application materials have been received and the file is complete, it is forwarded by the Office of Graduate Studies to the Special Education Admissions Committee for review. This committee reviews all of the five-year program applicants as a group each semester after the published deadlines. Once the committee has rendered a decision, the Office of Graduate Studies will send prompt, written notification to the applicant.

DEPOSIT

A \$50 tuition deposit is required of all degree and licensure seeking graduate students as an indication of commitment to attend Longwood University. New students will be invoiced for the deposit in the letter of admission from the Office of Graduate Studies. Deposits are made in the Office of Cashiering. Deposits are refundable provided a written withdrawal/refund request is issued to the Office of Graduate Studies prior to the stated deadlines in the table above. The deposit becomes a credit on the new student's account.

CANCELLATION OF ADMISSIONS OFFER

Longwood's Honor Code prohibits lying, cheating, and stealing. Students who complete the Application for Graduate Admission pledge to abide by the Honor Code. Should a student falsify the information provided on the application, alter academic documents, plagiarize the essay or otherwise issue an untrue statement as part of the application process, the offer of admission will be revoked. The University also reserves the right to revoke an offer of admission:

- should a student's academic performance fall below established minimums, or
- should a student not enroll in a course for the term admitted.

SPECIAL STUDENTS

1. An applicant for whom all of the necessary entrance information has not yet been received and reviewed by the respective program admission committee may enroll as a special student for up to six credit hours that may, if completed successfully, be counted toward the degree.
2. A teacher who is primarily interested in licensure renewal but not credit toward a degree program may enroll as a continuing education special student. No application is necessary and registration takes place in the Office of Registration.
3. A student who is interested in personal enrichment may enroll as a continuing education special student. No application is necessary and registration takes place in the Office of Registration.
4. Graduate courses may be audited, with permission of the instructor and registration takes place in the Office of Registration.

SECOND MASTER'S DEGREE

A student who has earned a master's degree from an accredited institution may choose to complete a second master's degree. The applicant should complete all of the steps in the admission process and in addition, submit a completed Application for Graduate Degree that includes a \$40 fee. The prospective applicant should contact the Office of Graduate Studies to arrange an appointment with the appropriate Program Coordinator for the completion of the Application for Graduate Degree. Once completed the \$40.00 fee along with the \$40.00 Application for Graduate Admission fee should be submitted directly to the Office of Cashiering. The Application for Graduate Degree form is then filed in the Office of Registration at the same time the Application for Graduate Admission is submitted to the Office of Graduate Studies.

A maximum of six (6) credit hours from the first master's degree may be applied to the second master's degree, provided a grade of B or better was earned in the course(s) and they are applicable to the new program.

SENIOR UNDERGRADUATE STUDENTS

A senior at Longwood University may take up to six (6) hours of graduate credit beyond the undergraduate degree requirements. Such credit may be earned only in 500-level courses and, if it meets course requirements for the degree, may be counted toward a master's degree. The senior must have a "B" average in the major and must receive permission from the department chair of their major and then the Dean of Graduate Studies. In any case where an undergraduate student is registered for a 500-level course that is to be applied to a graduate degree, the Dean of Graduate Studies must notify the Office of Registration of this designation.

INTERNATIONAL STUDENTS

The University welcomes applications from prospective international students. In addition to possessing the equivalent of an undergraduate degree and a **2.75** cumulative GPA (on a 4.0 scale), the international student must also demonstrate proficiency in the English language through the TOEFL (Test of English as a Foreign Language). A minimum score of 550 (paper test) or a 213 (computer test) is needed for admission. International students seeking admission to the University should request a copy of the International Student Guide and consult our web site at www.longwood.edu/admissions/international.htm.

To allow time for credential evaluation and unexpected delays in international mail, international applicants should mail the Application for Graduate Admission along with all other materials at least six months before planning to enroll. The Office of Graduate Studies requires a credential evaluation for each official college transcript from an accredited evaluating agency.

International students should pay particular attention to possible medical needs and be immunized for the following diseases: Measles (Rubeola), German Measles (Rubella), Mumps, Diphtheria, Tetanus, Polio, and have a Tuberculin Skin Test (ppd) within the past year. Medical insurance is mandatory. If students have particular medication needs, they should write to the Longwood Office of Student Health to determine whether the medications can be obtained here. All international students and any dependent residing with them in the U.S. must obtain medical insurance that provides coverage for hospitalization expenses, medication evacuation, and repatriation expenses.

International applicants must certify sufficient financial resources in order to be issued a visa to attend Longwood. The student visa must be issued prior to enrollment. Please check with the Immigration and Naturalization Service (INS) for a complete set of regulations. A foreign national must provide an affidavit that shows that he/she has enough money to pay for the number of years required to complete the master's degree. The affidavit must be signed by the student and parent (if applicable) and be notarized by a bank official. Longwood does not provide financial aid for international students.

STUDENTS WITH DISABILITIES

In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities will not be discriminated against on the basis of their disability.

Admission to the graduate program is based on the requirements outlined in the Catalog. Admissions decisions are made without regard to disability. All students are expected to present academic credentials at or above the minimum standards for admission as established by the Graduate Committee.

Once a student has been admitted, requests for accommodations should be directed to Mrs. Susan Rood, Director of Disability Support Services at 434-395-2391, TDD 711, roodse@longwood.edu or by fax at 434-395-2434. The Director will work with the student, based upon appropriate documentation, to provide and structure reasonable accommodations to meet the student's needs.

Longwood University recognizes both the wide variation in the needs of students with disabilities and the fact that as students progress through their programs, unanticipated needs may arise. Contact

your academic advisor, the program coordinator, the Office of Graduate Studies or Disability Support Services as soon as possible if problems do arise.

HEALTH RECORDS

In accordance with 23-7.5 of the Code of Virginia, a full-time student (nine hours at the graduate level), enrolling for the first time in any public institution of higher education in this Commonwealth must have a health record and history on file in the Student Health Services office. Prior to pre-registration for the second semester, students must furnish documented evidence, provided by a licensed health professional or health facility, of diseases for which the student has been immunized, the numbers of doses given, the dates when administered, and any further immunizations indicated. These immunizations include diphtheria, tetanus, poliomyelitis, measles (rubeola), German measles (rubella), mumps, and meningitis according to the guidelines of the American College Health Association. Tuberculosis screening within the past year is also required. Any student who fails to furnish this information will not be eligible for registration for the second semester.

CAMPUS SECURITY

Two reports, by Virginia Commonwealth University and the FBI, ranked Longwood as one of the safest campuses in Virginia. An annually produced Campus Security Report is available at www.longwood.edu/police/. It contains campus crime statistics as well as university policies and procedures. A printed copy is available upon request.

EXPENSES AND FINANCIAL AID

The tuition and fees indicated are estimated for the 2004-2005 academic year and are subject to change by the Board of Visitors at any time.

Semester Fees and Expenses for Full-Time, On-Campus, Graduate Students (12-18 credit hours) Not Living in Residence Halls:

	Virginia Students	Non-Virginia Students
Tuition	\$2,592.00	\$5,760.00
Comprehensive Fee	1,440.00	1,440.00
Activity Fee	80.50	80.50
Technology Fee	22.00	22.00
Registration Fee	18.00	18.00
Capital Outlay Fee	.00	25.00
TOTALS	\$4,152.50	\$7,345.50

Fees and Expenses for Part-Time, On-Campus, Graduate Students (Less than 12 credit hours):

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition	\$216.00	\$480.00
Activity Fee	N/A	N/A
Comprehensive Fee	120.00	120.00
Technology Fee	1.47	1.47
Registration Fee	1.50	1.50
Capital Outlay Fee	.00	1.67
TOTALS	\$338.97	\$604.64

Fees and Expenses for Off-Campus Graduate Students (Any number of credit hours):

Additional, or separate, charges will be assessed to the account of any student who registers for a Longwood University course offered on location away from the Farmville, Virginia campus.

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition	\$216.00	\$480.00
Activity Fee	N/A	N/A
Comprehensive Fee	15.00	15.00
Technology Fee	1.47	1.47
Registration Fee	1.50	1.50
Capital Outlay Fee	.00	1.67
TOTALS	\$233.97	\$499.64

Please Note: Payment must be made at the time of registration. Students registering for courses offered at off-campus locations may contact the Southern Virginia Higher Education Center (SVHED) in South Boston or the Office of Graduate Studies for more detailed information concerning off-campus courses.

REQUIRED FEES:

Tuition and required fees are charged to all full-time and part-time, graduate and undergraduate students, including student interns, student teachers, and students earning credit hours for independent study. Required fees included in the above table are:

Student Activity Fee - The activity fee is an administrative fee for student organization costs.

Comprehensive Fee - The comprehensive fee includes charges for Athletics, Student Union, Student Health and Counseling Services, and other services.

Technology Fee - The technology fee is used for direct technology support for students. This fee provides student network support and hardware and software in the academic computer labs.

Registration Fee - A registration fee is used to support the registration process and the WIN (Web Information Network) for students.

Capital Outlay Fee - The capital outlay fee is a state mandated fee required of out-of-state students for debt service costs on recently approved capital bond packages.

OTHER FEES:

Application Fee: A non-refundable application fee of \$40.00 is required of each graduate student making an application to Longwood University.

Overload Tuition: An overload tuition charge will be assessed, at the per credit hour rate, for each credit hour greater than 18 for which a student is registered each semester. Payments for overload credits are due with regular tuition and fees. If overload credits are added after pre-registration, payment is due at the time of registration. A bill will not be sent for credits added after pre-registration.

Course Fees: Some academic classes require additional course fees. These fees will be assessed to all students enrolled in the class at the end of the add/drop period. Fees typically range from \$5 to \$300.

Comprehensive Exam Fee: A fee of \$35.00 will be charged to graduate students who take a comprehensive examination as a requirement for their graduate degree.

Re-examination Fee: A charge of \$35.00 will be made for the one comprehensive re-examination permitted each graduate student.

Commencement Fee: A fee of \$50 will be charged for a Master's diploma. This non-refundable fee is payable to Longwood University at the time application is made for graduation.

Thesis Binding Fee: A fee of \$27.00 will be charged for binding two (2) copies of the Master's thesis or collaborative research to be retained in the Longwood Library. A fee of \$10.00 per copy will be charged for each additional department or personal copy. This non-refundable fee is payable to Longwood University in the library at the time the student submits the thesis or collaborative research for binding.

Automobile Registration: A fee of \$62.50 per semester or \$125.00 per year is charged for each automobile registered. Parking on campus is permitted only if the permit issued on payment of this fee is displayed.

Special Note: Any student who has completed an undergraduate degree at any college or university will be charged graduate tuition rates unless the student is officially enrolled in a (second) undergraduate degree program at Longwood University. Also, students who audit courses pay the same rates as students taking courses for credit.

TUITION DEPOSITS / INTENT TO ENROLL FEES

For each accepted graduate student, a \$50.00 tuition deposit is required as an indication of commitment to attend Longwood University. New students will be invoiced for the deposit in a letter of admission from the Office of Graduate Studies. Deposit payments should be paid to Longwood's Office of Cashiering.

Deposits are refundable provided a written withdrawal/refund request is issued to the Office of Graduate Studies prior to the dates listed below. Paid deposits will be credited to tuition charges for students who enroll in Longwood University courses within two semesters (or summer sessions) following the admission offer and acceptance. After two semesters (or summer sessions) of non-attendance, tuition deposits will be forfeited.

Semester during which applicant wishes to begin graduate program:	\$50.00 deposit due in Cashiering for accepted students wishing to accept Longwood's offer of admission:	Deadline for students who decide not to attend Longwood to submit a written request for a refund of a paid deposit:	Paid deposit must be used during, or before, this semester (session) or deposit will be forfeited:
Fall Semester	June 30th	July 31st	Spring Semester
Spring Semester	November 15th	December 15th	1st Summer Session
Summer Sessions	March 31st	April 30th	Deposit held 2 sessions

The tuition and fees indicated are estimated for the 2004-2005 academic year and are subject to change by the Board of Visitors at any time.

QUALIFYING FOR VIRGINIA TUITION RATES

Complete guidelines regarding eligibility for in-state tuition rates are covered in Section 23-7.4 of the Code of Virginia. All Virginia public institutions follow these guidelines. Guidelines are available at <http://www.schev.edu/Students/VAdomicileguidelines.asp?from=policymakers>. The following information briefly describes the ways in which students may qualify for in-state tuition rates; it is not intended as an exhaustive analysis of the complex statutory provisions affecting applicants.

Generally, to be classified as a Virginia resident for tuition purposes, the parent/legal guardian of a minor or dependent student or the non-minor or non-dependent student themselves must physically reside in Virginia for at least one year prior to the intended date of enrollment. Payment of state taxes, voter registration, car registration, and driver's license are also considered in determining eligibility. Eligibility for students under 24 years of age and/or who are dependents for tax purposes will usually be determined by the parent/legal guardian's status on the above-mentioned items.

Military Personnel

Active duty military personnel and an active duty military parent may qualify for in-state tuition rates if, while residing in Virginia, he or she adopts Virginia as his or her legal domicile. This is accomplished by filing a State of Legal Residence Certificate declaring Virginia as one's domicile for income tax purposes and fulfilling the domiciliary intent requirements as discussed above. The one-year requirement is waived for active duty military personnel who fulfill all other conditions for establishing domicile. A student claiming entitlement to in-state privileges through the military parent's status as a Virginia domiciliary must submit with the application a copy of the parent's Leave and Earnings Statement and other documents as requested.

The dependent child of a military person and a non-military spouse who are not domiciled in Virginia may nevertheless qualify for in-state rates through the military exception provision. Pursuant to Section 23-7.4:2, in-state tuition may be granted to the child of a military parent stationed and residing in Virginia if, for at least one year immediately prior to the date of intended enrollment, the non-military parent has resided in Virginia, been employed full-time and claimed the student as a dependent on federal and resident Virginia income tax returns. At the present time, full-time employment is defined as an annual earned income of at least \$10,300.00. Entitlement under this provision continues only so long as the requirements continue to be met. Under this provision the non-military parent is not required to demonstrate his or her intent to be domiciled in Virginia.

Procedures

Applicants

Upon application for admission, the Application for In-State Tuition is submitted to the Office of Graduate Studies for review and decision. If the applicant is accepted, the residency determination is included in the acceptance letter.

If the student does not agree with the domicile decision, a letter of appeal with supporting documentation should be submitted to the Office of Graduate Studies for review and subsequent decision. If the student does not agree with this decision, a written appeal with supporting documentation should be submitted to the Assistant Dean for Student Affairs. If the student does not agree with this decision, the student may petition the Circuit Court.

Current Students

The University may initiate a reclassification inquiry at any time after the occurrence of events or a change in facts gives rise to a reasonable doubt about the validity of existing residential classification.

A current student wishing to have the domicile changed for tuition purposes should submit a written request with supporting documentation to the Registration Office. If the student does not agree with this decision, a written appeal with supporting documentation should be submitted to the Office of the Assistant Dean for Student Affairs. If the student does not agree with this decision, the student may petition the Circuit Court.

Establishing in-state status while one is a student can occur if the student or the parent(s) of a dependent student moves to Virginia and fulfills the requirements of domicile including the one-year residency. Students classified as out-of-state must present clear and convincing evidence to rebut the presumption that residing in Virginia is primarily to attend school. Residence or physical presence in Virginia primarily to attend college does not entitle students to in-state tuition rates.

FULL-TIME / PART-TIME STATUS

Graduate students taking 12 or more (on-campus) credit hours will be charged full-time rates. For the purpose of assessing tuition and required fees, twelve semester hours constitutes a full-time student load.

For all purposes other than the assessment of tuition and required fees, nine semester hours constitutes a full-time graduate student load. A student should contact his/her advisor to determine if sufficient course work will be offered during the regular session prior to committing to full-time graduate work.

Graduate commuter students taking fewer than 12 credit hours will be charged the part-time per-credit-hour rates listed under the section Fees and Expenses for Part-Time Graduate Students. Residential graduate students taking fewer than 12 credit hours should reference the section INFORMATION CONCERNING ON-CAMPUS RESIDENCY for information concerning required fees.

INFORMATION CONCERNING ON-CAMPUS RESIDENCY

Residential (on-campus) housing is not provided to graduate students. However, if residence hall/Longwood leased housing space is available, then special consideration may be made to offer very limited housing to graduate students. Graduate students wishing to apply for limited housing should contact the Office of Residential & Commuter Life for information concerning the availability of on-campus housing, the application process, and damage deposit requirements. Also, additional information concerning damage deposits may be found in the Longwood University Undergraduate Catalog or may be obtained from the Office of Student Accounts.

Please note: Any student (graduate or undergraduate, full or part-time) residing in a residence hall/Longwood leased housing will be charged full-time comprehensive, technology, registration, student activity fees, and (if out-of-state) the capital outlay fee.

Graduate students pre-registered for fewer than 12 credit hours and approved to reside in a residence hall/Longwood leased housing are encouraged to contact the Office of Student Accounts for up-dated balances if they receive a billing statement that lists only part-time fees. (In certain instances, a student's account balance may, temporarily, reflect only part-time fees until after the "add/drop" period has ended and the student's schedule is known to be stable.) It is a part-time student's responsibility to submit proper payment if the student has been granted special permission to reside in a residence hall/Longwood leased housing. **Failure to pay the appropriate (full-time) fees, by the semester due date, could result in the assessment of a late payment fee.**

BILLING AND PAYMENT SCHEDULE

Graduate and non-degree seeking students are expected to pay for courses at the time of registration. However, if a graduate or non-degree-seeking student has registered during the undergraduate open registration period and has not paid for courses at the time of registration, then the Office of Cashiering and Student Accounts will generate a bill for the graduate or non-degree seeking student. When this occurs, graduate and non-degree seeking students are required to pay all charges by the semester due date for undergraduate tuition and fees. Please see Billing Schedules below.

Please note: Graduate students (who are billed along with degree-seeking undergraduate students) will not be sent revised bills for courses added after the open registration deadline. Also, if applicable, revised bills will not be sent for changes made to housing assignments or meal plans after the open registration deadline. Students are responsible for paying (or securing with adequate financial aid) all calculated charges on, or before, the semester's due date. Students requesting changes after the open registration deadline are encouraged to contact the Office of Student Accounts for up-dated balances. Failure to receive a bill does not waive the requirement for payment when due.

All currently enrolled students (including students registered after the billing date) may view their account summary on-line via the WIN (Web Information Network) for Students.

Billing Schedules (for Degree-Seeking Undergraduate Students and Pre-registered Students, Only):

First Semester: For the fall semester, degree-seeking undergraduates (and pre-registered graduate students with unpaid charges) will be billed on or about July 1st, and payment will be due on or about August 1st. Credit will only be given for third party tuition assistance* if the student provides Longwood with an approved "authorization to bill the employer" prior to Longwood's scheduled billing dates. *Failure to receive a bill does not waive the requirement for payment when due.*

Second Semester: For the spring semester, degree-seeking undergraduates (and pre-registered graduate students with unpaid charges) will be billed on or about December 1st, and payment will be due on or about January 1st. Credit will only be given for third party tuition assistance* if the student provides Longwood with an approved "authorization to bill the employer" prior to Longwood's scheduled billing dates. Failure to receive a bill does not waive requirement for payment when due.

METHODS OF PAYMENT:

Lump Sum Payments: Payment may be submitted to the Office of Cashiering, 3rd floor Lancaster building. Cash, personal checks, cashier's checks, and money orders are accepted. An after hours payment drop box is also available outside the entrance to the Office of Cashiering and Student Accounts.

Credit cards/debit cards are not accepted in the Office of Cashiering, but VISA and MasterCard are accepted by voice response and web submission. Parents/students wishing to make credit/debit card payment may obtain information by visiting the Office of Cashiering/Student Accounts website at the following address: <http://www.longwood.edu/studentsaccounts/stuaccounts.htm>.

Monthly Payment Plan: Longwood offers a Monthly Payment Plan (MPP) to students for the fall and spring semesters as an option for paying tuition bills. The deadline to apply for the Plan is on or about June 25th for the fall semester and on or about November 25th for the spring semester. Payments are due on the 15th of each month from July through October, for the fall semester, and from December through March, for the spring semester. A late fee of 10% on the past due amount will be assessed for each late payment. Delinquent payments may result in the student being dropped from the MPP. If a student is dropped from the MPP, then tuition and fee balances will be due in full. Please visit our website at <http://www.longwood.edu/studentaccounts/mpplan.htm>

***Please note: Longwood University will give credit for tuition assistance authorized by a school or other employer only if the employer guarantees to make payment directly to Longwood University.** Longwood will not delay the due date for payment if tuition assistance is paid directly to the student (reimbursement basis) or if payment is contingent upon the student's successful completion of the class. In all cases, students are responsible for delivering approved "tuition assistance authorization forms" (at the time of registration) to Longwood's Office of Student Accounts, and students are responsible for paying (at the time of registration) all amounts not guaranteed by the authorization.

LATE PAYMENT FEES

Any student account not paid in full or secured by Financial Aid/approved Third Party Tuition Assistance will be assessed a late payment fee of 10% of the unsecured account balance as prescribed

in §2.2-4805 of the Code of Virginia. *Failure to receive a bill does not waive the requirement for payment when due and will not prevent the application of the late fee.*

LATE REGISTRATION FEES

For each off-campus course registration requested after the open registration deadline, a \$30.00 late registration fee will be assessed. For specific information regarding open registration deadlines for off-campus courses, students are encouraged to contact the Southern Virginia Higher Education Center (SVHED) or the Office of Graduate Studies. As a general reference, open registration ends two weeks prior to the first class meeting for each course. **Failure to register during the open registration period due to the presence of unresolved hold flags will not prevent the assessment of late registration fees.**

CANCELLATION POLICY FOR UNPAID STUDENT ACCOUNTS

Any student account with an unpaid balance not secured by a payment plan and/or financial aid will be subject to cancellation of course schedules. If a student is administratively withdrawn for non-payment of tuition and fees, the student will continue to owe Longwood University according to the schedule listed under the section REFUNDS AND CHARGE ADJUSTMENTS. If a student is administratively withdrawn for non-payment of tuition and fees and wishes to be reinstated, he/she must pay a reinstatement fee of \$50.00 in addition to any outstanding charges. Arrangements must be made with individual professors and the Office of Registration to authorize reinstatement, and payment, in full, must be made to the Office of Cashiering.

No credit for university work will be given to any student for a diploma, a teacher's license, or for transfer purposes until all financial obligations to Longwood have been paid or secured to the satisfaction of the University. This will also prevent future registration, release of transcripts, and adding or dropping of classes.

NOTICE OF FEES AND CHARGES ON UNPAID TUITION AND FEE BALANCES

The public is hereby placed upon notice that failure to pay in full at the time services are rendered or when billed may result in the imposition of interest at the rate of 10 percent per month on the unpaid balance. If the matter is referred for collection to an attorney or to a collection agency, the debtor may then be liable for attorney's fees and/or additional collection fees of up to 50 percent of the then unpaid balance. Returned checks will incur a handling fee of \$30.00. Requesting or accepting services will be deemed to be acceptance of these terms.

The student is responsible for all charges assessed regardless of any arrangements or agreements made with other parties.

NOTICE OF POLICIES AND CHARGES ON UNPAID TELEPHONE ACCOUNTS

Students are responsible for the security of their authorization code and will be liable for any charges made with their code. All students are required to pay telephone accounts within 30 days of the billing date. Failure to pay within 45 days of the billing date will result in a hold flag being placed on the student's record. This will prevent registration, adding or dropping of classes, and processing of transcripts. The student's authorization code will also be deactivated, preventing any additional long distance calls. Returned checks will incur a handling fee of \$30.00. If the matter is referred for collection to an attorney or to a collection agency, then the debtor will be liable for attorney's fees and/or additional collection fees of up to 50 percent of the then unpaid balance. Requesting or accepting services will be deemed to be acceptance of these terms.

HOLD FLAGS, FUTURE REGISTRATIONS, AND RELEASE OF TRANSCRIPTS

Hold flags will be placed on student accounts having past-due financial obligations and may be placed on student accounts for a variety of other reasons (ex. transcripts incomplete, missing health form, degree-application delinquent). "Registration hold flags" are blocks that prevent future

registrations and/or changes to existing course schedules. "Transcript hold flags" are blocks that prevent the release of transcripts to the student or any third party (school, employer, etc). Once applied, financial hold flags (registration and transcript) may be cleared only by paying, in full, all previously incurred college expenses. For more information regarding the removal of non-financial hold flags, students are encouraged to contact the department(s) that posted the hold flag(s). Hold flags may be viewed via the WIN (Web Information Network) for Students.

WITHDRAWAL POLICIES AND PROCEDURES FOR STUDENTS WITHDRAWING FROM INDIVIDUAL COURSES, BUT STILL ENROLLED FOR THE SEMESTER AND ATTENDING LONGWOOD

To receive a partial refund or credit of semester charges, a student must drop individual courses within the official semester "add / drop" period. After the last day to drop a course, no refunds or credits will be issued to students who withdraw (without academic penalty) from individual courses. Failure to attend class and/or to drop courses during the add / drop period due to the presence of unresolved hold flags will not release a student's financial obligation to pay for registered credit hours. For additional information concerning withdrawing without academic penalty, please refer to WITHDRAWAL POLICY, under the section ACADEMIC REGULATIONS, of the *Longwood University Graduate Catalog*.

***Please note:**For "Special Offering" courses held in non-traditional time frames, the last day to drop is the date of the first class meeting. Special offering courses include:

1. Courses beginning and/or ending outside of the normal calendar dates of an academic semester/summer session
2. Courses beginning and/or ending mid-semester/mid-summer session (short courses)
3. Courses overlapping two or more semesters/summer sessions

WITHDRAWAL POLICIES AND PROCEDURES FOR (DEGREE OR NON-DEGREE SEEKING) GRADUATE STUDENTS WITHDRAWING FROM ALL COURSES, BUT NOT WITHDRAWING FROM A DEGREE PROGRAM

Once a student has pre-registered, registered, or otherwise been assigned classes for any semester, he/she must officially drop all classes before the first day of the academic semester to prevent tuition and fee charges. A student's failure to attend class will not fulfill the requirements for withdrawal and will not release a student's financial obligation to pay for registered credit hours.

For graduate-level students only, a student may drop or withdraw from all registered courses during a semester without actually withdrawing from a degree or licensure program. (This policy applies to degree-seeking graduate students wishing to sit out a semester and to non-degree seeking students never admitted into a program.)

After the start of the academic semester, but before the mid-point of the semester, a graduate-level student who officially withdraws from (or drops) all of his/her (Farmville campus) classes may be entitled to a partial credit of charges. To receive consideration for a partial credit/refund, a withdrawn student should send written notification of withdrawal to the Office of Student Accounts. Upon receipt of this notification, the Office of Student Accounts will evaluate the student's registration history and, if appropriate, will issue an account credit (or refund, if requested) according to the schedule stated under the section REFUNDS AND CHARGE ADJUSTMENTS. For additional information concerning withdrawing without academic penalty, please refer to WITHDRAWAL POLICY, under the section ACADEMIC REGULATIONS, of the *Longwood University Graduate Catalog*.

WITHDRAWAL POLICIES AND PROCEDURES FOR STUDENTS WITHDRAWING FROM "INTERSESSION" COURSES OFFERED THROUGH THE FARMVILLE CAMPUS

Intersession courses are courses beginning and ending between the normal calendar dates of two academic semesters/summer sessions. Once a student has registered, pre-registered, or otherwise been assigned an Intersession class, he/she must officially drop before the close of business on the

date of the first class meeting to prevent tuition and fee charges. Registered students wishing to drop Intersession courses should contact the Office of Registration (before the date of the first class meeting) to ensure that proper drop procedures are followed. Failure to attend class and/or to drop courses due to the presence of unresolved hold flags will not release a student's financial obligation to pay for registered credit hours. And after the last date to drop an Intersession course, no refunds or credits of charges will be issued to students who withdraw without academic penalty.

WITHDRAWAL POLICIES AND PROCEDURES FOR GRADUATE STUDENTS WITHDRAWING FROM A LONGWOOD DEGREE OR LICENSURE PROGRAM

Once a student has pre-registered, registered, or otherwise been assigned classes for any semester, he/she must officially withdraw from Longwood before the first day of the academic semester to prevent tuition and fee charges. Students withdrawing from Longwood on the first day of the academic semester, or later, will be charged as stated under the section REFUNDS AND CHARGE ADJUSTMENTS.

Withdrawal is not considered official until a formal withdrawal is processed with the Dean of Graduate Studies. **A student's failure to attend class will not fulfill the requirements for withdrawal and will not release a student's financial obligation to pay for registered credit hours.**

Please note: All Students – separate academic withdrawal policies exist in addition to financial withdrawal policies. For additional information, please refer to WITHDRAWAL POLICY, under the section ACADEMIC REGULATIONS, of the *Longwood University Graduate Catalog*.

Please note: Financial aid recipients – For additional information concerning withdrawal and its impact upon your financial aid, please refer to FINANCIAL AID, under the section EXPENSES AND FINANCIAL AID of the *Longwood University Graduate Catalog*.

REFUNDS AND CHARGE ADJUSTMENTS

Refunds and Charge Adjustments will vary according to a student's status and according to the type of course(s) for which a student is registered. Students withdrawing from the University should refer to the appropriate REFUNDS AND CHARGE Adjustments section(s) below.

Refunds and Charge Adjustments for Students Registered for Farmville (On-Campus) Classes and Withdrawing from Longwood:

Official notification of withdrawal must be processed prior to any consideration for a refund or adjustment to charges. This notification must be made to the Dean of Graduate Studies in writing, and should, if at all possible, be made in person. Failure to formally withdraw will result in no consideration for account adjustments. For students who complete formal withdrawal notification, refunds/credits will be based upon the effective date of withdrawal.

Please note: If a student withdraws before his/her account balance is paid in full, then the student will be responsible for paying any balance that remains due after the appropriate withdrawal credits have been processed.

The following financial withdrawal policies apply to full-time and part-time (Farmville campus) students withdrawing from the University:

1. Full-time students withdrawing during the first 6 days of the academic semester (fall/spring) will be assessed a \$250 withdrawal fee.* Credit balances resulting from the withdrawal will be refunded.

Part-time students withdrawing from Longwood or dropping all on-campus classes during the first 6 days of the academic semester (fall/spring) will be assessed a withdrawal fee equal to

the cost of one credit hour of in-state tuition.* Credit balances resulting from the withdrawal will be refunded.

2. Full and part-time students withdrawing during the first 25 percent of the academic semester (fall/spring) will be assessed 50 percent* of the total semester charges, including room and board charges (if a residential student) with a minimum charge equal to the cost of one credit hour of in-state tuition. Credit balances resulting from the withdrawal will be refunded.
3. Full and part-time students withdrawing during the period from 26 percent to 50 percent of the academic semester (fall/spring) will be assessed 75 percent* of the total semester charges, including room and board charges (if a residential student) with a minimum charge equal to the cost of one credit hour of in-state tuition. Credit balances resulting from the withdrawal will be refunded.
4. After the (50 percent) midpoint of the academic semester (fall/spring), full and part-time students will be assessed the full cost of their tuition, fees, room, and board. Only overpayments to total account charges will be refunded.

***Please note:** After the start of the academic semester, no adjustments will be made to charges for late fees, early arrival fees, and/or registration fees. Also, for withdrawals occurring after the last day to drop a class, no adjustments will be made to charges for course fees.

Exceptions: In unusual circumstances, charge adjustments and refunds beyond the above schedule may be recommended by Longwood's Tuition Appeals Committee for students who leave Longwood "for reasons beyond the student's control," such as for a verified incapacitation, illness, injury, or military reservist called to active duty. Tuition Appeal Application Forms may be obtained from the Office of Student Accounts, the Office of Financial Aid or at the following web address: www.longwood.edu/studentaccounts/tuitionappealform.doc. Enforced withdrawals, such as disciplinary suspension, do not involve credits or refunds beyond the above schedule.

The refund policy may vary in accordance with federal regulations.

Please note: Financial aid recipients should also reference FINANCIAL AID, under the section EXPENSES AND FINANCIAL AID of the *Longwood University Graduate Catalog*.

Refunds and Charge Adjustments for Students Registered for Farmville (On-Campus) Classes and Withdrawing from Classes Offered During the Summer Sessions:

During the summer sessions (only), students may withdraw from and change summer on-campus (Farmville) classes without financial penalty as long as the withdrawal occurs on, or before, the last day to drop a course for each summer session. After the last day to drop a course (for each session), no refunds of payments or credits of charges will be issued for tuition, fees, room, and board. **A student's failure to attend class(es), will not fulfill the requirements for withdrawal and will not release a student's financial obligation to pay for registered credit hours.**

***Please note:** For "Special Offering" courses held in non-traditional time frames, the last day to drop is the date of the first class meeting. Special offering courses include:

1. Courses beginning and/or ending outside of the normal calendar dates of an academic semester/summer session
2. Courses beginning and/or ending mid-semester/mid-summer session (short courses)
3. Courses overlapping two or more semesters/summer sessions

Refunds and Charge Adjustments for Students Registered for Classes Offered at Off-Campus Locations:

The following financial withdrawal policies apply to students withdrawing from off-campus classes:

1. Students who wish to drop before the first class meeting will be assessed a \$25 withdrawal fee and a registration fee of \$1.50 per credit hour. Students must submit a letter of withdrawal

postmarked prior to the first class meeting. See either Graduate Students or Undergraduate Students, below, for instructions.

2. Students who withdraw before the second-class meeting will be assessed tuition charges for one credit hour and the registration fee of \$1.50 per credit hour. Students must submit a letter of withdrawal prior to the second class meeting (students may not attend the second class meeting). The letter must be postmarked on, or before, the day of the second class meeting. If the 1st class is on Friday night and 2nd class meeting is Saturday, the student must submit a letter by the following Monday and not have attended the 2nd class meeting. See either Graduate Students or Undergraduate Students, below, for instructions.
3. After the second class, students will be assessed full tuition, comprehensive, technology, capital outlay (if out-of-state), and registration fees for the course. In extenuating circumstances, charge adjustments and refunds beyond the above schedule may be recommended to the Vice President for Administration and Finance by the Dean of Graduate Studies or the Provost/Vice President for Academic Affairs.

Graduate Students:

Southern Virginia Higher Education Center (SVHED) Location – Requests for withdrawals from off-campus classes must be submitted to the Program Coordinator of the SVHED and will be forwarded for final approval to the Dean of Graduate Studies. Correspondence should be addressed to

Longwood University Program Coordinator
Southern Virginia Higher Education Center
820 Bruce Street
South Boston, Virginia 24592

Other Off-Campus Locations – Requests for withdrawals from off-campus classes at locations other than the SVHED must be submitted to the Dean of Graduate Studies. Correspondence should be addressed to

Dean of Graduate Studies
Longwood University
201 High Street
Farmville, Virginia 23909

Undergraduate Students:

Southern Virginia Higher Education Center (SVHED) and Other Off-Campus Locations – Requests for withdrawals from off-campus classes must be submitted to the appropriate Dean and will be forwarded for final approval to the Provost/Vice President for Academic Affairs.

Please note: Financial aid recipients should also reference **FINANCIAL AID**, under the section **EXPENSES AND FINANCIAL AID** of the *Longwood University Graduate Catalog*.

REFUNDS

Refund checks will be issued in the name of the enrolled student, regardless of who originally made the payment. This policy may not apply if federal, state, and/or local regulations require the return of funds to financial aid programs or to third party employers or scholarship awarding agencies.

For account overpayments created by federal financial aid awards, refunds will be issued automatically, following the application of the federal funds that created the credit balance. For account overpayments created by student, state, and/or local funds, refunds will be issued only after the student submits a written refund request to the Office of Student Accounts. If no written refund request is issued, non-federal account credits will apply to future charges, unless the student graduates or leaves Longwood. Following graduation or withdrawal, tuition and fee credit balances

will be issued automatically, and the refunded amount will be the net of any outstanding balance owed to Longwood for past due library fines, parking fees, or telecommunication charges.

MINIMUM REFUND POLICY

Due to the high cost of processing refunds, no refund checks will be issued for \$10 or less.

FINANCIAL AID

The purpose of this section is to provide you with an overview of financial aid and pertinent policies and procedures that must be followed to receive financial aid at Longwood University. For more detailed information, visit the Office of Financial Aid web site at <http://longwood.edu/financialaid/>. Financial Aid includes grants, loans, work and scholarship programs funded by federal and state governments, educational institutions and private organizations for the purpose of assisting individuals interested in obtaining an education but who do not have the financial resources to do so.

Additional financial aid information may be obtained by calling 434-395-2077 or 800-281-4677 or by e-mail at finaid@longwood.edu or by writing to the Office of Financial Aid, Longwood University, 201 High Street, Farmville, VA 23909.

Applying for Financial Aid

Most students are eligible for some type of financial aid regardless of family financial circumstances. To be considered for financial aid, the Free Application for Federal Student Aid (FAFSA) must be submitted designating Longwood University (school code 003719) to receive FAFSA results. Students are encouraged to apply electronically using FAFSA on the Web (available online at <http://www.fafsa.ed.gov/>). The priority filing date for an electronically submitted FAFSA is March 1. Students applying using a paper FAFSA available from high schools, colleges and most libraries should mail the form to the federal processor by February 15.

Some financial aid programs have limited funding and can be expended quickly. Students should complete the FAFSA using data from completed tax returns. If necessary, estimated tax information may be used in order to meet the Longwood University priority filing date. The Office of Financial Aid will receive your data electronically from the United States Department of Education and will determine your eligibility.

The FAFSA may be completed and submitted in advance of being accepted. However, an offer of admission to a Longwood University degree or licensure program must be made before your financial aid application will be processed.

Verification of Application Information and Award Notification

Your application for federal student aid may be selected for a process known as verification. If selected, the Office of Financial Aid will notify you of your selection. A verification worksheet, your federal tax returns, and/or other supporting documents must be provided. After reviewing the documentation, any necessary corrections will be made before your financial aid eligibility is determined. A financial aid notification will be provided after verification is complete. In addition, other documents or actions may be required to accept the offered financial aid.

Satisfactory Academic Progress Policy

Federal student aid regulations require all educational institutions administering funds to ensure that financial aid recipients are making satisfactory academic progress toward their educational objectives. The regulations apply to all students receiving Federal, State and Institutional financial aid funds. Questions regarding this policy should be directed to a staff member in the Office of Financial Aid. Satisfactory Academic Progress for financial aid has been defined as follows:

I. Satisfactory Progress Requirements

A. Maintenance of a minimum Longwood University cumulative grade point average.

1. For undergraduates, freshmen (students with less than 25 total credit hours earned) must have a 1.80 Longwood University GPA. For all other students, a 2.00 Longwood University GPA is required.
 2. For graduate students, a 3.00 Longwood University GPA is required.
- B. Attainment of a 75% completion rate towards educational objective for hours attempted at Longwood University.**
Students must complete and pass 75% of all hours attempted at Longwood University. A student's completion rate is calculated by dividing hours earned by hours attempted. Grades of F, W, I, and repeated courses count as hours attempted.
- C. Normal Completion Time**
1. Undergraduate students will be eligible for financial aid for a maximum of 160 attempted credit hours. Transfer hours are included in the total number of credit hours attempted.
 2. Graduate students will be eligible for financial aid for a maximum of 45 attempted credit hours. Transfer hours are included in the total number of hours attempted.

II. Satisfactory Progress Levels Defined

A. Satisfactory Academic Progress will be monitored at the conclusion of each academic year (May).

To be making satisfactory academic progress, a student must maintain the required cumulative grade point average, attain a 75% completion rate and not exceed the normal completion time.

B. Students failing to maintain satisfactory academic progress will be placed on Financial Aid Suspension.

Such status will make students ineligible for financial aid until such time as the satisfactory academic progress requirements are met. During the period of Financial Aid Suspension, students may (unless placed on Academic Suspension) attend Longwood University without financial aid. It will be the student's responsibility to secure other financial resources during this period.

III. Satisfactory Progress Appeal Process

A student who is placed on Financial Aid Suspension may appeal the denial of financial aid.

The appeal must be made by submitting a signed written letter to the Director of Financial Aid no later than 10 days after receipt of the notice of Financial Aid Suspension. The appeal will be directed to the Appeals Committee whose decision will be final. The decision will be based on demonstration of one of the following situations:

- Error of fact;
- Mitigating circumstances.

If the appeal is granted, financial aid will be continued for one semester. The student will be advised

in writing of the action on the appeal.

Withdrawing From Classes

It is the responsibility of any student wishing to withdraw from Longwood University to initiate the official withdrawal process with the institution. Graduate students wishing to withdraw from the University should contact the Dean of Graduate Studies' Office. Please refer to the *Withdrawal Policy*, under the Academic Regulations section of this catalog.

Withdrawal from all classes during a term may result in a change in institutional charges for the term. Please consult the Expenses section of this catalog for the complete Refund Policy.

Withdrawal from all classes during a term may also result in a change in the financial aid award for that term. Federal regulations state that students who withdraw before the 60 percent point of the term (as calculated by the number of days in the term) may have their financial aid awards reduced.

Upon withdrawal, the Office of Financial Aid will calculate, from the number of days in the term and the number of days of the term that the student was enrolled prior to withdrawal, the percentage of the term that the student completed. This percentage will be applied to the amount of aid received

for the term with the student being able to retain only the amount of aid for the percentage of the term actually completed. The unearned portion of the financial aid award must be returned to the Federal, State and Institutional programs from which they were awarded. If excess financial aid funds have been refunded to the student, a portion of these funds may also need to be returned to the financial aid programs awarded. This may result in large sums being owed to Longwood University and Federal, State and Institutional financial aid programs.

Students considering withdrawal from classes should consult the Office of Financial Aid prior to initiating the withdrawal process. Withdrawal can have a significant impact on institutional charges, a current financial aid award, as well as future financial aid eligibility (see the Satisfactory Academic Progress Policy). Complete financial aid regulations concerning withdrawals and the Return of Title IV Funds Policy may be obtained from the Office of Financial Aid.

Other Information

Students' rights under the Family Education Rights and Privacy Act (FERPA) may be found in the Academic Regulations section of this catalog.

Copies of the Campus Security Report are available and may be requested from the Campus Police Department.

Copies of the Report on Athletic Program Participation Rates and Financial Support Data are available and can be requested from the Office of the Director of Athletics.

Copies of the Report on Completion/Graduation Rates and the Transfer Out Rates for Student Athletes are available and may be requested from the Office of the Director of Athletics.

Borrowers with concerns about their Federal Perkins Loan or Federal Stafford Loan may contact the Student Loan Ombudsman at www.sfahelp.ed.gov or 1-877-557-2575.

SENIOR CITIZENS HIGHER EDUCATION ACT

Senior citizens aged 60 or over, with a Virginia taxable income of less than \$10,000 per year, and who have lived in Virginia for one year, can enroll in credit courses free of tuition, provided they meet the admissions standards of the college and space is available. Any senior citizen aged 60 or over can enroll in a non-credit course or audit a credit course free of tuition, regardless of taxable income, provided space is available. The senior citizen is obligated to pay fees established for the purpose of paying for course materials, such as laboratory fees. A maximum of three courses may be taken per semester.

Approval to register for classes under the Senior Citizens Higher Education Act may be obtained in the Office of Registration, Barlow 101.

ACADEMIC AND PROFESSIONAL LIFE

The academic and professional life of the University constitutes the main emphasis to which all other activities are secondary and contributory. It centers on the courses of instruction offered in the various departments of the University. The major part of this catalog is concerned with the factual details of the various graduate curricula.

HONOR SYSTEM FOR GRADUATE PROGRAMS

The concept of an honor system is one of the oldest traditions at Longwood University. The following procedures apply to students involved in the graduate program and to students enrolled in courses for graduate credit offered either on or off campus.

The honor system requires that the student not only be responsible for his/her own behavior, but that he/she report any infraction of the Honor Code observed. It is an Honor Code offense to lie, to cheat (including plagiarism) and to steal, in connection with class activities and other course requirements established by the instructor. All work so specified by the instructor should include the following pledge: "I have neither given nor received help on this work nor am I aware of any infraction of the Honor Code." (signed)

Any person who has knowledge of a suspected violation of the Standards of Conduct should contact the Director of Honor & Judicial Programs with relevant details of the incident. The Director of Honor & Judicial Programs will make arrangements for the adjudication of the complaint. Additional information about the University's adjudication procedures is available in the Handbook.

If a graduate student is convicted of an honor code violation, the minimum penalty shall be one year (12 months) of suspension. The student may apply for readmission after serving the suspension period and will be subject to all admission standards and degree requirements at the time of reapplication.

HONOR SOCIETIES

Longwood University sponsors chapters in several national honor societies. In addition to those described below, the English department offers Lit; and the Sociology department offers Alpha Kappa Delta. Please contact the individual departments for more specific information.

Chi Sigma Iota

Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. The mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Membership in the Longwood Phi chapter of Chi Sigma Iota, as specified in the Bylaws, is open to both students and graduates of counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counseling program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended by the chapter. Faculty, alumni, and professionals are eligible for membership if they have met all of the above requirements. The primary identity of these persons shall be as *professional counselors* including evidence of a state or national credential as a professional counselor.

Delta Phi Alpha

The Longwood chapter of the National German Honor society, Delta Phi Alpha, was established in January 1986. Founded in 1927, the Society seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. The Society aims to promote the study of the German language, literature, and civilization and endeavors to emphasize those aspects of German life and culture, which are of universal value.

Kappa Delta Pi

Kappa Delta Pi is an international honor society in Education. It is open to graduate students who have at least a 3.70 overall graduate GPA and undergraduate students who have at least a 3.25 overall GPA and who meet the ideals of the society. Prospective members must also have a written recommendation from a professional educator.

Phi Delta Kappa

Phi Delta Kappa is an honorary organization for educators. Its purpose is to promote quality education, with particular emphasis on publicly supported education, as essential to the development and maintenance of a democratic way of life. To be considered for membership, a candidate must hold a baccalaureate degree from an accredited institution, have completed at least 15 semester hours of work in an accredited graduate program, and have a minimum of three years of professional education experience. For more information, contact the Dean of the School of Education and Human Services.

Phi Kappa Phi

The Longwood chapter of the National Honor Society of Phi Kappa Phi was established at Longwood in February of 1972. Founded in 1897, the Honor Society of Phi Kappa Phi is the oldest and largest interdisciplinary honor society. It promotes the pursuit of academic excellence in all fields of higher education and recognizes outstanding achievement by students, faculty and others through election to membership and through various awards for distinguished achievement. Its motto is "Let the love of learning rule humanity," and its mission statement emphasizes the community of scholars in service to others. Graduate students are eligible to be invited for induction with a minimum of 18 hours completed and a GPA of 3.75. Longwood holds its initiation ceremony annually in the spring semester.

Pi Delta Phi

The National French Honor Society is Pi Delta Phi, which was founded as a departmental honor society at the University of California at Berkeley in 1906. After twenty years as a local chapter, Pi Delta Phi declared itself the National French Honor Society and chartered the Beta Chapter at the University of Southern California in 1925. The Society was admitted to membership in the Association of College Honor Societies in 1967. The purpose of Pi Delta Phi is three-fold: to recognize outstanding scholarship in the French language and its literature; to increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world; and to stimulate and encourage French cultural activities.

Pinnacle

Pinnacle is a national honor society for juniors, seniors and graduate students of non-traditional age. This organization recognizes both academic performance and out-of-class accomplishments. Those chosen for membership have distinguished themselves as outstanding students, campus and/or community leaders, and role models committed to the betterment of society. Nationally, Pinnacle was officially begun in April of 1989. The Longwood chapter received its charter in March 1994.

Sigma Delta Pi

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, was founded on November 14, 1919, at the University of California, Berkeley. The Society encourages scholastic excellence in the study of the Spanish language and Hispanic literatures and cultures. Membership is open to sophomores, juniors, seniors, and graduate students who have attained at least a 3.0 GPA in all Spanish courses taken, as well as at least a 2.8 cumulative GPA, and who have completed at least 3 semester hours of a course in Hispanic literature or culture and civilization.

ACADEMIC REGULATIONS

This section summarizes important information related to academic work at Longwood. Students must be familiar with the information in this section. It is the responsibility of each student to be certain that the academic requirements necessary for graduation are completely fulfilled. The **catalog for the year in which a student enters Longwood University governs academic regulations, program and graduation requirements**. Program Coordinators may substitute major course requirements where appropriate. Under extenuating circumstances, exceptions to academic policies may be presented to the Graduate Faculty Petitions Committee. Students must contact the Office of Graduate Studies for information and deadlines for submitting an appeal.

ACADEMIC ADVISING

Longwood's advising program provides informed academic counseling that makes effective use of the assessment, career planning, student development, and software resources available. Although course selection is important, advisors are also proficient in using the Student Information System and are prepared to assist advisees on such matters as the following:

- Examining post degree career opportunities;
- Understanding their personal abilities, interests, and career goals;
- Developing an educational program that enhances and fulfills these goals;
- Providing information about college and departmental policies, procedures, and resources;
- Reviewing opportunities for academic involvement through internships, research with graduate faculty, and acceptance to honorary societies; and,
- Evaluating their progress toward their educational goals.

Newly admitted students are assigned the appropriate program advisor. The assignment of the advisor generally is not changed unless the student changes his/her degree program. Prior to registration, students are encouraged to consult with their academic advisor regarding course selection and sequence, career goals, and relevant academic policies. Although the academic advisor assists students with curriculum decisions and options, the student bears full responsibility for meeting graduation requirements.

GRADUATION REQUIREMENTS

1. Maintain a minimum cumulative grade point average of 3.0.
2. File an Application for Graduate Degree no later than the completion of 24 credit hours (36 credit hours if special education initial licensure) and prior to enrollment in the final semester of course work. (Applications are available in the Office of Graduate Studies.)
3. Complete the number of credit hours required for a specific degree program.
4. Complete the thesis, the comprehensive examination or the collaborative research.
5. Complete all program requirements within five years from the term of admission.

LICENSURE REQUIREMENTS

1. Maintain a minimum cumulative grade point average of 3.0.
2. File an Application for Graduate Licensure no later than the completion of 21 credit hours and prior to enrollment in the final semester of course work. (Applications are available in the Office of Graduate Studies.)
3. Complete the number of credit hours required for a specific licensure program.
4. Complete all program licensure requirements within five years from the term of Admission.

STUDENT RESPONSIBILITY

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. Students should be especially familiar with the academic regulations, the requirements for the degree that they plan to complete, and the offerings by the major department. Departments reserve the right to decide which graduate courses will be offered in any semester or summer session. The published schedule of courses does not always include all graduate courses offered; the departments, therefore, should be consulted concerning available courses.

GRADUATION

Only those students who have completed the degree requirements established by Longwood University will participate in commencement ceremonies. Graduating students will receive their diplomas on the day of commencement.

Commencement is held once a year in May. Students completing a degree program in August or December will receive their diplomas via regular mail shortly after degree completion. They may choose to participate in the following May commencement. Students must buy from the university bookstore the caps, gowns, and hoods required for the commencement exercises.

TIME LIMIT

The work for a graduate degree is to be completed within five years from the term of admission to the graduate program. If extenuating circumstances prohibit a student from completing their degree requirements within this time period, an extension may be considered. To request an extension of the time limit, the student must submit a written request to the Dean of Graduate Studies specifying the amount of time needed and the reason(s) an extension is necessary. The dean will submit the request to the Graduate Faculty Petitions Committee and notify the student in writing of the committee's decision.

REGISTRATION PROCEDURES

On-Campus degree and licensure seeking graduate students are expected to register in person with their advisor; in person in the Office of Registration; by mail with the Office of Registration; or by the WEB Information System (WIN) during one of the opportunities provided during the academic year:

- Registration: normally a two-week period in November for the following spring semester or in March/April for the following fall semester and limited to currently enrolled, degree-seeking students.
- Summer Registration: normally begins in March with students required to register by the Registration Deadline for the session in which the course is listed to avoid a late registration fee.
- Final Registration: the day immediately preceding the first day of classes each semester.

Off-campus degree and licensure seeking graduate students are expected to register in person or by mail at the Southern Virginia Higher Education Center (SVHED) in South Boston or in the Office of Graduate Studies. Off-campus offerings at the SVHED are published there and the Registration Office publishes all other off-campus offerings. Contact the SVHED or the Office of Graduate Studies for more details. The registration deadline to avoid payment of a \$30.00 late registration fee is two weeks prior to the first day/night of class. The last (final) day to register for an off-campus class is one week prior to the first day/night of class.

SCHEDULE ADJUSTMENTS - ADD/DROP PERIOD

On-campus students may make schedule adjustments (adds and/or drops) until the close of business on the sixth (6) day of classes. A consultation with the advisor is encouraged for any changes made during this period. Courses dropped during this period do not appear on the transcript.

Off-campus students should consult the withdrawal policy provided at the time of registration.

DEADLINES

Appropriate dates for the last day to add and/or drop and the last day to withdraw without academic penalty for on-campus classes are included in the official college calendar and in the Master Schedule of Classes for regular semesters.

Appropriate dates for the last day to add and/or drop and the last day to withdraw without academic penalty are included in the on-campus summer school class schedule and appropriate descriptive literature for off-campus offerings. All registration and add/drop transactions must be processed through appropriate procedures by the deadline to become effective.

CLASS ATTENDANCE

Students are expected to attend all classes. Failure to attend class regularly impairs academic performance. Absences are disruptive to the educational process for others. This is especially true when absences cause interruptions for clarification of material previously covered, failure to assume

assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.

It is the responsibility of each instructor to give students a copy of his or her attendance policy in the course syllabus.

Instructors may assign a grade of "0" or "F" on work missed because of unexcused absences.

Instructors have the right to lower a student's course grade, but no more than one letter grade, if the student misses 10 percent of the scheduled class meeting times for unexcused absences.

Instructors have the right to assign a course grade of "F" when the student has missed a total (excused and unexcused) of 25 percent of the scheduled class meeting times.

Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness. Faculty may require documentation for excused absences in their attendance policy.

GRADES

A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation.

Passing grades for graduate students are A, B, and C.

A: Excellent (4 quality points)

B: Good (3 quality points)

C: Passing (2 quality points)

F: Failure (0 quality points)

I: Incomplete. The grade of "I" indicates that because of illness or for good reason, the work of the semester has not been completed. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed and the grade recorded by the end of the subsequent regular semester. The grade of "I" during the summer terms must be completed and the grade recorded by the end of the spring semester.

P: Pass (0 quality points)

W: Withdrawal (0 quality points) without penalty. A grade of "W" is automatically assigned for withdrawal from the end of the drop period (first six class days) through noon on the thirty-fifth (35th) day of traditional classes and for other documented withdrawals see paragraph on Withdrawal Policy.

AU: Audit (0 quality points). Participation on a noncredit basis by students who meet certain minimum standards set by the course instructor. Students wishing to audit must have permission from the chair of the department in which the course is offered and are subject to the same tuition and fees as students enrolled for credit.

The grades of AU, I, W and courses taken under the pass/fail option are not calculated in the grade point average. The Pass/Fail grading option will be used in all thesis research, collaborative special education research, and comprehensive examination courses and will not be used in calculating the grade point average.

QUALITY POINTS

The quality of work completed by a student is recognized by the assignment of points to various grades. Under the 4.0 system, all grades on courses will be permanently retained in computing a student's quality point average. Each credit hour of a grade of A is assigned 4 points; a grade of B - 3 points; a grade of C - 2 points; and a grade of F - 0 points.

On the basis of this point system, a student's quality point average may be computed by dividing the number of quality points that he/she has earned by the total number of credits assigned to the courses in which the student has been enrolled. A student's quality point average is based only on work taken at Longwood University.

REPEATING COURSES

If a student repeats a graduate course, the most recently earned grade will be averaged into the student's grade point average along with the original grade. Please note that in calculating grade point average, the second grade in the course does not replace the original grade. All enrollments and grades appear on the transcript. The student must complete a course repeat form in the Office of Registration (when registering for the course the second time).

ACADEMIC WARNING AND DISMISSAL POLICY

At the end of each semester, the Office of Graduate Studies will review the cumulative grade point average (GPA) of all degree-seeking and licensure graduate students and will identify those students whose cumulative GPA has fallen below 3.0 after a minimum of six graduate credit hours. Students whose cumulative GPA falls below 3.0 will be sent a letter advising them that they have been placed on academic warning and have until the end of the next term (in which they are enrolled in graduate classes at Longwood) to raise their cumulative GPA to a 3.0 or higher. Failure to raise the cumulative GPA to a 3.0 or higher will result in the student's dismissal from the Longwood graduate program. Under extenuating circumstances, appeals for exceptions to this academic policy may be presented to the Graduate Faculty Petitions Committee. Students must contact the Office of Graduate Studies for information and deadlines for submitting an appeal.

Graduate students not admitted to a degree, licensure, or certificate program are expected to meet and maintain the same academic standards as students in those programs.

Upon dismissal, all access to Longwood technology resources is terminated. These systems include Longwood e-mail, portfolios, personal web pages, Blackboard, and Smartforce.

GRADE APPEALS

The faculty of Longwood University is unequivocally committed to the principle that evaluation of student work and assignment of grades is a responsibility and a prerogative to be exercised solely by the individual instructor.

However, should a student feel the final course grade received was unfairly or inaccurately awarded, the student first should see the instructor involved for an explanation of why the grade was assigned. If the student continues to feel the grade is unfair, the student may file a written appeal with the department chair, giving the reasons why the grade should be changed with any available supporting evidence. The Department Chair/Dean will forward a copy of the appeal to the faculty member and will invite the faculty member to make a written response. For grades awarded in the fall semester, the written appeal must be submitted no later than February 1; for grades awarded in the spring semester and in summer school, the appeal must be filed no later than September 15. Appeals filed later will not be considered.

The Department Chair/Dean will within two weeks hold a joint consultation with the student and the faculty member awarding the grade. If the matter cannot be resolved, the Department Chair/Dean will, within one week of the joint consultation, request in writing that the Executive Committee of the Faculty Senate appoint a committee to review all matters pertinent to the appeal. The committee will consist of three members of the full-time faculty in the same or related discipline(s). The Department Chair/Dean will send a copy of the request to the Provost/Vice President for Academic Affairs. When the committee has been named, the Executive Committee of the Faculty Senate shall inform the Department Chair/Dean, who will forward to the committee members the student's original written appeal, a course syllabus, any written response from the faculty member, and all other materials pertinent to the appeal. Through the Department Chair/Dean, the committee may request other materials from the student or faculty member. The committee shall decide that the grade originally assigned will remain unchanged or that it will be changed to a grade decided on by the committee. The decision of the committee is final. The committee will report its decision in a letter signed by all three members and addressed to the faculty member, the student, and the Office of Registration, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.

Should the appeal involve a grade assigned by a department chair, the Dean of the appropriate school will assume the role normally assigned the chair. Should the appeal involve a grade assigned by the Dean, the Provost/Vice President for Academic Affairs will assume the role normally assigned the Dean.

Students should be aware that the review procedure may result in a grade being raised, lowered or remaining unchanged.

FINAL EXAMINATIONS/STATEMENT OF PURPOSE

At Longwood University, the evaluation of learning is considered to be an integral part of the educational experience for all students. The constructive use of evaluation measures provides not only assessments of learning outcomes, it becomes part of the learning process itself. Final examinations may be one of the most important components of the evaluation of student learning, and they may also be effective in promoting learning. Final examinations may, for example, enable students to demonstrate mastery of course content and the ability to organize what they have learned. The overarching purpose of final examinations at Longwood University, however, is to facilitate learning in a manner consistent with the pedagogy of each course and in a way that is appropriate to the subject matter of each course. Other valid means of promoting and assessing student learning may be appropriate in some courses, including term papers, project reports, take-home research examinations, and oral presentations.

Final Examination Policies

- I. Faculty members must require that either a final exam or some final culminating assignment be conducted or due during the final examination period established for the course. In courses for which an assignment other than a final examination has been identified as the most appropriate learning and assessment instrument, the following policies apply:
 - A. Final culminating assignments should be distributed to students no later than the beginning of the last week of classes so that students can coordinate them with preparation for other examinations.
 - B. Students must not be required to submit examinations or other culminating assignments before the date of the regularly scheduled exam time for a course.
- II. During regular semesters, four (4) three-hour examinations are scheduled each day. For courses held during the summer or any other non-traditional block of time, examinations are held during the regularly scheduled class period on the last day of each term. Examinations shall be held or final assignments will be due on the dates and at the hours published by the Registrar. No exceptions are permitted unless approved by the College Dean.
- III. The final examination schedule shall be published with the schedule of classes for each semester. One reading day will precede the examination period, except for courses held during the summer or any other non-traditional block of time.
- IV. Students may reschedule exams in excess of two per day with the instructor's approval.
- V. The instructor or a qualified proxy, approved by the College Dean, should be available during the examination period to hand out materials, to make necessary explanations, and to take examinations up when completed.
- VI. Examination and semester grades are confidential and must not be posted.
- VII. A professor who assigns a take-home examination must inform students at the beginning of the semester. Such examinations (papers, projects, etc.) must be distributed by the beginning of the last week of classes. This will allow the students to begin preparing for their examinations. Students will not be required to submit the work before the date of the scheduled examination.
- VIII. Exemptions to these policies must be approved by the College Dean.
- IX. The statement of purpose and final examination policies should be published each year in the Catalog and in the Undergraduate Student Handbook.

COURSE SUBSTITUTIONS

A maximum of two courses can be considered for substitution. NOTE: Another course may not be substituted for a course that a student has failed that is required in his/her program.

The student should discuss substitutions with the advisor and submit in writing the reason(s) why the substitution is necessary. The advisor will then complete the Substitution Form and forward it, along with the written request, to the program coordinator. If the program coordinator concurs with the advisor's recommendation, he/she will sign the Substitution Form and forward copies to the Office of Registration, the Office of Graduate Studies, the student and the student's advisor.

INDEPENDENT STUDY POLICY

Independent study under exceptional circumstances may occasionally be offered for University credit to those students wishing to pursue areas not addressed by the regularly scheduled offerings of graduate courses. Independent study may only be offered at the discretion of the individual faculty member and is dependent upon the availability of departmental resources. In order to pursue an independent study, the student must contact a graduate faculty member and get his/her approval to supervise the student's work. A description of the proposed study and/or syllabus should be forwarded to the Department Chair to be attached to the Course Creation Form. Both faculty and student should sign the proposed study and/or syllabus, indicating their approval.

Students must enroll for the independent study in compliance with the academic deadlines published in the academic calendar for the term in which the study is to be completed. Students may take a maximum of three credit hours of independent study during one semester and a maximum of six credit hours of independent study during their graduate studies at Longwood University.

WITHDRAWAL POLICY

Students may withdraw from individual on-campus classes with a grade of W until noon on the 35th day of regularly scheduled classes or, for classes held in non-traditional time frames including summer, until the mid-point of the class. After that date, withdrawals from individual classes are not permitted. A student who needs to withdraw for medical reasons from the University or from a class after the deadlines cited above must, by noon of the last class day, have a letter sent to the Dean of Graduate Studies. The letter must be sent by a physician, detail the nature of the illness, and recommend withdrawal for medical reasons. In other extenuating circumstances not related to academic performance, the Dean may grant a withdrawal if a written request from the student is received by noon of the last class day. If the Dean approves the request, the Dean will send a copy of the request or letter to the Office of Registration, and the affected grade(s) for that semester will be noted as W on the student's transcript. The Dean will notify the student's faculty members of any grade changes.

If the student is withdrawing from the University, he/she should go to the Dean of Graduate Studies to initiate the University withdrawal process. All non-degree and non-licensure graduate students should report to the Dean of the College of Education and Human Services.

To withdraw and receive a grade of W in an off-campus class offered at the SVHED, students must submit a letter of withdrawal to the Program Coordinator of the Southern Virginia Higher Education Center (SVHED) in South Boston postmarked before the mid-point of the class. To withdraw and receive a grade of W in an off-campus class offered at any other location, students must submit a letter of withdrawal to the Dean of Graduate Studies postmarked before the mid-point of the class. Students may not withdraw during the second half of the class except for medical or other non-academic emergencies. A student who needs to withdraw for medical reasons from the University or from a class after the deadlines cited above must, by noon of the last class day, have a letter sent to the Dean of Graduate Studies. The letter must be sent by a physician, detail the nature of the illness, and recommend withdrawal for medical reasons. In other extenuating circumstances not related to academic performance, the Dean may grant a withdrawal if a written request from the student is received by noon of the last class day. Students who withdraw before the first class meeting will have no record of enrollment in this class on their academic records. All letters of withdrawal will be forwarded to the Dean of Graduate Studies for final approval.

The deadline to withdraw without academic penalty should not be confused with any deadline to withdraw and receive a full or partial refund of charges. Please see the "Expenses and Financial Aid –

Refunds and Charge Adjustments" section of this catalog for information related to refunds and charge adjustments.

STATEMENT OF GENERAL TRANSFER POLICY

In general, graduate credits are accepted from institutions that are accredited by the appropriate regional accreditation agency provided such credits carry a grade of "B" or better, are comparable to graduate courses offered at Longwood, and are no more than five years old. Internships and portfolio-based experiential credits are not accepted for transfer credit. A maximum of six (6) graduate credit hours may be transferred and applied to a graduate degree.

Grades earned at other institutions will be recorded at Longwood University in terms of semester hours of credit earned and will reduce the number of credits required for graduation but will not be included in the calculation of the grade point average. The cumulative grade point average will be calculated only on work taken at Longwood.

Acceptance of Transfer Credits

If the student has completed course work prior to admission, he/she must submit a written request as part of the application for admission with the course description(s) and an official transcript in a sealed envelope. The Office of Graduate Studies will have the course(s) evaluated along with the admission application by the Program Coordinator. Written notification of the results of the evaluation will be sent with the acceptance packet. Graduate credits used to satisfy undergraduate degree requirements cannot be reused for graduate credit.

Approval to Take Courses Outside the Institution

Any regularly enrolled graduate student, who wishes to take work at another institution to transfer to Longwood, must secure prior permission from the Office of Graduate Studies. The student should send a written request to the Office of Graduate Studies accompanied by an official course description. The request will be forwarded to the appropriate Program Coordinator for evaluation and then returned to Graduate Studies. The Office of Graduate Studies will provide the student with a written "Authorization for Transfer Credit" form if the course is transferable. Upon completion of the course, the student must have an official transcript sent directly to the Office of Graduate Studies for processing to the Office of Registration.

THESIS

The writing of an acceptable thesis is mandatory for some programs and an option for others. Students should check the programs of study as outlined in this catalog to determine if the thesis is required. Students must enroll in three (3) or six (6) credits of thesis research and may receive the grade of Pass/Fail/Incomplete. An incomplete must be satisfied by the end of the subsequent regular semester with the grade of P or F.

General Requirements (students should consult their advisors for departmental requirements for the thesis): the original copy of the thesis shall be on acid-free bond paper of 16 to 20 pound weight containing 25% or more rag content. Each page of the thesis shall have a margin of at least one and one-half inches on the left and at least one inch on the right. The top and bottom margins shall be at least one inch.

The thesis must be completed and in the hands of the examining committee no later than four weeks before the end of the semester in which it will be completed. Some departments require an earlier deadline. After the thesis has been accepted by the examining committee and after the candidate has passed his/her oral examination, the candidate prepares an original and two photocopies or three computer original copies, pays the binding fee to the Library and submits them to his/her thesis director. One copy of an abstract of not more than 400 words must be submitted to the Office of Graduate Studies.

Administrative procedures for culmination of the process include a) the graduate student in conjunction with the Thesis Director schedules a date for the thesis defense; b) the graduate student

submits an Oral Examination form a minimum of 30 days prior to the scheduled defense to the Office of Graduate Studies; c) the thesis defense takes place; d) the thesis director submits written notification to the Registrar of the successful defense including the thesis title; e) the thesis director awards the final grade in Thesis Research; f) the graduate student delivers the thesis and required copies to the Library for binding; g) the Library submits written notification to the Registrar of the receipt of and payment for the binding of the thesis; and h) the graduate student submits the abstract to the Office of Graduate Studies.

COLLABORATIVE RESEARCH

The collaborative research is an option in lieu of thesis for some programs. Students should check the programs of study as outlined in the catalog and any program handbook to determine if this is an appropriate option. Students must enroll in three (3) credits of collaborative research and may receive the grade of Pass/Fail/Incomplete. A grade of Incomplete must be satisfied by the end of the subsequent regular semester with a grade of P or F. An unresolved Incomplete results in the grade of F.

General requirements (students should consult their advisors for departmental requirements for the collaborative research): the original copy of the ready-for-publication article shall follow the guidelines of a reputable content area journal.

The collaborative research must be completed and in the hands of the examining committee no later than four weeks before the end of the semester in which the research will be completed. Some departments require an earlier deadline. After the collaborative research has been accepted by the examining committee and after the candidate has passed his/her oral examination, the candidate prepares an original and two photocopies or three computer original copies, pays the binding fee to the Library and submits them to his/her collaborative research director. One copy of an abstract of not more than 400 words must be submitted to the Office of Graduate Studies.

Administrative procedures for culmination of the process include a) the graduate student in conjunction with the Collaborative Research Director schedules a date for the collaborative research defense; b) the graduate student submits an Oral Examination form a minimum of 30 days prior to the scheduled defense to the Office of Graduate Studies; c) the collaborative research defense takes place; d) the collaborative research director submits written notification to the Registrar of the successful defense including the collaborative research title; e) the collaborative research director awards the final grade in Collaborative Research; f) the graduate student delivers the collaborative research and required copies to the Library for binding; g) the Library submits written notification to the Registrar of the receipt of and payment for the binding of the collaborative research; and h) the graduate student submits the abstract to the Office of Graduate Studies.

COMPREHENSIVE EXAMINATION

The comprehensive examination, if required by the department, will normally be taken in the last semester of the program. Students must have completed or be enrolled to allow for completion of 30-36 semester hours of course work depending on specific program requirements, students must have a B average (3.0 GPA) in all courses completed, and students must have already filed the *Application for Graduate Degree* to be eligible to enroll in the comprehensive examination. Students who have a thesis or collaborative research requirement do not take a comprehensive exam.

Students must register for the comprehensive examination (EDUC/ENGL/SOCL 699) no later than the last day to add a course in the semester in which they wish to take the examination. The course does not carry any credit hours but does carry a \$35 course fee. This fee may be refunded through the last day to drop a course in the given semester.

The comprehensive examination will usually be of the essay type, consisting of several broad question areas. It is designed to evaluate the students' competency in written expression and the ability to reason. In addition, the students' knowledge of and ability to apply specific theory and research relating to their area of concentration will be evaluated.

The grading system for the evaluation of the examination will be pass/fail. Students who fail the examination shall be allowed one re-examination. Please see individual department listings for specifics about the comprehensive examination in each program.

LONGWOOD UNIVERSITY POLICY ON STUDENT RECORDS AND ANNUAL NOTIFICATION

Longwood University student record policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, enacted as section 438 of the General Education Provisions Act. The accumulation, processing, and maintenance of student data by the University is limited to that information, including grades, which is necessary and relevant to the purposes of the college. Personal data of students will be used only for the purpose for which it is collected.

Student data, whenever possible, shall be collected directly from the student; every effort will be made to ensure its accuracy and security. It shall be the express responsibility of the student to notify the Office of the Vice President of Student Affairs of any changes in status. Any student who initially or subsequently refuses to supply accurate and complete personal information, as is legally allowed, may jeopardize his/her current student status. Falsification of records with the intent to give untrue information is a violation of the Longwood University Honor Code.

The University shall provide for the confidentiality and security of official student data and will release student information only as follows:

1. Directory information which may include the student's name, birth date, sex, ethnicity, nationality, local address, permanent address, e-mail address, telephone number, digitized photo (as appears on student University ID), parent's name, major field of study, classification, participation in officially- recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational institution attended by the student, dates of field experience, and other similar information. A student may inform the Office of Registration in writing that any or all directory information may not be released without prior written consent. A student who desires to restrict directory information from the public must complete the Student Directory Information Restriction form (available in the Office of Registration) at the time of registration for the current academic year. Forms received after the last day to add a class for any semester, including summer, will not become effective until the following semester.
2. To the students themselves.
3. To parents or a financial institution where financial support of the student is in evidence as defined in Section 152 of the IRS Code of 1970.
4. To authorized University personnel (administrative officers, faculty, or their designees) who have legitimate educational interests as determined by the University, such as instruction, advising or educational research, or in performance of other duties promoting necessary functions and management of the University as approved by the records access control officer.
5. To a third-party agency as expressly designated in writing by the student.
6. As required by judicial order or court subpoena, or as may be required or permitted by law.
7. In a situation of emergency in which the knowledge of confidential student information is necessary to protect the immediate health or safety of a student or other persons.
8. Student arrest and charge information classified as public information.

Under FERPA, Longwood is not required to provide prior notification to a student when responding to a Federal grand jury subpoena or other law enforcement subpoena, which specifies that the student not be informed of the existence of the subpoena.

In cooperation with the State Council of Higher Education for Virginia and its efforts to support assessment, Longwood University will provide student transcripts to any public high school or community college in Virginia, which the student has previously attended, or to any agency charged with the responsibility for collecting and/or analyzing data for the purpose of educational assessment for such a unit. The receiving agency will be charged with responsibility for protecting the student's right to privacy and for appropriate disposition of the records.

Eligible students are permitted to inspect and review educational records of which the student is the sole subject. University policy regarding the inspection and disclosure of educational records is in compliance with the federal statute. To obtain a copy of the Family Rights and Privacy Act of 1974

(Section 438) or a copy of the university's policy on student records, contact the Office of Registration, Longwood University, 201 High Street, Farmville, VA 23909.

Student access to all personal records shall be permitted within 45 days of a written request during normal office hours. All records shall be available and in a form comprehensible to the student, except for

1. Medical records which, upon written authorization, shall be submitted to a psychologist or physician designated by the student,
2. Confidential financial statements and records of parents as excluded by law,
3. Third-party confidential recommendations when such access has been waived by the student. Where a waiver has been given, parents, as well as students, are excluded from viewing such confidential information. Students may also obtain copies of most parts of their records for a nominal fee.

During normal office hours, the University shall provide an opportunity, for a student either in person, or by mail with proper identification, to challenge information believed to be inaccurate, incomplete, inappropriate, or misleading. All personal data challenged by a student shall be investigated by University officials. Completion of an investigation shall result in the following actions:

If the University concurs with the challenge, the student's records shall be amended or purged as appropriate; all previous record recipients shall be so notified by the University.

If the investigation fails to resolve the dispute, the student shall be permitted to file a statement of not more than 200 words setting forth the student's position.

Copies of the statement will be supplied, at the student's expense, to previous and subsequent recipients of the record in question.

If a student wishes to make an appeal of the decision, the student may do so in writing to the President of the University.

The names, dates of access, and purposes of all persons or agencies other than appropriate Longwood University personnel given access to a student's personal records shall be recorded and maintained. Student records are retained by the University for at least one year after completion of work at the University. Permanent academic records from which transcripts are derived are maintained indefinitely. A student may request and receive information concerning the record of access to official University records filed under the student's name.

Inquiries concerning student records should be directed to the following departments. When applicable, a schedule of fees for copies of these records are available from that office.

Academic Records/Transcripts – Office of Registration, Barlow Hall

Disciplinary Records – Office of Honor & Judicial Programs, Lancaster Hall

Financial Records – Office of Student Accounts, Lancaster Hall

Financial Aid Records – Office of Financial Aid, Lancaster Hall

Medical/Health Records – Office of Student Health, Graham Building

Mental Health Records – Office of Counseling Services, Lancaster Hall

RELEASE OF TRANSCRIPTS

Requests for transcripts of academic records should be directed to the Office of Registration. Upon written request by the student, an official transcript of the academic record will be issued to the person or institution designated, provided that all the student's obligations to Longwood University have been satisfactorily settled.

The only circumstances in which a student's transcripts are released in the absence of a written authorization are those specific exceptions stated in the preceding policy on student records.

Written requests for a transcript generally require one week for processing.

Master of Science - Education

Dr. Elizabeth A. Power-deFur, Chair

Department of Education, Special Education and Social Work

434.395.2369, powerdefurea@longwood.edu

Within the Department of Education, Special Education and Social Work, there are twelve areas of concentration leading to the Master of Science degree. They are community & college counseling; curriculum & instruction specialist/elementary; curriculum & instruction specialist/English; curriculum & instruction specialist/LD, E/BD & Mild MR; curriculum & instruction specialist/modern languages; educational leadership; elementary education PreK-6 initial licensure, guidance and counseling; literacy & culture; modern languages PreK-12 initial licensure; school library media; and special education PreK-12 initial licensure. In addition, the M.S. degree is awarded to Longwood students enrolled in the Special Education/Liberal Studies five-year program. The department also offers three graduate licensure only programs in educational leadership, school library media, and special education PreK-12.

GRADUATE PROFESSIONAL SEMESTER

Students in the Elementary Education PreK-6 Initial Licensure, Special Education PreK-12 Initial Licensure, and Modern Languages PreK-12 Initial Licensure programs must complete a professional semester to meet state licensing requirements. This professional semester is designed as the capstone course in these programs. For those students who are already teaching under a Provisional or Special Education Conditional License, enrollment in the professional semester is still a requirement, but will be a mentorship of their current teaching position.

To be eligible, a student must have a 3.00 GPA, passing scores on Praxis I (or an equivalent SAT score) and II, and all other program requirements completed. An application must be completed and filed with the Office of Professional Services, Hull – Room 256, by 12 noon on the last day of classes one (1) year in advance of the professional semester. Praxis I & II score reports must be submitted with the application if you did not list Longwood University as a score recipient when you took the tests. Applications to the professional semester may be obtained from the Office of Graduate Studies or the Office of Professional Services.

THESIS

The writing of an acceptable thesis is an option for the curriculum and instruction specialist/LD, E/BD and mild MR concentration, the special education/liberal studies 5-year concentration, and the special education PreK-12 initial licensure concentration. The thesis proposal will summarize the proposed study and give research methodology or critical framework for the study. The thesis proposal is formulated by the student in consultation with an advisor and submitted to the student's thesis committee. The student's thesis committee will be composed of three graduate faculty members; adjunct faculty will not serve on this committee. The Longwood University Human and Animal Subjects Research Review committee must approve the proposal prior to commencement of the research.

For general requirements on the thesis, consult the "Academic Regulations" section.

COLLABORATIVE RESEARCH

The writing of an acceptable research article is an option for the curriculum and instruction specialist/LD, E/BD and mild MR concentration, the special education/liberal studies 5-year concentration, and the special education PreK-12 initial licensure concentration. The collaborative research proposal will summarize the proposed study and give research methodology or critical framework for the study. The student in consultation with a faculty member either conducting similar research or willing to support the student's research formulates the collaborative research proposal. It is then submitted to the student's collaborative research committee. The student's collaborative research committee will be composed of three graduate faculty members; adjunct faculty will not serve on this committee. The Longwood University Human and Animal Subjects Research Review committee must approve the proposal prior to commencement of the research.

For general requirements on collaborative research, consult the "Academic Regulations" section.

COMPREHENSIVE EXAMINATION

The comprehensive examination will be of the essay type, consisting of several broad question areas. It is designed to evaluate the student's competency in written expression and the ability to reason. In addition, the student's knowledge of and ability to apply specific theory and research relating to his/her area of concentration will be evaluated. The grading system for the evaluation of the comprehensive examination will be pass/fail. Two of the three members of the committee must agree for a "Pass" grade.

The student's comprehensive examination committee will be composed of three graduate faculty members; adjunct faculty will not serve on this committee. The committee will be responsible for the preparation and evaluation of the comprehensive examination.

Students must have completed or be enrolled to allow for completion of 30-36 semester hours of course work depending on specific program requirements, students must have a B average (3.0 GPA) in all courses completed for the degree, and students must have already filed the *Application for Graduate Degree* to be eligible to enroll in the comprehensive examination.

The comprehensive examination in Education and English will be administered two times a year from 8:30 a.m. – 12:30 p.m. on the third Saturday of October and the first Saturday of March by the Office of Graduate Studies on the main campus in Farmville. Students must register for the comprehensive examination (Educ 699-select the section of your program or Engl 699) no later than the last day to add a course in the semester in which they wish to take the examination. The Office of Graduate Studies will send written notification after the last day to add a course in a semester to all students registered for the comprehensive examination. The notification will include specifics about administration of the exam as well as a program specific study guide.

Students who fail the examination shall be allowed one re-examination. The Education re-examination can be administered at a time set by the Dean of Graduate Studies within the same semester with a fee of \$35.00 required prior to administration of the re-examination. Alternatively, the re-examination can be administered at the next scheduled exam date with the student registering for the re-exam section of Educ 699 in that term and paying the \$35.00 course fee. (Please see the English listing for more specifics on a re-examination of an English comprehensive examination.) Failure of the examination for a second time will be final, and students will be dismissed from the graduate program.

For general requirements on the comprehensive examination, consult the "Academic Regulations" section of this catalog.

CONCENTRATIONS

The following pages give an overview of each program along with the program requirements of each program concentration offered in the Education major. There are twelve concentrations leading to the Master of Science degree and three concentrations leading to licensure only.

NOTE: Students are to use these pages as curriculum advisory sheets for their graduate program of study. Although substitutions may be considered, please be aware that they may negatively affect endorsement requirements and that a maximum of two substitutions are permitted in a program. Students are urged to use requirements of the Virginia Department of Education as endorsement guidelines.

COMMUNITY AND COLLEGE COUNSELING

Dr. Jennifer Apperson, Program Coordinator
434.395.2323, appersonjm@longwood.edu

The Community and College Counseling program offers an interdisciplinary degree specifically for college graduates interested in preparing for counseling roles in community agencies working areas such as mental health, social services, youth development services, court services or rehabilitation, or in college settings such as student affairs offices, counseling centers or residence halls. A teaching license is not required for this program.

Students will receive solid grounding in research methodologies and human development theories relevant to counseling applications. They will learn the theoretical frameworks of counseling and how they translate into individual and group interventions based on research strategies tailored to individual client needs. Graduates will assist clients in self-discovery, personal growth, and in making healthy lifestyle choices.

Students are cautioned to work closely with their advisor in planning their studies since some courses have prerequisites and are sequenced to begin with the fall semester.

Students interested in pursuing licensure as a Professional Counselor in the Commonwealth of Virginia are advised to obtain and adhere to the regulations of the Virginia Board of Counseling. Information may be obtained at www.cce-global.org/va/varequirements.htm.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 503	Introduction to the Counseling Profession (3)
EDUC 505	Theories of Counseling and Psychotherapy (3)
EDUC 521	Human Growth and Development (3)
EDUC 545	Techniques of Counseling and Psychotherapy (3)
EDUC 555	Psychological Testing and Appraisal (3)
EDUC 605	Group Counseling Theories and Techniques (3)
EDUC 612	Counseling Strategies for Healthy Adjustment (3)
PSYC 650	Counseling Practicum/Community and College (3)
PSYC 651	Practice and Ethics of Community and College Counseling (3)
PSYC 660	Clinical Psychopathology (3)
EDUC 699	Comprehensive Examination (0)
ELECTIVE COURSES (6). Select two from the following courses offered on a rotating basis.	
EDUC 601	Counseling in a Pluralistic Society (3)
EDUC 610	Career Counseling and Career Development (3)
EDUC 613	Guidance & Counseling of Exceptional Students (3)
PSYC 523	Theories in Personality (3)
PSYC 540	Applied Behavior Analysis (3)
PSYC 552	Psychopharmacology (3)
PSYC 595	Special Topics (3)
PSYC 620	Family Systems Theories (3)
PSYC 621	Family Therapy Techniques (3)
PSYC 625	Diagnosis and Treatment of Addictive Disorders (3)
PSYC 630	Advanced Statistical Methods (3)

TOTAL HOURS REQUIRED 39

CURRICULUM AND INSTRUCTION SPECIALIST/ENGLISH

Dr. Carolyn Craft, Program Coordinator
434.395.2162, craftcm@longwood.edu

Students in this program are expected to have an English minor or equivalent and possess a valid Collegiate Professional License or equivalent from another state. Completion of the program may lead to the Postgraduate Professional License. Only one of the starred (*) courses may count toward the required 30 hours; all other courses with an ENGL prefix may be repeated for credit when the topic changes.

English Comprehensive Examination Policy

Students in the Master of Science in Education: Curriculum and Instruction Specialist/English register for English 699 Comprehensive Examination the last semester of their degree work. If degree completion is scheduled for summer, the examination may be taken the preceding spring provided the student needs no more than two summer courses to complete his/her program. The student must have a B average (3.0 GPA) in all courses completed for the degree and must have filed the *Application for Graduate Degree* to enroll. The comprehensive examination will be administered

two times a year from 8:30 a.m. – 12:30 p.m. on the third Saturday of October and the first Saturday of March.

The comprehensive examination consists of four essay questions; the student will answer three of these questions. The comprehensive examination will be designed for the individual student, based on the courses each student has taken. The student's knowledge of and ability to apply specific theory and research relating to his/her area of concentration will be evaluated, together with the student's competency in written expression and reasoning ability.

The grading system for the evaluation of the examination will be pass/fail, with two graduate English professors and/or Education professors grading each question. If a question receives a pass and a fail, then a third professor will grade that question.

Any reexamination will consist of three essay questions; a student will answer the number of questions failed on the original examination. Any student failing the examination, or any portion thereof, registers for English 699 Comprehensive Examination (\$35.00 fee) at the next scheduled examination date (the English Graduate Program Coordinator may grant permission for an examination date a semester later if delay in repeating is necessary). Failure of the examination, or any portion thereof, for a second time will be final, and the student will be dismissed from the graduate program.

PROGRAM REQUIREMENTS

- EDUC 502 Research Design (3) (Required during the first nine hours)
- EDUC 543 Curriculum Development in the Middle and Secondary School (3)
- EDUC 547 Instructional Media and Computer Technology in the Classroom (3)
- EDUC 571 Foundations of Instruction and Learning Theory (3)
- ENGL 579 Writing: Theory and Practice in the Middle, Secondary & College Classroom (3)*
- OR ENGL 580 The Teaching of English (3)*
- ENGL 699 Comprehensive Examination (0)
- ELECTIVE COURSES. (6) Select two or more from the following:**
- ENGL 510 Creative Writing (3)*
- ENGL 511 The Epic (3)
- ENGL 512 Poetry (3)
- ENGL 513 The Novel (3)
- ENGL 514 Short Story (3)
- ENGL 515 Drama (3)
- ENGL 522 Major Figures in Fiction (3)
- ENGL 523 Major Figures in Poetry (3)
- ENGL 525 Shakespeare (3)
- ENGL 531 Arthurian Literature (3)
- ENGL 532 Women and Literature (3)
- ENGL 541 Ethnic Literature (3)
- ENGL 542 Regional Literature (3)
- ENGL 544 Literature and Culture (3)
- ENGL 562 Literary Criticism (3)
- ENGL 570 Professional Writing Skills (3)*
- ENGL 581 Literature for Young Adults (3)*
- ENGL 595 Special Topics (1-3)
- ELECTIVE COURSES. (9) Select three or more from the following:**
- ENGL 611 Studies in British Medieval Literature (3)
- ENGL 621 Studies in the English Renaissance (3)
- ENGL 631 Studies in British Neoclassicism and the Eighteenth Century (3)
- ENGL 641 Studies in British Romantic and Victorian Literature (3)
- ENGL 651 Studies in Modern and Contemporary British Literature (3)
- ENGL 661 Studies in American Colonial Literature (3)
- ENGL 671 Studies in American Romanticism (3)
- ENGL 681 Studies in American Realism and Naturalism (3)
- ENGL 691 Studies in Modern and Contemporary American Literature (3)
- ENGL 695 Studies in Special Topics (1-3)

TOTAL HOURS REQUIRED 30

CURRICULUM AND INSTRUCTION SPECIALIST/LD, E/BD, AND MILD MR

Dr. Peggy Tarpley, Program Coordinator
434.395.2337, tarpleypl@longwood.edu

The concentration in special education provides strategies for effective teaching of students with learning disabilities, emotional/behavioral disorders, and mild mental retardation. Graduate students learn assessment and diagnosis of students, effective instructional procedures, collaborative techniques, and behavior management strategies. This degree is for special education teachers or other licensed teachers who wish to work toward an endorsement to teach students with learning disabilities, emotional/behavioral disorders, or mild mental retardation.

Students entering the C & I LD, E/BD, and MMR program must possess a valid Collegiate Professional License or equivalent from another state. Prior to completing the program and receiving the master's degree, students must meet the following graduation requirements: must show evidence of at least one course in the teaching of reading and at least one course in the teaching of mathematics.

NOTE: Though many courses overlap, this is a different program from the 5-year Liberal Studies/Special Education undergraduate/graduate special education program and the special education PreK-12 initial licensure program

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 620	School Law (3)
SPED 515	Survey of Exceptional Students (3)
SPED 516	Medical and Neurological Problems of Exceptional Students (3)
SPED 520	Language Development and Language Disorders (3)
SPED 530	Characteristics and Needs of Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation (3)
SPED 540	Curriculum and Methods for Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation (3)
SPED 545	Psychoeducational Assessment (3)
SPED 565	Behavior Management (3)
SPED 575	Career and Life Planning for Individuals with Disabilities (3)
SPED 682	Collaboration in the School, Home and Community (3)
SPED 600	Thesis Research (3)
OR SPED 601	Collaborative Special Education Research (3)
OR EDUC 699	Comprehensive Exam (0)

(In lieu of thesis research or collaborative special education research, students selecting the comprehensive exam option must register for the exam and take one of the following courses: ART 543; EDUC 530, 549; MATH 623; MUSC 543, 546; PSYC 523, 552, 660; SCED 562; or SPED 689, 690. Students are encouraged to take SPED 689.)

TOTAL HOURS REQUIRED 39

CURRICULUM AND INSTRUCTION SPECIALIST/MODERN LANGUAGES

Dr. Lily Anne Goetz, Program Coordinator
434.395.2158, goetzla@longwood.edu

The Modern Languages Curriculum and Instruction Specialist concentration is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills

in the language of concentration. Completion of this program may lead to the post-graduate professional license.

Students admitted to this program are expected to present an undergraduate major in the language of concentration and a valid Collegiate Professional License or equivalent from another state. Students may select French, German or Spanish as the area of concentration. Note that courses with a FREN, GERM or SPAN prefix are usually offered during summer institutes for teachers. Students should work closely with their adviser to determine their course of study.

Summer Institutes for Teachers

Graduate courses in Spanish are offered during the Summer Institute for Spanish Teachers in Mérida, Venezuela, and in Valencia, Spain, and change each year. Approximate dates each year are from July 5th through 30th; the application deadline is May 1. Students may take two graduate Spanish courses and receive six credits while living with host families and sharing three meals per day with them. The program is very intensive; besides attending classes each day, students participate in visits to sites of cultural or historic significance and in social activities with the families and instructors.

Summer Institutes for French or German Teachers are occasionally offered; students interested in any of the Institutes should contact Dr. Goetz for information or visit the web site at www.longwood.edu/staff/lgoetz/ModLang/Institute.html.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 530	Teaching Reading in the Content Area (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 699	Comprehensive Examination (0)

REQUIRED ELECTIVE COURSES BY LANGUAGE (18). Select a minimum of six courses in the language of concentration:

FREN 500	Approaches to Teaching French (3)
FREN 501	Advanced Grammar Through Composition and Conversation (3)
FREN 502	Advanced Conversation and Phonetics (3)
FREN 520	Topics in Literature (3)
FREN 521	The Teaching of Literature (3)
FREN 530	Topics in Culture and Civilization (3)
FREN 531	The Teaching of Culture and Civilization (3)
FREN 595	Special Topics (1-3)
GERM 500	Approaches to Teaching German (3)
GERM 501	Advanced Grammar Through Composition and Conversation (3)
GERM 502	Advanced Conversation and Phonetics (3)
GERM 520	Topics in Literature (3)
GERM 521	The Teaching of Literature (3)
GERM 530	Topics in Culture and Civilization (3)
GERM 531	The Teaching of Culture and Civilization (3)
GERM 595	Special Topics (1-3)
SPAN 500	Approaches to Teaching Spanish (3)
SPAN 501	Advanced Grammar Through Composition and Conversation (3)
SPAN 502	Advanced Conversation and Phonetics (3)
SPAN 520	Topics in Literature (3)
SPAN 521	The Teaching of Literature (3)
SPAN 530	Topics in Culture and Civilization (3)
SPAN 531	The Teaching of Culture and Civilization (3)
SPAN 595	Special Topics (1-3)

TOTAL HOURS REQUIRED 30

EDUCATIONAL LEADERSHIP
(in Administration and Supervision)

Dr. Gerry R. Sokol, Program Coordinator
434.395.2687, sokolgr@longwood.edu

The educational leadership degree program is for teachers who hold at least a Collegiate Professional License or equivalent from another state, have taught successfully for at least two years, and wish to pursue a career in school administration. Students are provided preparation for administrative and/or supervisory roles in public and private schools. A three-credit internship (200 clock hours) must be taken and scheduled during the last one or two semesters of the program. Students wishing to obtain the administrative and supervisory preK-12 endorsement must take the School Leaders Licensure Assessment (SLLA) before applying to the Virginia Department of Education for the endorsement. Students should take the SLLA no earlier than the final semester in the program and have scores sent to Longwood University.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 504	Educational Leadership (3)
EDUC 542	Curriculum Development in the Elementary School (3)
OR EDUC 543	Curriculum Development in the Middle and Secondary Schools (3)
EDUC 549	School-Community Relations and Substance Abuse (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 572	Public School Administration (3)
EDUC 620	School Law (3)
EDUC 621	Technology for School Administrators (3)
EDUC 625	Public School Finance (3)
EDUC 628	School Personnel Administration (3)
EDUC 671	Supervision and Evaluation of Instruction and Instructional Programs (3)
EDUC 690	Internship in Educational Leadership K-12 (3)
EDUC 699	Comprehensive Examination (0)

TOTAL HOURS REQUIRED 36

EDUCATIONAL LEADERSHIP LICENSURE

(Endorsement in Administration and Supervision)

Dr. Gerry R. Sokol, Program Coordinator
434.395.2687, sokolgr@longwood.edu

The educational leadership licensure program is designed for teachers who have a master's degree, a Postgraduate Professional teaching license or equivalent from another state, and at least two years successful teaching experience. Students are provided preparation for administrative and/or supervisory roles in public and private schools. A three-credit internship (200 clock hours) must be taken and scheduled during the last one or two semesters of the program. Students wishing to obtain the administrative and supervisory preK-12 endorsement must take the School Leaders Licensure Assessment (SLLA) before applying to the Virginia Department of Education for the endorsement. Students should take the SLLA no earlier than the final semester in the program and have scores sent to Longwood University. Admission to this licensure program is on the same basis as admission to the graduate degree program in Educational Leadership at Longwood University.

PROGRAM REQUIREMENTS

EDUC 504	Educational Leadership (3)
EDUC 572	Public School Administration (3)
EDUC 620	School Law (3)
EDUC 621	Technology for School Administrators (3)
EDUC 625	Public School Finance (3)
EDUC 628	School Personnel Administration (3)
EDUC 671	Supervision and Evaluation of Instruction and Instructional Programs (3)
EDUC 681	Foundations of Evaluation of Learning (3)

EDUC 690	Internship in Educational Leadership K-12 (3)
EDUC 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED	27

ELEMENTARY CURRICULUM AND INSTRUCTION SPECIALIST

Dr. Deborah C. Frazier, Program Coordinator
434.395.2608, frazierdc@longwood.edu

The elementary curriculum and instruction specialist concentration is designed for individuals who already possess a valid Collegiate Professional License or equivalent from another state, have taught for several years, and wish to update and enhance their instructional skills. Completion of this program may lead to the Postgraduate Professional License.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 524	Emergent and Early Language Acquisition and Literacy Instruction (3)
EDUC 525	Middle School Literacy Education (3)
EDUC 530	Teaching Reading in the Content Area (3)
EDUC 542	Curriculum Development in the Elementary School (3)
EDUC 544	Social Sciences in the Elementary School (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 681	Foundations of Evaluation of Learning (3)
EDUC 682	Seminar in Visions of Leadership and Learning (3)
SCED 562	Teaching Science in the Elementary School (3)
MATH 623	Teaching Mathematics in Grades K-8 (3)
EDUC 699	Comprehensive Exam (0)
TOTAL HOURS REQUIRED	36

ELEMENTARY EDUCATION PREK-6 INITIAL LICENSURE

Dr. Deborah C. Frazier, Program Coordinator
434.395.2608, frazierdc@longwood.edu

The elementary education PreK-6 initial licensure concentration is designed for individuals who hold a baccalaureate degree in any discipline and wish to become an elementary teacher in grades PreK-6. Passing scores on Praxis I, or an equivalent SAT score, are required for admission to the program and passing scores on Praxis II are required prior to enrollment in the Internship/Professional Semester. An application for the Internship/Professional Semester must be completed and filed with the Office of Professional Services, Hull – Room 256, by 12 noon on the last day of classes one (1) year in advance of the professional semester. Please refer to information on the “Graduate Professional Semester” outlined on page 43.

Students must join a professional education organization within the first (9) credit hours of the program and may choose from a variety of content-specific organizations (e.g., National Council of Teachers of Mathematics or the Virginia affiliate) or broad-based education organizations (e.g., National Education Association or the Virginia Education Association). Students must design, organize and host an elementary grades education event at a local school in collaboration with students in specialist degree programs (e.g., Literacy & Culture or Special Education) before concluding program coursework and completing Education 689 – Internship/Professional Semester in the Elementary School.

In order to complete the program and obtain the Virginia Postgraduate Professional Teaching License with an endorsement to teach grades PreK-6, the candidate must submit fifty-seven (57) credits of general studies at the undergraduate or graduate level, which can include credits earned in their baccalaureate degree. These fifty-seven credits must consist of 12 credits in English (grammar & composition, oral communication, and literature); 15 credits in history and social sciences (US

history, world history, economics, geography, and psychology); 6 credits in humanities (philosophy and art); 12 credits in mathematics (algebra/calculus, geometry, and probability & statistics); and 12 credits in natural sciences (biology, chemistry, physics, and earth science).

PROGRAM REQUIREMENTS

EDUC 506	Contemporary Social Issues in American Education (3)
EDUC 508	Introduction to Elementary Curriculum, Instruction and Assessment (3)
EDUC 520	Literacy Development and Cultural Awareness (3)
EDUC 521	Human Growth and Development (3)
EDUC 524	Emergent and Early Language Acquisition and Literacy Instruction (3)
EDUC 527	Working with the Struggling Reader (3)
EDUC 529	Teaching Comprehension Strategies (3)
EDUC 544	Social Sciences in the Elementary School (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
MUSI 548	Integrated Arts in the Elementary School (3)
PHED 589	Elementary School Health and Physical Education (3)
SCED 562	Teaching Science in the Elementary School (3)
MATH 623	Teaching Mathematics in Grades K-8 (3)
EDUC 679	Inquiry into School Communities (3)
EDUC 689	Internship/Professional Semester in the Elementary School (6)
EDUC 699	Comprehensive Examination (0)

TOTAL HOURS REQUIRED 48

GUIDANCE AND COUNSELING

Dr. Carolyn Cooper, Program Coordinator
434.395.2341, cooperci@longwood.edu

The Guidance and Counseling concentration is designed for the professional who has had full-time experience in a public or private school setting and wants to prepare themselves for a professional counseling role in an elementary, middle or secondary school. However, a valid teaching license is not required for this program. The curriculum emphasizes the knowledge and skills needed for the practical application of counseling theory and research to the developmental problems of school-age young people. The program culminates in a supervised experience in elementary, middle, and high school settings for 450 clock hours.

Note: Students are cautioned to work closely with their advisor in planning their studies since some courses have prerequisites and are sequenced to begin with the fall semester.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 503	Introduction to the Counseling Profession (3)
EDUC 505	Theories of Counseling and Psychotherapy (3)
EDUC 521	Human Growth and Development (3)
EDUC 545	Techniques of Counseling and Psychotherapy (3)
EDUC 555	Psychological Testing and Appraisal (3)
EDUC 601	Counseling in a Pluralistic Society (3)
EDUC 605	Group Counseling Theories and Techniques (3)
EDUC 610	Career Counseling and Career Development (3)
EDUC 612	Counseling Strategies for Healthy Adjustment (3)
EDUC 613	Guidance and Counseling of Exceptional Students (3)
EDUC 637	Practice and Ethics of Guidance and Counseling in the P-12 Setting (3)
EDUC 638	Practicum in Guidance and Counseling in the P-12 Setting (3)
EDUC 699	Comprehensive Examination (0)

TOTAL HOURS REQUIRED 39

LITERACY AND CULTURE

Dr. Jeannine R. Perry, Program Coordinator
434.395.2469, perryjr@longwood.edu

The concentration in Literacy and Culture prepares experienced teachers to qualify for an endorsement as a Reading Specialist teacher, PreK-12. This program follows both the Standards for Reading Professionals, published by the International Reading Association (IRA) and endorsed by the accreditation agency NCATE, as well as the Virginia Department of Education. This concentration provides the learner with a knowledge base on how children become literate and pedagogical practices that foster literacy and best practice. Students will inquire into learning theories that impact learning and literacy development, reading and writing processes, the impact of culture on literacy development, using literature and writing across the curriculum and linking theory to practice. The endorsement for reading and language arts addresses the needs of those teachers who wish to: (a) to upgrade their knowledge on effective literacy pedagogy; (b) to be an instructional specialist; and (c) to work in alternative support programs.

Students entering this program must possess a valid Collegiate Professional License or equivalent from another state. Prior to entering, students should have one undergraduate or graduate course in reading and one course in child or adolescent literature.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 520	Literacy Development and Cultural Awareness (3)
EDUC 524	Emergent and Early Language Acquisition and Literacy Instruction (3)
EDUC 525	Middle School Literacy Education (3)
EDUC 526	Classroom-based Literacy Assessment (3)
EDUC 530	Teaching Reading in the Content Area (3)
EDUC 531	Inquiry Into the Literacy Process (3)
EDUC 627	Advanced Practicum in Analysis and Instruction (6)
OR EDUC 631	Reading Specialist/Coach Internship (6)
EDUC 629	Literacy Assessment, Diagnosis, and Evaluation (3)
EDUC 645	Organization and Supervision of the School Reading Program (3)
EDUC 699	Comprehensive Examination (0)

ELECTIVE COURSE (3) Select one course from the following:

EDUC 521	Human Growth and Development (3)
EDUC 527	Working with the Struggling Student (3)
EDUC 529	Teaching Comprehension Strategies (3)
EUUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 620	School Law (3)
EDUC 681	Foundations of Evaluation of Learning (3)

OR another three-credit course approved by the advisor

TOTAL HOURS REQUIRED 36

MODERN LANGUAGES PREK-12 INITIAL LICENSURE

Dr. Lily Anne Goetz, Program Coordinator
434.395.2158, goetzla@longwood.edu

The Modern Languages PreK-12 Initial Licensure concentration is designed for the individual who holds a baccalaureate degree and wishes to become a teacher of French, German or Spanish. Upon completion of the program, students will receive the Virginia Postgraduate Professional Teaching License with an endorsement to teach PreK-12 French, German or Spanish, as well as the Master of Science degree from Longwood University.

For acceptance into the program candidates must submit passing scores on Praxis I, or an equivalent SAT score, and prior to enrollment in the Graduate Directed Teaching/Professional

Semester passing scores on Praxis II are required. An application for the Graduate Directed Teaching/Professional Semester must be completed and filed with the Office of Professional Services, Hull – Room 256, by 12 noon on the last day of classes one (1) year in advance of the professional semester. Please refer to information on the “Graduate Professional Semester” outlined on page 43.

Students admitted to this program are expected to present an undergraduate major or minor in the language of the concentration or be a native speaker of the language with a bachelor’s degree. Students may select French, German or Spanish as an area of concentration. Note that courses with a FREN, GERM or SPAN prefix are usually offered during summer institutes for teachers. Students should work closely with their advisor to determine their course of study.

Summer Institutes for Teachers

Graduate courses in Spanish are offered during the Summer Institute for Spanish Teachers in Mérida, Venezuela, and in Valencia, Spain, and change each year. Approximate dates each year are from July 5th through 30th; the application deadline is May 1. Students may take two graduate Spanish courses and receive six credits while living with host families and sharing three meals per day with them. The program is very intensive; besides attending classes each day, students participate in visits to sites of cultural or historic significance and in social activities with the families and instructors.

Summer Institutes for French or German Teachers are occasionally offered; students interested in any of the Institutes should contact Dr. Goetz for information or visit the web site at www.longwood.edu/staff/lgoetz/ModLang/Institute.html.

PROGRAM REQUIREMENTS

EDUC 506 Foundations of the Teaching Profession (3)

EDUC 521 Human Growth and Development (3)

EDUC 530 Teaching Reading in the Content Area (3)

EDUC 699 Comprehensive Examination (0)

FREN/GERM/SPAN 500 Approaches to Teaching French/German/Spanish (3)

FREN/GERM/SPAN 601 Graduate Directed Teaching French/German/Spanish (6)

REQUIRED ELECTIVE COURSES BY LANGUAGE (12). Select a minimum of four courses in the language of concentration:

FREN 501 Advanced Grammar Through Composition and Conversation (3)

FREN 502 Advanced Conversation and Phonetics (3)

FREN 520 Topics in Literature (3)

FREN 521 The Teaching of Literature (3)

FREN 530 Topics in Culture and Civilization (3)

FREN 531 The Teaching of Culture and Civilization (3)

FREN 595 Special Topics (1-3)

GERM 501 Advanced Grammar Through Composition and Conversation (3)

GERM 502 Advanced Conversation and Phonetics (3)

GERM 520 Topics in Literature (3)

GERM 521 The Teaching of Literature (3)

GERM 530 Topics in Culture and Civilization (3)

GERM 531 The Teaching of Culture and Civilization (3)

GERM 595 Special Topics (1-3)

SPAN 501 Advanced Grammar Through Composition and Conversation (3)

SPAN 502 Advanced Conversation and Phonetics (3)

SPAN 520 Topics in Literature (3)

SPAN 521 The Teaching of Literature (3)

SPAN 530 Topics in Culture and Civilization (3)

SPAN 531 The Teaching of Culture and Civilization (3)

SPAN 595 Special Topics (1-3)

TOTAL HOURS REQUIRED 30

SCHOOL LIBRARY MEDIA

Mrs. Audrey Church, Program Coordinator
434.395.2682, churchap@longwood.edu

The school library media degree program is designed for individuals who hold a valid Collegiate Professional License or equivalent from another state and who want to earn a Master of Science in Education with a concentration in school library media. Coursework prepares individuals to meet the varied roles required of a school library media specialist in the 21st century – the roles of information specialist, instructional partner, teacher, and program administrator. The concept of the library media specialist as a catalyst for academic achievement is emphasized, as is the importance of helping our preK-12 students become information literate, independent, lifelong learners. Collaboration, leadership, and technology are themes, which run throughout the program. Successful completion of this program qualifies a person to become a school library media specialist in grades preK-12.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 521	Human Growth and Development (3)
EDSL 503	Media Selection and Evaluation (3)
EDSL 520	Library Resources for Children (3)
EDSL 530	Library Resources for Young Adults (3)
EDSL 548	Production of Media for Instruction (3)
EDSL 560	Informational Sources and Services (3)
EDSL 561	Computers as Data Managers (3)
EDSL 580	Technical Processing of Materials (3)
EDSL 660	Collaborative Instructional Processes (3)
EDSL 670	Administration of School Library Media Centers (3)
EDSL 690	Clinical Experience in Library Media Services (3)
EDSL 699	Comprehensive Examination (0)

TOTAL HOURS REQUIRED 36

SCHOOL LIBRARY MEDIA LICENSURE

Mrs. Audrey Church, Program Coordinator
434.395.2682, churchap@longwood.edu

The school library media licensure program is designed for individuals with a valid Collegiate Professional License or equivalent from another state who want to add an endorsement for Library Media preK-12 without obtaining a master's degree. The program introduces methods of information management and ideas to develop fully collaborative library media programs in today's schools.

PROGRAM REQUIREMENTS

EDSL 503	Media Selection and Evaluation (3)
EDSL 520	Library Resources for Children (3)
EDSL 530	Library Resources for Young Adults (3)
EDSL 548	Production of Media for Instruction (3)
EDSL 560	Information Sources and Services (3)
EDSL 580	Technical Processing of Materials (3)
EDSL 660	Collaborative Instructional Processes (3)
EDSL 670	Administration of School Library Media Centers (3)
EDSL 690	Clinical Experience in Library Media Services (3)

TOTAL HOURS REQUIRED 27

SPECIAL EDUCATION/LIBERAL STUDIES FIFTH YEAR

Dr. Peggy Tarpley, Program Coordinator

434.395.2337, tarpleypl@longwood.edu

This concentration is open only to Longwood students who have successfully completed all requirements for the Longwood Liberal Studies/Special Education undergraduate curriculum including 41 credits of General Education, 45 credits in the Liberal Studies major and 41 credits of professional education as described in the Longwood University undergraduate catalog. Completion of this program leads to the Master of Science degree and the Postgraduate Professional License in LD, E/BD, and Mild MR PreK-12.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 521	Human Growth and Development (3)
EDU 524	Emergent and Early Language Acquisition and Literacy Instruction (3)
OR EDUC 525	Middle School Literacy Education (3)
EDUC 530	Teaching Reading in the Content Areas (3)
EDUC 620	School Law (3)
SPED 516	Medical and Neurological Problems of Exceptional Students (3)
SPED 530	Characteristics of Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation (3)
SPED 545	Psychoeducational Assessment (3)
SPED 575	Career and Life Planning for Individuals with Disabilities (3)
SPED 600	Thesis Research (3)
OR SPED 601	Collaborative Special Education Research (3)
OR EDUC 699	Comprehensive Exam (0) (In lieu of the thesis or collaborative special education research, students selecting the comprehensive exam option must register for the exam and take one of the following courses: ART 543, EDUC 549, 571, 681, MATH 623, MUSC 546, PSYC 523, 552, 660, or SCED 562. The course selected must not have been taken during the undergraduate years.)
SPED 689	Seminar of Current Issues in Special Education (3)
SPED 690	Internship (3)
TOTAL HOURS REQUIRED	36

SPECIAL EDUCATION PREK-12 INITIAL LICENSURE WITH MASTER'S DEGREE OPTION

Dr. Peggy Tarpley, Program Coordinator
434.395.2337, tarpleypl@longwood.edu

This program is designed for individuals with a baccalaureate degree who wish to work toward the Postgraduate Professional License with an endorsement to teach LD, E/BD, and mild MR students. Students must indicate in the application process whether they are seeking the degree with licensure or the licensure only.

Passing scores on Praxis I, or an equivalent SAT score, are required for admission to the program and passing scores on Praxis II are required prior to enrollment in the Internship/Professional Semester. An application for the Internship/Professional Semester must be completed and filed with the Office of Professional Services, Hull – Room 256, by 12 noon on the last day of classes one (1) year in advance of the professional semester. Please refer to information on the “Graduate Professional Semester” outlined on page 43.

PROGRAM REQUIREMENTS

EDUC 506	Contemporary Social Issues in American Education (3)
EDUC 521	Human Growth and Development (3)
MATH 623	Teaching Mathematics in Grades K-8 (3)
SPED 515	Survey of Exceptional Students (3)
SPED 516	Medical and Neurological Problems of Exceptional Students (3)

SPED 520	Language Development and Language Disorders (3)
SPED 530	Characteristics and Needs of Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation (3)
SPED 540	Curriculum and Methods for Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation (3)
SPED 545	Psychoeducational Assessment (3)
SPED 565	Behavior Management (3)
SPED 575	Career and Life Planning for Individuals with Disabilities (3)
SPED 682	Collaboration in the School, Home and Community (3)
SPED 692	Special Education Graduate Professional Semester (6)
READING COURSES (6) Select two courses from the following:	
EDUC 524	Emergent and Early Language Acquisition and Literacy Instruction (3)
EDUC 525	Middle School Literacy Education (3)
EDUC 530	Teaching Reading in the Content Areas (3)
TOTAL HOURS REQUIRED FOR LICENSURE	48

ADDITIONAL REQUIREMENTS FOR MASTER'S DEGREE OPTION

(6 credits plus successful completion of the Comprehensive Examination OR 9 credits plus successful completion of a Thesis or Collaborative Special Education Research):

EDUC 502	Research Design (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 699	Comprehensive Examination (0)
OR SPED 600	Thesis Research (3)
OR SPED 601	Collaborative Special Education Research (3)
TOTAL HOURS REQUIRED FOR DEGREE	54/57

MASTER OF ARTS - ENGLISH

Dr. A. Gordon Van Ness, Chair
Department of English and Modern Languages
434.395.2179, vannessag@longwood.edu

Dr. Carolyn Craft, Program Coordinator
434.395.2162, craftcm@longwood.edu

The Department of English and Modern Languages offers a program leading to the degree of Master of Arts - English with a concentration in Literature, in English Education and Writing, or in English 6-12 Initial Licensure. All graduate students in the Literature concentration must write a thesis; students in the English Education and Writing or English 6-12 Initial Licensure concentrations may choose to write a thesis or take a comprehensive examination. The program coordinator serves as advisor to students in all three concentrations. Questions concerning the graduate program in English should be directed to the coordinator or the chair.

In addition, the department offers courses in support of the Master of Science - Education/Curriculum and Instruction Specialist/English, the Master of Science - Education/Curriculum and Instruction Specialist/Modern Languages, and the Master of Science - Education/Modern Languages PreK-12 Initial Licensure. See pp. 46-47, 48-49, and 53-54 for program requirements.

ADMISSION

Students admitted to the Literature concentration are expected to have an undergraduate major in English literature (30 hours). Consideration will be given to those having an English minor (18 credit hours), depending on the courses taken, but more undergraduate preparation may be required at the discretion of the departmental graduate committee. Students admitted to the English Education and Writing concentration are expected to have an English major, minor or equivalent. Students admitted to the English 6-12 Initial Licensure concentration are expected to have an undergraduate major in

English. Consideration will be given to those having an English minor or its equivalent with certain English co-requisites being required. Students admitted to the Master of Science in Education/Curriculum and Instruction Specialist/English are expected to have an undergraduate minor in English. (See admission requirements, p. 12.)

GRADUATE PROFESSIONAL SEMESTER

Students in the English 6-12 Initial Licensure program must complete a professional semester to meet state licensing requirements. This professional semester is designed as the capstone course in this program if the student has elected to complete licensure through Longwood University.

To be eligible, a student must have a 3.00 GPA, passing scores on Praxis I, or an equivalent SAT score, and II, and all other program requirements completed. An application for the Graduate Directed Teaching/Professional Semester must be completed and filed with the Office of Professional Services, Hull – Room 256, by 12 noon on the last day of classes one (1) year in advance of the professional semester. Praxis score reports must be submitted with the application if you did not list Longwood University as a score recipient when you took the tests. Applications may be obtained from the Office of Graduate Studies or the Office of Professional Services.

THESIS

The candidate for the Master of Arts - English may register for thesis (Engl 600) at any point following his/her admission to the program. The student should begin early to explore thesis possibilities with instructors. The program coordinator will assist the student -- as will any member of the graduate faculty -- in the choice of a thesis director. As soon as a member of the graduate English faculty agrees to act as director for the thesis, the student should submit a one-page thesis proposal to the program coordinator. The thesis proposal should be signed by the director of the thesis and by two other graduate English faculty members who are qualified to serve and who have agreed to serve as readers for the thesis. (The departmental graduate committee must approve exceptions to the members of the thesis committee.) After the thesis committee has approved the proposal, the student can begin work on the thesis. The student's thesis director serves as chair of his/her thesis committee. The completed thesis, when approved, will carry the signatures of the members of the thesis committee.

The thesis shall follow the format of the latest MLA style sheet. The student is to supply copies, two of which will be placed in the Library and another in the departmental library. See p. 39 for further information on thesis preparation.

Each student must successfully defend his/her thesis in an oral examination. This defense of thesis should take place as soon as possible after the thesis is completed (see English 600 course description for deadline information).

COMPREHENSIVE EXAMINATION

Students in the Master of Arts in English: English Education and Writing or English 6-12 Initial Licensure concentrations who elect not to write a thesis and students in the Master of Science in Education: Curriculum and Instruction Specialist/English register for English 699 Comprehensive Examination the last semester of their degree work. If degree completion is scheduled for summer, the examination may be taken the preceding spring provided the student needs no more than two summer courses to complete his/her program. The student must have a B average (3.0 GPA) in all courses completed for the degree and must have filed the *Application for Graduate Degree* to enroll. The comprehensive examination will be administered two times a year from 8:30 a.m. – 12:30 p.m. on the third Saturday of October and the first Saturday of March by the Office of Graduate Studies on the Farmville campus.

The comprehensive examination consists of four essay questions; the student will answer three of these questions. The comprehensive examination will be designed for the individual student, based on the courses each student has taken. The student's knowledge of and ability to apply specific theory and research relating to his/her area of concentration will be evaluated, together with the student's competency in written expression and reasoning ability.

The grading system for the evaluation of the examination will be pass/fail, with two graduate English professors, and/or Education professors, or other appropriate professors grading each question. If a question receives a pass and a fail, then a third professor will grade that question. Any re-examination will consist of three essay questions; a student will answer the number of questions failed on the original examination.

Any student failing the examination, or any portion thereof, registers for English 699 Comprehensive examination (\$35.00 fee) at the next scheduled examination date (the English Graduate Program Coordinator may grant permission for an examination date a semester later if delay in repeating is necessary). Failure of the examination, or any portion thereof, for a second time will be final, and the student will be dismissed from the graduate program.

LITERATURE

PROGRAM REQUIREMENTS

REQUIRED COURSE

ENGL 600 Thesis Research (6)

ELECTIVE COURSES. (24) Select 8* of the following (at least 2 must be 600 level courses, and all courses may be repeated for credit when the topics change):

ENGL 511 The Epic (3)

ENGL 512 Poetry (3)

ENGL 513 The Novel (3)

ENGL 514 Short Story (3)

ENGL 515 Drama (3)

ENGL 522 Major Figures in Fiction (3)

ENGL 523 Major Figures in Poetry (3)

ENGL 525 Shakespeare (3)

ENGL 531 Arthurian Literature (3)

ENGL 532 Women and Literature (3)

ENGL 541 Ethnic Literature (3)

ENGL 542 Regional Literature (3)

ENGL 543 Postcolonial Literature (3)

ENGL 544 Literature and Culture (3)

ENGL 562 Literary Criticism (3)

ENGL 595 Special Topics (1-3)

ENGL 611 Studies in British Medieval Literature (3)

ENGL 621 Studies in the English Renaissance (3)

ENGL 631 Studies in British Neoclassicism and the Eighteenth Century (3)

ENGL 641 Studies in British Romantic and Victorian Literature (3)

ENGL 651 Studies in Modern and Contemporary British Literature (3)

ENGL 661 Studies in American Colonial Literature (3)

ENGL 671 Studies in American Romanticism (3)

ENGL 681 Studies in American Realism and Naturalism (3)

ENGL 691 Studies in Modern and Contemporary American Literature (3)

ENGL 695 Studies in Special Topics (1-3)

***ELECTIVE COURSES.** Students may select one of the following to fulfill three (3) hours of the twenty-four (24) hours required above:

ENGL 510 Creative Writing (3)

ENGL 570 Professional Writing Skills (3)

ENGL 579 Writing: Theory and Practice for the Middle, Secondary & College Classroom (3)

ENGL 580 The Teaching of English (3)

ENGL 581 Literature for Young Adults (3)

TOTAL HOURS REQUIRED 30

ENGLISH EDUCATION AND WRITING

PROGRAM REQUIREMENTS

EDUCATION & WRITING COURSES. (12) Select a minimum of four from the following:

- ENGL 510 Creative Writing (3)
- ENGL 570 Professional Writing Skills (3)
- ENGL 579 Writing: Theory and Practice for the Middle, Secondary & College Classroom (3)
- ENGL 580 The Teaching of English (3)
- ENGL 581 Literature for Young Adults (3)
- ENGL 584 Evaluating and Tutoring Writing (1-3)

LITERATURE COURSES. (15) Select a minimum of five from the following (at least 2 must be 600 level courses, and all courses may be repeated for credit when the topics change):

- ENGL 511 The Epic (3)
- ENGL 512 Poetry (3)
- ENGL 513 The Novel (3)
- ENGL 514 Short Story (3)
- ENGL 515 Drama (3)
- ENGL 522 Major Figures in Fiction (3)
- ENGL 523 Major Figures in Poetry (3)
- ENGL 525 Shakespeare (3)
- ENGL 531 Arthurian Literature (3)
- ENGL 532 Women and Literature (3)
- ENGL 541 Ethnic Literature (3)
- ENGL 542 Regional Literature (3)
- ENGL 543 Postcolonial Literature (3)
- ENGL 544 Literature and Culture (3)
- ENGL 562 Literary Criticism (3)
- ENGL 595 Special Topics (1-3)
- ENGL 611 Studies in British Medieval Literature (3)
- ENGL 621 Studies in the English Renaissance (3)
- ENGL 631 Studies in British Neoclassicism and the Eighteenth Century (3)
- ENGL 641 Studies in British Romantic and Victorian Literature (3)
- ENGL 651 Studies in Modern and Contemporary British Literature (3)
- ENGL 661 Studies in American Colonial Literature (3)
- ENGL 671 Studies in American Romanticism (3)
- ENGL 681 Studies in American Realism and Naturalism (3)
- ENGL 691 Studies in Modern and Contemporary American Literature (3)
- ENGL 695 Studies in Special Topics (1-3)

ELECTIVE COURSES. (9) Select 1-3 from the following:

- EDUC 502 Research Design (3)
- EDUC 530 Teaching Reading in the Content Area (3)
- EDUC 543 Curriculum Development in the Middle and Secondary School (3)
- ENGL 511 The Epic (3)
- ENGL 512 Poetry (3)
- ENGL 513 The Novel (3)
- ENGL 514 Short Story (3)
- ENGL 515 Drama (3)
- ENGL 522 Major Figures in Fiction (3)
- ENGL 523 Major Figures in Poetry (3)
- ENGL 525 Shakespeare (3)
- ENGL 531 Arthurian Literature (3)
- ENGL 532 Women and Literature (3)
- ENGL 541 Ethnic Literature (3)
- ENGL 542 Regional Literature (3)
- ENGL 543 Postcolonial Literature (3)
- ENGL 544 Literature and Culture (3)
- ENGL 562 Literary Criticism (3)
- ENGL 595 Special Topics (1-3)
- ENGL 600 Thesis (6) (Required for students opting to write a thesis)

ENGL 611	Studies in British Medieval Literature (3)
ENGL 621	Studies in the English Renaissance (3)
ENGL 631	Studies in British Neoclassicism and the Eighteenth Century (3)
ENGL 641	Studies in British Romantic and Victorian Literature (3)
ENGL 651	Studies in Modern and Contemporary British Literature (3)
ENGL 661	Studies in American Colonial Literature (3)
ENGL 671	Studies in American Romanticism (3)
ENGL 681	Studies in American Realism and Naturalism (3)
ENGL 691	Studies in Modern and Contemporary American Literature (3)
ENGL 695	Studies in Special Topics (1-3)
ENGL 699	Comprehensive Exam (0) (Required for students not writing a thesis)
EDSL 560	Informational Sources and Services (3)
SPED 515	Survey of Exceptional Students (3)

TOTAL HOURS REQUIRED 36

ENGLISH 6-12 INITIAL LICENSURE

PROGRAM REQUIREMENTS

EDUCATION COURSES. (12)

EDUC 506	Foundations of the Teaching Profession (3)
EDUC 521	Human Growth and Development (3)
EDUC 530	Teaching Reading in the Content Area (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)

ENGLISH COURSES. (12)

ENGL 562	Literary Criticism (3)
ENGL 579	Writing: Theory and Practice for the Middle, Secondary & College Classroom (3)
ENGL 580	The Teaching of English (3)
ENGL 581	Literature for Young Adults (3)

ELECTIVE COURSES. (12) Select of minimum of four from the following (at least 2 must be 600 level literature courses exclusive of ENGL 600, and all courses may be repeated for credit when the topics change):

ENGL 511	The Epic (3)
ENGL 512	Poetry (3)
ENGL 513	The Novel (3)
ENGL 514	Short Story (3)
ENGL 515	Drama (3)
ENGL 522	Major Figures in Fiction (3)
ENGL 523	Major Figures in Poetry (3)
ENGL 525	Shakespeare (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 541	Ethnic Literature (3)
ENGL 542	Regional Literature (3)
ENGL 543	Postcolonial Literature (3)
ENGL 544	Literature and Culture (3)
ENGL 562	Literary Criticism (3)
ENGL 595	Special Topics (1-3)
ENGL 600	Thesis (6) (Required for students opting to write a thesis)
ENGL 611	Studies in British Medieval Literature (3)
ENGL 621	Studies in the English Renaissance (3)
ENGL 631	Studies in British Neoclassicism and the Eighteenth Century (3)
ENGL 641	Studies in British Romantic and Victorian Literature (3)
ENGL 651	Studies in Modern and Contemporary British Literature (3)
ENGL 661	Studies in American Colonial Literature (3)
ENGL 671	Studies in American Romanticism (3)
ENGL 681	Studies in American Realism and Naturalism (3)
ENGL 691	Studies in Modern and Contemporary American Literature (3)

ENGL 695 Studies in Special Topics (1-3)
ENGL 699 Comprehensive examination (0) (Required for students opting to take the exam)
TOTAL HOURS REQUIRED 36

OPTIONAL INTERNSHIP. Required in addition to the 36 hours in the MA degree if student wishes to complete full licensure through Longwood University. Passing scores in Praxis I and II are required prior to placement in a professional semester assignment.

ENGL 601 Graduate Directed Teaching in the Middle and Secondary Classroom

SUMMARY OF PROCEDURES FOR ENGLISH GRADUATE STUDENTS

1. On being admitted to the graduate program, the student should determine a basic plan of study. To do this, he/she should arrange a conference with the program coordinator and should become familiar with the departmental requirements.
2. The student should complete the course requirements and either write a thesis or take a comprehensive examination. Students in the English Literature concentration must write a thesis; students in the English Education & Writing and English 6-12 Initial Licensure concentrations may choose either option.
3. The student writing a thesis should obtain from the program coordinator an information sheet listing all the thesis procedures.
4. The student writing a thesis files a form containing date, place of scheduled defense, members of the committee, and the thesis title in the Office of Graduate Studies at least four weeks before the scheduled defense. The thesis must be successfully defended with approved copies of the thesis being deposited in the Longwood Library and the \$27.00 binding fee being paid before the student can be certified for graduation.
5. The student taking the comprehensive examination must register for ENGL 699 the last semester of degree work. If degree completion is scheduled for summer, the student would register for ENGL 699 the spring semester immediately preceding that summer as long as the student needs no more than two summer courses to complete his/her program. Comprehensive examinations are administered two times a year from 8:30 a.m. to 12:30 p.m. on the third Saturday of October and the first Saturday of March. A \$35.00 fee will be assessed.
6. The student must file an Application for Graduate Degree with the Office of Registration no later than the completion of 24 credit hours and prior to enrollment in the final semester of course work. A \$50 commencement fee must accompany the application that is paid in the Office of Cashiering.
7. The student should make arrangements for the purchase of the cap, gown, and hood from the university bookstore if the student is planning to participate in Commencement.

MASTER OF SCIENCE - SOCIOLOGY

Dr. Lee Bidwell, Chair

Department of Sociology, Anthropology and Criminal Justice Studies

434.395.2699, bidwellm@longwood.edu

Dr. Kenneth B. Perkins, Program Coordinator

434.395.2243, perkinskb@longwood.edu

GRADUATE SOCIOLOGY AT LONGWOOD: APPLYING THE SCIENCE OF SOCIETY

The Department of Sociology, Anthropology and Criminal Justice Studies offers a program leading to the degree of Master of Science - Sociology, with a concentration in Criminal Justice.

The mission of graduate sociology is an extension of the general mission of Longwood University. The goal of graduate sociology is to develop in our students qualities of the citizen-leader by providing graduate-level education that emphasizes the applied use of sociological theories and methods. Students have the opportunity to learn how to apply sociology through practica, real life

experience in their professional fields. With a program designed to serve students who are already in a service profession related to sociology and those seeking positions in these fields, we offer the kind of education that will encourage professional growth and enhance leadership ability. The student interested in the many fields of criminal justice will benefit from our program's well-developed ties to various criminal justice and related institutions throughout the region.

The program is unique in four ways. First, it is oriented to the application of sociological theories and methods to social life. This includes issues related to crime, juvenile delinquency, poverty, family violence, service delivery, and human resources. Second, the program utilizes a balance of on-campus and off-campus course offerings and a blend of traditional and innovative time formats. These arrangements make the program especially attractive for in-service professionals. Third, because it is grounded in the liberal arts discipline of sociology, it is an appropriate degree program for students in a variety of vocations. Fourth, the program is well integrated into local and regional criminal justice and social service agencies and is supported by an advisory panel of distinguished professionals.

Graduate sociology at Longwood is currently offered off-campus at the Central Virginia Criminal Justice Academy in Lynchburg. Courses are offered in a variety of time formats that include weekends.

COMPLETION OF THE PROGRAM

There are two ways to complete the program. A student can pass a comprehensive examination or write and defend a graduate thesis. The student electing to take the comprehensive examination must be enrolled in or have completed the 36th credit hour. The student electing to write a thesis must complete a minimum of 27 hours of instruction prior to enrolling for thesis research credit hours. Each student is assigned an academic advisor by the program coordinator.

COMPREHENSIVE EXAMINATION

A comprehensive examination is, as the name suggests, intended to assess a student's overall grasp of sociology and its application to problems of social life. It allows for a capstone type of integration of material and is an important final check on the student's competency.

After the student has completed 24 credit hours, the student must secure the agreement of three graduate faculty members from the department to serve on his or her Comprehensive Examination Committee. The student must ask one of these faculty members to chair the committee. The Constitution of the Comprehensive Examination Committee form, for recording the membership of the committee, may be found in the Student Handbook for Graduate Sociology and is available from the graduate coordinator. The completed form should be given to the graduate coordinator.

A student who has elected to take the comprehensive examination must be completing the 36th hour of course work in the semester or summer session in which he or she takes the examination or have completed the 36th hour the previous semester.

No fewer than 90 days prior to taking the examination, the student must complete the Intent to Take a Comprehensive Exam form signifying his or her intention to take the examination during a specific semester or summer session. The chairperson of the student's Comprehensive Examination Committee must sign this form, and a copy must be submitted to the coordinator of graduate sociology.

The student must then enroll in SOCL 699 – Comprehensive Examination no later than the last day to add a course in the semester or summer session in which they wish to take the exam.

The student's Comprehensive Examination Committee will be responsible for the preparation, administration, and evaluation of the comprehensive examination. These general rules will apply to the administration of the examination:

1. The exam shall be designed to evaluate the student's written expression, ability to reason sociologically, and skill in applying sociological theories, methods, and knowledge in one content area of sociology.
2. A reading list shall be provided to the student at the beginning of the semester in which he or she is to take the comprehensive exam.

3. The exam shall consist of no fewer than three and no more than five essay questions.
4. The examination will be administered in either a one-day sitting or over a two-day period (as in a weekend) as agreed to by the student and the committee.
5. The examination will be taken at a site agreed upon by the Examination Committee and the student.
6. The grading of the exam will be pass/fail. The student's Examination Committee must reach a consensus for a "pass" grade.
7. The chair of the Examination Committee will communicate, in writing, the outcome of the examination's assessment to the student, the Dean of Graduate Studies and to the Registrar.

THESIS

A thesis is a manuscript that documents systematic inquiry into a research question. It, like a comprehensive examination, allows for a capstone type of integration of material.

A student should register for SOCL 600 – Thesis Research after earning 27 credits. The student will earn six credits for the thesis research course upon successful completion of an oral defense of the thesis. Successful course work, thesis preparation and defense will result in a total of 33 credit hours.

A student interested in the thesis option should begin exploring thesis possibilities with instructors soon after entering the program. The graduate faculty will assist students in the choice of a thesis director and committee members. The committee must consist of a thesis director and two other graduate sociology and anthropology faculty who are qualified to serve as committee members and readers of the thesis. As soon as the student has secured members of the thesis committee, he or she must develop an acceptable thesis proposal. This proposal must be approved and signed by the committee and the department chair. After the thesis committee has approved the proposal, the student may be asked to defend orally the proposal.

The student must conduct research and report the results in the appropriate sociological format. The thesis should demonstrate originality and understanding of the chosen topic.

The student must pass an oral examination on the subject of the thesis and related questions. The official examiners will consist of the three committee members. An Oral Examination scheduling form must also be filed with the program coordinator and the Office of Graduate Studies at least four weeks prior to the oral examination (defense) date.

The completed thesis, when approved and defended, will carry the signatures of the members of the thesis committee. The student will supply three copies of the thesis, two of which will be placed in the Longwood Library and another in the department library (see the Academic Regulations section of this catalog for general requirements for writing the thesis). The student will provide an abstract of the thesis of not more than 400 words to be filed in the Office of Graduate Studies.

CRIMINAL JUSTICE RESEARCH INSTITUTE

The Criminal Justice Research Institute was established in 1997 to promote research on criminal justice issues. The purpose of the Institute is to contribute to the examination of criminal justice policy by providing a setting in which academics and criminal justice system personnel can join together to apply scholarly research to policy development and analysis. The institute initiates original research projects and responds to requests from policy and private agencies within the community.

Recent institute projects include evaluations of police community relations in several local communities. Current and future research projects will continue to explore police community linkages as well as specialized topics such as domestic violence and juvenile justice.

For more information, contact the institute coordinator, Dr. Debra S. Kelley, (434.395.2692 or kelleys@longwood.edu)

CERTIFICATE IN SOCIAL POLICY AND ADMINISTRATION

The graduate Sociology program offers a twelve-credit hour (four courses) Certificate in Social Policy and Administration. Social policy can be understood to encompass federal and state legislation

and administrative policy in specific agencies. This policy is aimed at public issues stemming from our society's attempt to adapt to social, demographic, environmental and technological change and the attendant social problems. The purpose of this certificate would be to enhance the career of in-service professionals in sociology-related fields. These professionals would benefit by understanding the origin of social policy initiatives, the content of policy, and current approaches to leadership, administration, and finance. Course work in the certificate program could apply towards the sociology Master of Science degree should an individual decide to pursue the degree while enrolled in the certificate program. Certificate course requirements include Socl 503-Research and Evaluation Techniques I, Socl 516-Administration and Leadership in Organizations, Socl 518-Contemporary Social Problems and Policies, and Socl 525-Policy Formulation and Implementation. Additional information and applications can be obtained from the Graduate Sociology Program Coordinator or the Sociology Department.

SOCIOLOGY/CRIMINAL JUSTICE, THESIS

PROGRAM REQUIREMENTS

REQUIRED COURSES. (18)

- SOCL 501 Sociological Theory (3)
- SOCL 502 Criminological Thought (3)
- SOCL 503 Research and Evaluation Techniques I (3)
- SOCL 504 Research and Evaluation Techniques II (3)
- SOCL 600 Thesis Research (6)

ELECTIVE COURSES. (15) Select five* courses from the following:

- SOCL 505 Issues in Criminal Justice (3)
- SOCL 506 Sociology of Policing (3)
- SOCL 507 Corrections (3)
- SOCL 508 Urban and Rural Culture (3)
- SOCL 509 Comparative Family Systems (3)
- SOCL 510 Sociology of Criminal Law and Civil Liberties (3)
- SOCL 511 Ethnic and Racial Groups in the United States (3)
- SOCL 512 Corrections for Special Populations (3)
- SOCL 513 Demography (3)
- SOCL 514 Police and the Community (3)
- SOCL 515 Juvenile Delinquency (3)
- SOCL 516 Administration and Leadership in Organizations(3)
- SOCL 517 Small Group Dynamics (3)
- SOCL 518 Contemporary Social Problems and Policies (3)
- SOCL 519 Revolution and Terrorism (3)
- SOCL 520 Victimization (3)
- SOCL 521 White Collar Crime (3)
- SOCL 522 Field Practicum (3, 3)
- SOCL 523 Women and Crime (3)
- SOCL 524 Family Violence and the Criminal Justice System (3)
- SOCL 525 Social Policy Formulation and Implementation (3)
- SOCL 595 Special Topics/Topics vary (3)

***OUTSIDE OF DEPARTMENT ELECTIVE COURSES.**

Students may select up to two of the following to fulfill up to six (6) credits from the fifteen (15) credits required above:

- EDUC 521 Human Growth and Development (3)
- EDUC 605 Theories and Techniques for Counseling (3)
- PSYC 540 Applied Behavior Analysis (3)
- PAD601 Principles of Public Administration (3) VCU Course
- PAD607 Public Human Resource Management (3) VCU Course
- PAD609 Financial Management in Government (3) VCU Course

TOTAL HOURS REQUIRED 33

SOCIOLOGY/CRIMINAL JUSTICE, COMPREHENSIVE EXAMINATION

PROGRAM REQUIREMENTS

REQUIRED COURSES. (12)

- SOCL 501 Sociological Theory (3)
- SOCL 502 Criminological Thought (3)
- SOCL 503 Research and Evaluation Techniques I (3)
- SOCL 504 Research and Evaluation Techniques II (3)
- SOCL 699 Comprehensive Examination (0)

ELECTIVE COURSES. (24) Select eight* courses from the following:

- SOCL 505 Issues in Criminal Justice (3)
- SOCL 506 Sociology of Policing (3)
- SOCL 507 Corrections (3)
- SOCL 508 Urban and Rural Culture (3)
- SOCL 509 Comparative Family Systems (3)
- SOCL 510 Sociology of Criminal Law and Civil Liberties (3)
- SOCL 511 Ethnic and Racial Groups in the United States (3)
- SOCL 512 Corrections for Special Populations (3)
- SOCL 513 Demography (3)
- SOCL 514 Police and the Community (3)
- SOCL 515 Juvenile Delinquency (3)
- SOCL 516 Administration and Leadership in Organizations (3)
- SOCL 517 Small Group Dynamics (3)
- SOCL 518 Contemporary Social Problems and Policies (3)
- SOCL 519 Revolution and Terrorism (3)
- SOCL 520 Victimization (3)
- SOCL 521 White Collar Crime (3)
- SOCL 522 Field Practicum (3, 3)
- SOCL 523 Women and Crime (3)
- SOCL 524 Family Violence and the Criminal Justice System (3)
- SOCL 525 Social Policy Formulation and Implementation (3)
- SOCL 595 Special Topics/Topics vary (3)

***OUTSIDE OF DEPARTMENT ELECTIVE COURSES.**

Students may select up to two of the following to fulfill up to six (6) credits from the twenty-four (24) credits required above:

- EDUC 521 Human Growth and Development (3)
- EDUC 605 Theories and Techniques for Counseling (3)
- PSYC 540 Applied Behavior Analysis (3)
- PAD 601 Principles of Public Administration (3) VCU Course
- PAD 607 Public Human Resource Management (3) VCU Course
- PAD 609 Financial Management in Government (3) VCU Course

TOTAL HOURS REQUIRED 36

COURSE DESCRIPTIONS

All of the following courses, unless otherwise designated, are acceptable as requirements or electives for one or more graduate degree programs at Longwood University. Students should consult with their academic advisor to determine whether or not any specific course is or is not applicable to a particular degree program. In addition, those graduate courses offered periodically for licensure purposes and not applicable to any degree program will be clearly so designated in this catalog. Courses that partially or totally comprise distance-learning opportunities will comply with all course and faculty standards for traditional on-campus courses.

ART

ART 543. *Art for the Elementary and Middle School.* Lecture and studio course in theory and methods related to the elementary and middle school. 3 credits.

BIOLOGY

BIOLOGY 500. *Field Ornithology.* A field course emphasizing identification of birds by sight and sound in Virginia's mountain, coastal, and piedmont regions. Students will also gain an understanding of general habitat associations, breeding behavior, and conservation issues. Census and monitoring techniques will be studied to emphasize the development of practical skills. Activities focused on Southside Virginia with additional required extended trips to other areas. Laboratory work, field activities, and independent study required. Offered during summer session. 6 credits.

BIOLOGY 505. *Field Mammalogy.* A field course emphasizing identification of common mammals in Virginia's mountain, coastal, and piedmont regions. Studies will also gain an understanding of general habitat associations, breeding behavior, and conservation issues. Additional emphasis will be placed on learning to employ standard census techniques such as small mammal and bat trapping and radio telemetry. Students will have the opportunity to contribute to a long-term research project on small mammal populations. Activities focused on Southside Virginia with additional required extended trips to other areas. Offered during summer session. 6 credits.

BIOLOGY 530. *Conservation Biology.* A multifaceted course focused on the application of basic ecological principles to complex conservation problems. Successful conservation efforts required that biological solutions be meshed with political, social, and economic realities, and thus conservation biology is an interdisciplinary field. Class discussions and projects will apply basic concepts to the high-stakes field of endangered species management as well as local, regional, and global biodiversity conservation. Students will be required to complete research assignments independently and as part of a functional team. Students will prepare a comprehensive and holistic recovery plan for a threatened or endangered species. 4 credits.

BIOLOGY 541. *Field Ecology.* A field course studying the fundamental concepts, principles, and terminology of ecology at the population, community, and ecosystem levels. Major emphasis is placed on learning various field sampling techniques for plants and animals in both terrestrial and aquatic environments. Students will also develop skills for using field instrumentation to measure abiotic factors. Expert consultants from other institutions and from federal and state agencies provide additional exposure to other scientific research and management perspectives and allow students to explore various career options. Overnight field trips required. Offered during summer session. Prerequisite: Biology 122 or permission of instructor. 6 credits.

BIOLOGY 543. *Field Botany.* A field course emphasizing the ecology and the taxonomy of local plants in their natural habitats. Daily trips are made to local biological communities where some specimens are examined and collected to enhance future recognition of the plants. Students are expected to learn the scientific names and classification of the most common bryophytes, pteridophytes, wildflowers, shrubs and trees of the Virginia Piedmont, coast and mountains. Additional emphasis is placed on the development of skills for using plant keys to determine species identity. Overnight field trips required. Offered during summer session. 6 credits.

CHEMISTRY

CHEMISTRY 500. *Chemistry of the Environment.* This course addresses the science of the complex interactions that occur among terrestrial, atmospheric, aquatic, living, and anthropological environments. Interactions are addressed from diverse perspectives including chemistry, biology, ecology, and governmental regulations. Emphasis is placed on the study of the sources, reactions, transport, effects and fates of chemical species in water, soil, air, and living environments. The role that technology plays in these systems is also discussed. Prerequisite: CHEM 551. 3 credits

CHEMISTRY 551. *Instrumental Analysis Projects.* The theory and use of optical and electrochemical methods of chemical analysis applied to environmental, industrial, or medical problems. Practical laboratory methods emphasized. Prerequisite: CHEM 232 or permission of instructor. 3 lecture, one 3-hour lab periods. 4 credits.

CHEMISTRY 552. *Chromatographic Analysis Projects.* The theory and use of chromatographic methods of chemical separation and analysis applied to environmental, industrial, or medical problems. Practical laboratory methods emphasized. Prerequisite: CHEM 232 or permission of instructor. 3 lecture, one 3-hour lab periods. 4 credits.

EARTH SCIENCE

EARTH SCIENCE 510. *Geomorphology.* This seminar will examine the major geomorphic processes that affect the surface of the earth. The focus of the course will be on geomorphic processes that are most relevant to the landscape of Virginia and how these local features fit within the context of landform development theories. The human impact on these geomorphic processes, particularly the effects of urbanization and erosive land use, will be discussed with regard to current models of geomorphic change. 3 credits.

EARTH SCIENCE 520. *Stream Processes & Landforms.* This course will examine the dynamics of rivers and the landforms, which result from stream flow. Students will learn laboratory, field and analytical techniques to evaluate drainage basin, stream flow, and channel form characteristics. The human impact on fluvial systems, particularly urbanization and erosive land use, will be discussed with regard to current models of river channel changes. Students are expected to attend all field trips. Offered during summer session. Prerequisite: EASC/GEOG 354, EASC 554 or permission of instructor. 6 credits.

EARTH SCIENCE 554. *Hydrology.* An introductory survey of hydrology. Emphasis is on the general physical and chemical principles, which govern hydrologic processes. Approaches to hydrologic measurements and the application of hydrologic analyses to water-resource management issues will be examined. A basic understanding of elementary mathematics, physics, physical geography, and chemistry is assumed. Graduate students will be expected to participate in seminar discussions of readings pertinent to environmental issues in hydrology. 3 credits.

EARTH SCIENCE 555. *Climatology.* An introductory survey of climatology. The dynamics and general circulation of the atmosphere will be qualitatively examined. Emphasis will be on surface and upper level atmospheric linkages in the mid-latitudes and will include discussion of tropospheric waves, jet streams and cyclogenesis. The goal of this course will be to explore regional climatic patterns and anomalies with a fundamental understanding of synoptic atmospheric processes. 3 credits.

ECONOMICS

ECONOMICS 500. *Environmental Economics.* A course focusing on environmental problem solving through the application of economic logic. Emphasis is placed on resolution of environmental problems in economically sustainable ways, on how economic institutions such as the marketplace can be used to achieve environmental goals, and on the role of government in helping to solve environmental problems. Topics include progressive environmentalism vs. reactionary environmentalism, property rights and their relation to environmental issues, externalities, federal regulation, and the roles of government and the private sector in addressing environmental issues. The course includes extensive library research centered on economic-environmental issues. Critical analysis of published articles is emphasized, and a research topic is required. Prerequisite: course in microeconomics. 3 credits.

EDUCATION

EDUCATION 502. *Research Design.* An examination of methodology in educational research with emphasis on the historical, descriptive, developmental and experimental methods. Designed application and use by teachers, supervisors, administrators, counselors, and librarians. Required within the first nine hours of the programs in which this course is a requirement. 3 credits.

EDUCATION 503. *Introduction to the Counseling Profession.* An introduction based on an exploration of the historical, philosophical, and theoretical foundations of counseling as a behavioral science along with an examination of the techniques utilized and the roles and functions of counselors in a variety of settings. 3 credits.

EDUCATION 504. *Educational Leadership.* This course is designed for graduate students who have school administration as a career goal. The focus of the course is the development of an understanding of the complexity of leadership and the role of the educational leader in a time of fundamental changes in the fabric of our society - racially, linguistically and culturally. The new paradigms of leadership stress the leader's role in managing change. The course will emphasize those topics that the literature has identified as critical for school leaders to possess in order to improve the teaching-learning environment in schools. 3 credits.

EDUCATION 505. *Theories of Counseling and Psychotherapy.* An introduction and orientation to the philosophical and theoretical frameworks of selected counseling approaches. The relationship between theoretical constructs and practical application will be examined and critically analyzed. 3 credits.

EDUCATION 506. *Contemporary Social Issues in American Education.* This course provides foundation to the scope and nature of education in American society as reflected in the historical, philosophical, and sociological forces affecting the development and organization of schooling. Emphasis is given to contemporary cultural issues impacting teaching and learning in a diverse society. 3 credits.

EDUCATION 508. *Introduction to Elementary Curriculum, Instruction and Assessment.* This course is designed for prospective PreK-6 teachers as an introduction to the principles of content planning (curriculum), to the most effective ways of teaching content for student learning (instruction), and to the importance of aligning curriculum with assessment. Research that informs "best practices" for elementary student learning and for students at risk of school failure will be examined. Assessment and testing techniques will be presented and modeled for application to classroom settings. Participants will learn about instructional unit planning, implementation, evaluation and reflection by beginning a Teacher Work Sample in a 30-hour minimum field placement. The Virginia Standards of Learning (SOL) will be used as a curricular framework and for modeling instructional strategies. Appropriate integration of technology will be discussed and modeled. 3 credits.

EDUCATION 520. *Literacy Development and Cultural Awareness.* A course designed to help teachers in the PreK-12 classroom and/or reading specialists appraise literacy practices as interactions, values, and beliefs as well as reading, writing, listening, and speaking. Culture and its impact on literacy development and success in the classroom will be emphasized. Cultural and developmental theories will be evaluated. Must be taken within the first nine credits of the Literacy and Culture concentration. 3 credits.

EDUCATION 521. *Human Growth and Development.* The principles and processes of human development covering the entire life span. Major aspects of development (social, physical, mental, emotional, etc.) are traced through the various stages of development, and their interaction in organized behavior examined. 3 credits.

EDUCATION 524. *Emergent and Early Language Acquisition and Literacy Instruction.* Application of child development and language acquisition knowledge in making effective and appropriate decisions about early childhood and literacy practices will be examined for both emergent and early literacy learners. 3 credits.

EDUCATION 525. *Middle School Literacy Education.* Examining current research of the developmental, cognitive, and instructional variations in grades 4 through 9, candidates will study how to put research into practice with synthesis that represents the current thinking in the field. 3 credits.

EDUCATION 526. *Classroom-based Literacy Assessment.* Focusing on using benchmarks within the literacy developmental process, candidates learn how to authentically assess literacy during the act of teaching and how to use assessment to gear instruction. Various assessments that are conducive to the classroom are examined including, DRA, PALS, Running Record, Anecdotal Note Taking, and Retelling. Prerequisites: six credit hours of graduate courses from the Literacy and Culture concentration. 3 credits.

EDUCATION 527. *Working with the Struggling Student.* Helping all students to become effective, strategic readers that read and write purposefully with enthusiasm is one of the greatest challenges facing classroom teachers today. This course is designed to assist teachers to use well-informed diagnostic judgment and the tools and strategies to monitor student's literacy development effectively. 3 credits.

EDUCATION 529. *Teaching Comprehension Strategies.* This course offers an overview of the reading comprehension process and explores instructional techniques that can help students become proficient in using comprehension strategies to understand and appreciate both narrative and expository texts. This course will prepare candidates to work with students ranging from emergent to transitional reading levels, grades kindergarten through eighth, in the area of reading comprehension. 3 credits.

EDUCATION 530. *Teaching Reading in the Content Area.* This course provides the graduate student with an analysis of skills and strategies for facilitating content area reading in intermediate grades, middle school, high school, and with developmental college students. 3 credits.

EDUCATION 531. *Inquiry into the Literacy Process.* Investigating current research, candidates will study how the reader transacts developmentally with the language of the text, is influenced by the contextual framework and by various social factors. Candidates will investigate historical and philosophical perspectives of literacy educational practices. Prerequisites: any six credits from the following courses EDUC 521, 524, 525, 526, 530 or permission from advisor. 3 credits.

EDUCATION 535. *School Improvement Planning Process.* This course is designed to provide the student with an overview of the school improvement planning process, school data disaggregation, and the development of a school improvement plan (SIP). Students will be required to work with a team to examine school data, submit a SIP, and evaluate progress on the SIP. 3 credits.

EDUCATION 542. *Curriculum Development in the Elementary School.* A study of principles and current patterns of curriculum development in the elementary school. 3 credits.

EDUCATION 543. *Curriculum Development in the Middle and Secondary School.* A study of principles and current patterns of curriculum development at the secondary level. 3 credits.

EDUCATION 544. *Social Sciences in Elementary Education.* Theory and methods related to the social sciences in the elementary school curriculum. 3 credits.

EDUCATION 545. *Techniques of Counseling and Psychotherapy.* Introductory course into the techniques of individual counseling. Practical application of a variety of therapeutic approaches will be explored through lecture, discussion, and practice. Prerequisites: EDUC 503 and 505. 3 credits.

EDUCATION 547. *Instructional Media and Computer Technology in the Classroom.* A study of the evaluation, selection, utilization, and integration of instructional media and computers in the teaching-learning process. 3 credits.

EDUCATION 549. *School-Community Relations and Substance Abuse.* A study of the principles, philosophy, agencies and practice involved in a school and community relations program. 3 credits.

EDUCATION 555. *Psychological Testing and Appraisal.* A course in the construction and interpretation of standardized tests; intelligence, aptitude and achievement tests are discussed in terms of their validity, reliability, norms and scaling. Psychoeducational assessment. 3 credits.

EDUCATION 565. *Teaching Students Through Their Individual Learning Styles.* Includes an introduction to various learning style models and diagnostic instruments. Stresses the critical analysis and creative development and use of brain-compatible learning strategies to meet the needs of all students, including those with special needs. 3 credits.

EDUCATION 571. *Foundations of Instruction and Learning Theory.* Critical appraisal of research in areas of learning. Study of instructional models as applied to classroom instruction. 3 credits.

EDUCATION 572. *Public School Administration.* An introduction to school administration including: the organization and structure of the school system; legal basis for school administration; authority, responsibility and control of different levels of government for education; problems related to financial support of education and administration and supervision of the instructional program; and techniques of communication, personnel administration and record keeping. 3 credits.

EDUCATION 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1-3 credits.

EDUCATION 601. *Counseling in a Pluralistic Society.* Through theoretical framework and major issues, this course is designed to explore culturally diverse populations. Emphasis will be placed on the development of the culturally skilled counselor. 3 credits.

EDUCATION 605. *Group Counseling Theories and Techniques.* Exploration of a variety of theoretical approaches and their practical application to the process of group counseling. Techniques and methods will be examined through lecture, discussion, and practice. Prerequisites: EDUC 503, 505, and 545. 3 credits.

EDUCATION 610. *Career Counseling and Career Development.* A review of the occupational information sources and materials, occupational libraries, community resources, plant tours, career week, college day and visiting speakers. 3 credits.

EDUCATION 612. *Counseling Strategies for Healthy Adjustment.* An examination of counseling issues and treatment strategies for a variety of personal and interpersonal adjustment problems relevant for school and community based counseling. Students will learn to plan effective individual treatment approaches based on interventions with demonstrated effectiveness. 3 credits.

EDUCATION 613. *Guidance and Counseling of Exceptional Students.* A detailed study of the major aspects of counseling students who are exceptional (social, physical, mental, emotional, and gifted). Heavy emphasis is placed on continuing life adjustment. 3 credits.

EDUCATION 620. *School Law.* A study of laws, regulations, judicial decisions, and constitutional provisions relating to education. The relationship of legal principles to current problems of school administration in Virginia is emphasized. 3 credits.

EDUCATION 621. *Technology for School Administrators.* This course is specifically designed to target school principals. Participants will study, discuss and problem solve how technology is used in

overall site administration, in a computer lab and in a computer-using classroom. Technologies will include stand-alone computers, networking computers, the Internet and distance learning. The purpose is to define the range and scope of technology use in education and to develop decision-making skills for guidance of technology purchases and purposes. 3 credits.

EDUCATION 625. *Public School Finance.* An analysis of the problems and principles involved in financing public schools. Consideration is given to federal, state, and local roles in school finance. Economics of education, budgeting procedures and other aspects of school business management are emphasized. 3 credits.

EDUCATION 627. *Advanced Practicum in Analysis and Instruction.* The investigation and evaluation procedures used for determining possible causal factors for underachievement in literacy. An emphasis will be placed on the instructional practices and professional decision making used for competency in assisting struggling readers and writers. This class will be done at a local school district in conjunction with their summer school schedule. Prerequisites: EDUC 524, 525, 526, 530 and 531. 6 credits.

EDUCATION 628. *School Personnel Administration.* A study of the problems and techniques of staff-personnel relationships in educational organizations. 3 credits.

EDUCATION 629. *Literacy Assessment, Diagnosis, and Evaluation.* This course is designed for candidates preparing to be reading specialists to assess and diagnose individuals that are struggling with reading and writing. Various normed and criterion reference assessments are examined as well as an Informal Reading Inventory. Prerequisites: 27 credits of the Literacy and Culture concentration or permission of advisor. 3 credits.

EDUCATION 631. *Reading Specialist/Coach Internship.* This course is only for those individuals that are candidates in the Literacy and Culture concentration and are presently working in their school division as either a reading specialist or a reading coach. The internship will be completed at the current place of employment and will be mentored by a local teaching professional that has a Master's degree in reading and/or literacy and currently works in the area of literacy. The investigation and evaluation procedures used for determining possible causal factors for underachievement in literacy will be the focus. An emphasis will be placed on the instructional practices and professional decision making used for competency in assisting struggling readers and writers. Prerequisites: 30 credits of the Literacy and Culture concentration or permission of advisor. 6 credits.

EDUCATION 637. *Practice and Ethics of Guidance and Counseling in the P - 12 Setting.* An examination of professional ethics of counseling in the elementary, middle, and secondary schools and, from a developmental framework, a review of the specific job functions at each level. 3 credits.

EDUCATION 638. *Practicum in Guidance and Counseling in the P-12 Setting.* Supervised guidance and counseling experience in elementary, middle, and high school settings for 450 clock hours. Prerequisites: EDUC 505, 545, 555, 605, 610 and 612. Supervisory fee - \$75.00. 3 credits.

EDUCATION 645. *Developing Teacher Leaders within School Communities.* Synergistic decision-making will empower candidates as they analyze current research options, procedures, and requirements for exemplary reading programs. Theoretical principles and practices for effective program development will be addressed that include staff development, community outreach, reading material selection, and evolving roles and responsibilities of reading personnel. This course will provide a comprehensive picture of how essential elements of curriculum, instruction, assessment, and on going staff development are interwoven to develop effective research based literacy programs. Prerequisites: Nine credits from the following – Educ 520, 524, 525, 526, 530, or 531. Permission to enroll in this course by someone outside the Literacy and Culture concentration must be approved by the Program Coordinator and the student must have completed nine graduate credits. 3 credits.

EDUCATION 671. *Supervision and Evaluation of Instruction and Instructional Programs.* A course for teachers, principals, supervisors and administrators. The nature and scope of supervision as educational leadership in the improvement of instruction. 3 credits.

EDUCATION 679. *Inquiry into Classroom Communities.* This course is designed for prospective PreK-6 teachers as a weekly seminar and field placement prior to the Professional Internship. The principles of content planning (curriculum); effective ways of teaching content for student learning (instruction); and aligning curriculum with assessments will be applied in the classroom setting through the completion of a Teacher Work Sample. Research that informs “best practices” for elementary student learning and for students at risk of school failure will be examined. Participants will learn about instructional unit planning, implementation, and evaluation by completing a Teacher Work Sample in a 60-hour minimum supervised field placement. The Virginia Standards of Learning (SOL) will be used as a curricular framework and for modeling instructional strategies. Prerequisites: EDUC 506, 508, 520, 521, 524, 527, 544, and 547, MUSC 548, PHED 589, SCED 562, and MATH 623. 3 credits.

EDUCATION 681. *Foundations of Evaluation of Learning.* Techniques and resources of educational evaluation of instructional efficiency helpful to teachers, supervisors and administrators. 3 credits.

EDUCATION 682. *Seminar in Visions of Leadership and Learning.* A capstone seminar for licensed teachers that will integrate research based concepts learned in the graduate program. The seminar will result in the development of a comprehensive educational plan for personal and professional leadership. The course will emphasize the reflective, educational leader’s role in areas of curriculum, assessment, instruction, classroom management, action research, technology, mentoring and collaboration to effect real change at the classroom and building level. Must be taken the semester prior to the comprehensive examination. 3 credits.

EDUCATION 689. *Internship/Professional Semester in Elementary Education PreK-6.* All students in the graduate Elementary Education PreK-6 program will participate in the student teaching internship. Each student is assigned to work with a qualified cooperating teacher in a selected school setting. The student teaching intern goes to the school setting and follows the schedule of the cooperating teacher for a total of 350 clock hours. Students will need to pass Praxis I and II and apply to the Office of Professional Services one year in advance of their internship placement. Prerequisites: EDUC 506, 508, 520, 521, 524, 527, 544, 547, and 679, MUSIC 548, PHED 389, SCED 562, and MATH 623. Supervisory fee - \$300.00. 6 credits.

EDUCATION 690. *Internship in Educational Leadership, K-12. 200 clock hours.* Supervisory fee - \$75.00. 3 credits.

EDUCATION 699. *Comprehensive Examination.* Prerequisite for all concentrations: 30 hours. Prerequisites for the Guidance and Counseling and Community and College Counseling concentrations: EDUC 502, 503, 505, 521, 545, 555, 605, and 612, and either EDUC 637 or PSYC 651 or PSYC 660. Course fee. 0 credits.

EDUCATION/SCHOOL LIBRARY MEDIA

EDUCATION/SCHOOL LIBRARY MEDIA 503. *Media Selection and Evaluation.* Theory and principles of information acquisition and access to meet factual, educational, cultural and recreational needs. Includes the analysis, selection, evaluation, and management of media material and equipment to build and maintain an information center collection. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 520. *Library Resources for Children.* A survey of fiction, poetry, non-fiction and other media appropriate for elementary students. Practice in oral presentation and listening skills. Designed to broaden school library media specialist’ acquaintance with major children’s authors and illustrators, children’s book awards, and trends and controversies in children’s literature. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 530. *Library Resources for Young Adults.* Designed for school library media specialists, this course provides an overview of resources available to young adults. Emphasis will be on reading, discussing, selecting, and evaluating materials in the context of adolescent development and current issues and trends. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 548. *Production of Media for Instruction.* Theory, production, and use of educational technology with laboratory experiences in production of materials, equipment operation, and classroom utilization. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 560. *Informational Sources and Services.* The philosophy, policies, and skills necessary for providing information access skills to students, including bibliographic instruction and reference services. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 561. *Computers as Data Managers.* Using existing and emerging technologies for data management in school library media centers. Previous computer experience is assumed. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 580. *Technical Processing of Materials.* The procedures and techniques essential for organizing and providing access to all types of materials in library catalogs. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 595. *Special Topics.* Selected topics in library science. The topics will vary from semester to semester. Description will be available from academic adviser. May be repeated for credit when topics change. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 660. *Collaborative Instructional Processes.* Emphasizes the role of the library media specialist in curriculum and instruction. Focuses on collaborative partnerships between classroom teachers and the school library media specialist in information literacy skills instruction. Includes attention to curriculum design and learning theories to enhance information processing skills. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 670. *Administration of School Library Media Centers.* A critical review and study of philosophies, policies, and procedures essential to the administration, organization, management, and assessment of resources, programs, staff, and facilities. Topics include professionalism, ethical issues, professional affiliation, communication skills, leadership, effective public relations, budgeting, and resource sharing. Prerequisites: LISC 660 or permission of instructor. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 690. *Clinical Experience in Library Media Services.* A minimum of 200 clock hours in a school library media center supervised by a faculty advisor. Supervisory fee--\$75.00. 3 credits.

ENGLISH

All ENGL courses numbered 500 and above have as a prerequisite at least two years of English. All ENGL courses numbered 600 and above are to be distinguished as intensive, seminar courses with student responsibility for research and presentation, and are to concern literature and its criticism.

Only one of these starred courses (*) may count toward the required 30 hours in the Literature concentration.

Descriptions are available prior to registration for the following courses which may be repeated for credit when the topic changes: ENGL 511, 512, 513, 514, 515, 522, 523, 525, 531, 532, 541, 542, 543, 544, 562 and all 600 level courses except ENGL 600.

ENGLISH 510. *Creative Writing.* A writing course designed for writers. The course will consist of extensive writing in the areas of prose, poetry, fiction and non-fiction, from manuscript preparation to submitting for publication. Lectures, class reading and analysis. 3 credits. *

ENGLISH 511. *The Epic.* Study in the tradition and qualities of the epic as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. 3 credits.

ENGLISH 512. *Poetry.* Study in the tradition and qualities of poetry as a unique genre with emphasis on one or more specific forms or a period in which the genre flourishes. 3 credits.

ENGLISH 513. *The Novel.* Study in the tradition and qualities of the novel as a unique genre with emphasis on one or more specific forms or a period in which the genre flourishes. 3 credits.

ENGLISH 514. *Short Story.* Study in the tradition and qualities of the short story as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. 3 credits.

ENGLISH 515. *Drama.* Study in the tradition and qualities of drama as a unique genre with emphasis on one or more forms or a period in which the genre flourishes. 3 credits.

ENGLISH 522. *Major Figures in Fiction.* Extended study in the work of from one to three major English or American writers. 3 credits.

ENGLISH 523. *Major Figures in Poetry.* Extended study in the work of from one to three major English or American writers. 3 credits.

ENGLISH 525. *Shakespeare.* Extended study in the works of William Shakespeare. 3 credits.

ENGLISH 531. *Arthurian Literature.* Comparative study of Arthurian material of various countries from medieval through modern periods. 3 credits.

ENGLISH 532. *Women and Literature.* Study of the tradition of literature by and about women. 3 credits.

ENGLISH 541. *Ethnic Literature.* Study of the literary tradition of an ethnic group such as Afro-American, Jewish, Chicano, or Native American peoples. 3 credits.

ENGLISH 542. *Regional Literature.* Study of the literary tradition of a region, such as the American South, or Ireland. 3 credits.

ENGLISH 543. *Postcolonial Literature.* Study of literature written in English from countries during and after colonial contact with Britain, excluding the United States. 3 credits.

ENGLISH 544. *Literature and Culture.* Extended study of British or American literature and culture at a particular point in time or of a literary theme over time. Emphasis on the relationship of literature to its cultural context, including politics, social organization, art, and music. 3 credits.

ENGLISH 562. *Literary Criticism.* Study of the history and aims of literary criticism from Plato and Aristotle to the present. 3 credits.

ENGLISH 570. *Professional Writing Skills.* Intensive reading and writing workshop focused on developing professional expository prose within the student's field of endeavor. The last half of the course will be devoted to writing workshops critiquing "works" in progress of some "real world" writing project. 3 credits.*

ENGLISH 579. *Writing: Theory and Practice in the Middle, Secondary and College Classroom.* A study of theories and strategies for improving writing. Includes a discussion of analyzing subject matter, determining purpose and audience, drafting, revising, editing (including using correct

mechanics), and evaluating the elements of effective writing instruction at the middle, secondary and college levels. This course will also contain a field-based component in an actual classroom setting when students will examine current pedagogical practices in the teaching of writing. 3 credits.*

ENGLISH 580. *The Teaching of English.* A study of current practices with emphasis on specific techniques and materials. 3 credits.*

ENGLISH 581. *Literature for Young Adults.* A course designed to assist students preparing to teach in the secondary schools in the selection and evaluation of books for this age level, including adult books and classics, as well as other forms of media, which might be used appropriately in the secondary classroom. 3 credits.*

ENGLISH 584. *Evaluating and Tutoring Writing.* Instruction in diagnosing and evaluating writing, and practice in giving individualized instruction in writing through the Writing Center. May be repeated twice for credit. 1 credit.

ENGLISH 585. *Children's Literature.* A survey of poetry, prose, and other media appropriate for elementary students. Methods of and practice in oral presentation and related listening skills. Primarily for those preparing for or in careers in elementary education and library science. Does not carry credit toward the masters' in English or Education with Curriculum and Instruction Specialist/English degrees. 3 credits.

ENGLISH 595. *Special Topics.* Selected topics in English. The topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. Prerequisite: permission of instructor and department chair. 1-3 credits.

ENGLISH 600. *Thesis.* Study of a selected topic for the thesis written under the direction of a departmental adviser. Students will not be given a satisfactory grade in the final hours of Thesis without the successful defense of the thesis and the submission of appropriate copies to the Library for binding and retention. 6 credits.

ENGLISH 601. *Graduate Directed Teaching in the Middle and Secondary Classroom.* Required of all graduate students seeking Secondary Teaching Licensure in English through Longwood University (others may apply for licensure through the state after teaching for a year in a school with an approved mentor teacher). Each student is assigned to work with a qualified cooperating teacher in a selected school setting off campus. The student teaching intern goes to the school setting and follows the schedule of the cooperating teacher for a total of 350 clock hours. Students will need to pass Praxis I and II and apply to the Office of Professional Services one year in advance of their internship placement. Prerequisites: ENGL 579, 580, & 581 and a minimum cumulative GPA of 3.0. Supervisory Fee - \$300.00. 3 credits.

ENGLISH 611. *Studies in British Medieval Literature.* 3 credits.

ENGLISH 621. *Studies in the English Renaissance.* 3 credits.

ENGLISH 631. *Studies in British Neoclassicism and the Eighteenth Century.* 3 credits.

ENGLISH 641. *Studies in British Romantic and Victorian Literature.* 3 credits.

ENGLISH 651. *Studies in Modern and Contemporary British Literature.* 3 credits.

ENGLISH 661. *Studies in American Colonial Literature.* 3 credits.

ENGLISH 671. *Studies in American Romanticism.* 3 credits.

ENGLISH 681. *Studies in American Realism and Naturalism.* 3 credits.

ENGLISH 691. *Studies in Modern and Contemporary American Literature.* 3 credits.

ENGLISH 695. *Studies in Special Topics.* A parallel course to English 595 that will allow thematic courses, cross-genre, cross-period, cross-nationality courses, and literary criticism. Prerequisite: permission of instructor and department chair. 1-3 credits.

ENGLISH 699. *Comprehensive Examination.* Course fee. 0 credits.

ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES 516. *Environmental Ethics.* A study of how the principles of ethical theory can be applied to contemporary environmental controversies. Questions addressed will include, "What is nature?" "Are humans a part of nature?" "Do natural entities/beings such as animals, trees, rivers, and ecosystems have intrinsic value?" and "Do anthropocentric, zoocentric, and ecocentric ethical viewpoints have different implications for environmental policy?" Each student will be involved in leading class discussions and will conduct a substantial term paper/research paper on an environmental philosophy topic. 3 credits.

ENVIRONMENTAL STUDIES 550. *Biostatistics and Experimental Design.* This course focuses on identifying and using proper statistical analysis techniques to solve biological problems. Scientifically valid methods of experimental design will also be emphasized. Students will learn how to apply a broad range of statistical tests commonly used in Biology and other scientific disciplines, including but not limited to parametric and nonparametric analysis of variance, simple and multiple linear regression, and principal components analysis. Laboratory exercises will involve extensive use of computer software to conduct statistical analyses. Students will be required to give one oral presentation based on statistical analyses conducted in a publication from a scientific journal. A short written summary of this presentation will also be required. 4 credits.

ENVIRONMENTAL STUDIES 560. *Water Pollution.* This course will review the causes, sources, and effects of pollution on aquatic environments (freshwater, groundwater, estuary and marine). Currently available technological, behavioral, and legal solutions will also be reviewed. Prerequisites: BIOL 341 or 541, EASC/GEOG 354 or 554, or permission of instructor. One 2-lecture a week, 2 to 4 field trips per semester. 3 credits.

ENVIRONMENTAL STUDIES 564. *Environmental Issues.* An in-depth study of the major environmental issues challenging modern society, including a close examination of the causes of these issues and an analysis of corrective measures that could be applied to each. Major topics addressed are population dynamics; resource use, abuse, management, and conservation; consequences of pollution, deforestation, biodiversity loss and climate alteration. Emphasis is placed on establishing ecocentric ethical viewpoints and developing Earth-sustainable systems. Prerequisites: BIOL 341 or 541. 3 credits.

ENVIRONMENTAL STUDIES 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from departmental offices. May be repeated for credit when topics change. 1-6 credits.

ENVIRONMENTAL STUDIES 600. *Thesis Research I.* An individualized course designed to familiarize the student with all research techniques necessary for the execution of thesis research. The course includes a segment on computerized bibliographic research techniques. Students will work closely with their thesis director to master the methodologies essential to their individual thesis research topics and will complete a designated portion of their research during the semester. 3 credits.

ENVIRONMENTAL STUDIES 601. *Thesis Research II.* A continuation of ENST 600 Thesis Research I. Students will work on an individual basis with their thesis advisers during the course of the semester to complete work on their research and to begin writing the thesis. 3 credits.

ENVIRONMENTAL STUDIES 605. *Environmental Laws and Regulations.* An introduction to and survey of the fundamental concepts of the United States environmental law and regulation system. Through use of textbooks, the Federal Register, the Code of Federal Regulations and other library sources, the student will gain an overview of the major U.S. environmental laws, their amendments, and the regulations that implement them. Major topics addressed include the National Environmental Policy Act, Clean Air Act, Clean Water Act, Safe Drinking Water Act, Noise Control Act, Resource Conservation and Recovery Act, Toxic Substances Control Act, CERCLA/Superfund, SARA/EPCRA, OSHA, and NPDES operating permits. The relationship of the political, economic, legal and ethical interactions to the law-making process and success of compliance with the environmental laws will also be presented. The role of the Environmental Protection Agency, the Council on Environmental Quality, and state and local environmental agencies is discussed. 3 credits.

ENVIRONMENTAL STUDIES 699. *Comprehensive Examination.* Course fee. 0 credits.

FRENCH

FRENCH 500. *Approaches to Teaching French.* A study of current theory and methods of language teaching. May be repeated for credit when topics change. 3 credits.

FRENCH 501. *Advanced Grammar Through Composition and Conversation.* A practical study of the points of grammar most challenging to non-native speakers; improvement of composition skills and oral interaction. Consideration of teaching methods for specific grammatical concepts. 3 credits.

FRENCH 502. *Advanced Conversation and Phonetics.* A study of theory and practical applications of phonetics in the target language; specialized study of specific regional dialects. Topics to change each semester. Practical study of conversational strategies and methods for teaching these strategies. 3 credits.

FRENCH 511, 512. *French Studies Abroad.* Primarily intended for transfer of credit earned abroad in French language, civilization, literature, culture or pedagogy. 1-12 credit hours per semester; 1-6 credit hours per four-or six-week summer session.

FRENCH 520. *Topics in Literature.* A study of literary topics, genres and movements suitable for the secondary classroom. May be repeated for credit when topics change. 3 credits.

FRENCH 521. *The Teaching of Literature.* Taught in conjunction with FRENCH 520. An application of current theory and practice on the teaching of literature in the secondary classroom. 3 credits.

FRENCH 530. *Topics in Culture and Civilization.* A study of traditional and current cultural topics in the French-speaking world. May be repeated for credit when topics change. 3 credits.

FRENCH 531. *The Teaching of Culture and Civilization.* Taught in conjunction with FRENCH 530. An application of current theory and practice on the teaching of culture in the secondary classroom. 3 credits.

FRENCH 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. 1-3 credits.

FRENCH 601. *Graduate Directed Teaching in the Elementary and Secondary Classroom.* Required of students seeking PreK-12 teaching licensure in French. Each student is assigned to work with qualified cooperating teachers in a selected elementary school setting and a selected secondary school setting off campus, for six weeks in each setting. The student teaching intern follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum of 350 hours total in the schools. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of

their current teaching position. Students will need to pass Praxis I and II and apply to the Office of Professional Services one year in advance of their internship placement. Prerequisites: Completion of all coursework for the degree, and a minimum cumulative GPA of 3.0. Supervisory fee - \$300.00. 6 credits.

GEOGRAPHY

GEOGRAPHY 560. *Introduction to Geographic Information Systems.* Introduction to study of geographic information systems (GIS). Topics include cartography, coordinate systems and map projections, data classification and generalization, methods of thematic map symbolization, GIS application domains, data models and sources, analysis methods and output techniques. Lectures, readings, and hands-on experience with GIS software. 3 lecture and one 2-hour lab. 4 credits.

GERMAN

GERMAN 500. *Approaches to Teaching German.* A study of current theory and methods of language teaching. May be repeated for credit when topics change. 3 credits.

GERMAN 501. *Advanced Grammar Through Composition and Conversation.* A practical study of the points of grammar most challenging to non-native speakers; improvement of composition skills and oral interaction. Consideration of teaching methods for specific grammatical concepts. 3 credits.

GERMAN 502. *Advanced Conversation and Phonetics.* A study of theory and practical applications of phonetics in the target language; specialized study of specific regional dialects. Topics to change each semester. Practical study of conversational strategies and methods for teaching these strategies. 3 credits.

GERMAN 511, 512. *German Studies Abroad.* Primarily intended for transfer of credit earned abroad in German language, civilization, literature, culture or pedagogy. 1-12 credit hours per semester; 1-6 credit hours per four- or six-week summer session.

GERMAN 520. *Topics in Literature.* A study of literary topics, genres and movements suitable for the secondary classroom. May be repeated for credit when topics change. 3 credits.

GERMAN 521. *The Teaching of Literature.* Taught in conjunction with GERMAN 520. An application of current theory and practice on the teaching of literature in the secondary classroom. 3 credits.

GERMAN 530. *Topics in Culture and Civilization.* A study of traditional and current cultural topics in the German-speaking world. May be repeated for credit when topics change. 3 credits.

GERMAN 531. *The Teaching of Culture and Civilization.* Taught in conjunction with GERM 530. An application of current theory and practice on the teaching of culture in the secondary classroom. 3 credits.

GERMAN 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. 1-3 credits.

GERMAN 601. *Graduate Directed Teaching in the Elementary and Secondary Classroom.* Required of students seeking PreK-12 teaching licensure in German. Each student is assigned to work with qualified cooperating teachers in a selected elementary school setting and a selected secondary school setting off campus, for six weeks in each setting. The student teaching intern follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum of 350 hours total in the schools. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of their current teaching position. Students will need to pass Praxis I and II and apply to the Office of

Professional Services one year in advance of their internship placement. Prerequisites: Completion of all coursework for the degree, and a minimum cumulative GPA of 3.0. Supervisory fee - \$300.00. 6 credits.

HEALTH

HEALTH 500. *Environmental Health.* The study of the environment as it relates to the total well being of the individual with special emphasis on the threats to human health posed by the degradation of the environment. Environmental diseases/illnesses attributed to toxic substances, metals, pesticides, food additives and contaminants, radiation, noise, and infectious agents will be addressed. 3 credits.

HISTORY

HISTORY 510. *Virginia in the Civil War.* The course examines the role of Virginia in the American Civil War, 1861-1865. It emphasizes the political, economic, social, and military aspects of the period, with particular focus on the causes of the war, on military operations in Virginia and the role of Virginia troops and leaders, on the impact of the war on Virginia's civilian population, and on the results and consequences of the war in the state. It will consist of lectures as well as visits to various Virginia battlefields. Course offered for licensure purposes only. 3 credits.

MATHEMATICS

MATH 623. *Teaching Mathematics in Grades K-8.* A study of the mathematical content of the K-8 curriculum, how children learn these mathematical concepts and skills, and the methods and techniques of effective teaching of mathematics in grades K-8. Particular attention will be given to learning activities that make provision for student involvement. 3 credits.

MUSIC

MUSIC 543. *Music for the Elementary and Intermediate School.* Study of the elementary and middle school music programs. Techniques, materials and resources for the classroom teacher. 3 credits.

MUSIC 544. *Music in the Integrated Classroom.* This course will address the interconnectedness of disciplines and intelligences which is vital to the learning process. Music may be the primary, equal or secondary part of a learning activity. Course offered for licensure purposes only. 3 credits.

MUSIC 546. *Music and the Special Learner.* An overview of basic methodology for music curriculum utilization and methodology adaptation for special learners of all levels. 3 credits.

MUSIC 548. *Integrated Arts/Music.* A study of the value and practical application of integrating the arts across all content areas of the curriculum with a focus on the musical arts. Students will gain an understanding of the role of the creative process in the classroom and will investigate the various means of expressing ideas, emotions and images through the use of music, drama, movement, puppetry, visual arts and theatre. 3 credits.

MUSIC 597. *Beginning M.I.D.I. and Computer Applications in Music.* This course is intended to be an introduction to computer applications currently being used by composers, performers and music educators. Topics to be covered include music notation and sequencing software, live M.I.D.I. performance techniques, educational software, CD-ROM applications, and a brief history of music technology. Participants will use supervised lab time to complete short projects involving those topics. Course offered for licensure purposes only. 3 credits.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 589. *Elementary School Health and Physical Education.* This course will assist in planning Physical Education and Health Education experiences for elementary school aged children. Derived from the study of human movement, the material will cover competencies related to: child development, major concepts in the subject matter of health education, theoretical intervention models, adaptation of activities for diverse needs, administration and interpretation of test instruments, learner-centered technology, current health related issues, and program implementation and monitoring. Field experiences including observation and the teaching of children in the elementary setting will be undertaken. 3 credits.

PSYCHOLOGY

PSYCHOLOGY 523. *Theories of Personality.* An examination of the major theories of personality and adjustment including an introduction to psychopathology. 3 credits.

PSYCHOLOGY 540. *Applied Behavior Analysis.* Research on the use of behavioral techniques for modifying human behavior in the clinical setting will be explored. Methods for working with child and adult cases will be covered. Self-management techniques and methods for working with group behavior will also be reviewed. The student will learn how to monitor case progress through the use of single case designs. 3 credits.

PSYCHOLOGY 552. *Psychopharmacology.* This course serves as an overview of the research and current thought on the topics of treating and counseling people addicted to drugs. In addition, the course will review the use and misuse of prescription medications. We will be reviewing the history of various drugs, the neuropharmacological actions, the effects on health, and the psychopharmacological actions. 3 credits.

PSYCHOLOGY 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from departmental offices. May be repeated for credit when topics change. 1-3 credits.

PSYCHOLOGY 620. *Family Systems Theories.* This course is an introduction to family systems theories and how the dynamics of systems theory supports the interpretation of family issues. The course will examine major schools in family therapy, focusing on case conceptualization from different perspectives. Offered on a rotating basis. 3 credits.

PSYCHOLOGY 621. *Family Therapy Techniques.* This course is designed to provide students with an introduction to the development of family therapeutic skills. The primary focus of the class is to assist the beginning clinician in translating theories into practice. Prerequisite: PSYC 620 or permission of instructor. Offered on a rotating basis. 3 credits.

PSYCHOLOGY 625. *Diagnosis and Treatment of Addictive Disorders.* This course examines the diagnosis and treatment of addictive disorders. Focus will be on understanding the nature of chemical and behavioral addictions, the etiology and diagnosis of substance abuse and dependency, and the various treatment options available. Offered on a rotating basis. 3 credits.

PSYCHOLOGY 630. *Advanced Statistical Methods.* A study of advanced statistical techniques in the areas of descriptive statistics, correlation and regression, and analysis of variance. Multivariate statistics will be covered as well as non-parametric statistics. Offered on a rotating basis. 3 credits.

PSYCHOLOGY 650. *Counseling Practicum/Community College.* Supervised counseling experience in a community agency or college counseling center involving 200 clock hours. Students may enroll (or re-enroll) in 3 credit hour increments to a maximum of 9 credit hours. Students pursuing licensure as a Professional Counselor must familiarize themselves with the Board requirements. Prerequisites: EDUC 503, 505, 545, 555, 605 and 612. 3-9 credits.

PSYCHOLOGY 651. *Practice and Ethics of Community and College Counseling.* Study of basic counseling services in a community or college center with specific focus on issues and topics relevant to adult populations. 3 credits.

PSYCHOLOGY 660. *Clinical Psychopathology.* This course will focus on the etiology, diagnostic criteria, course, prevalence, treatment and dynamics involved in mental disorders according to the Diagnostic and Statistical Manual. Students will be able to identify mental illnesses affecting individuals from childhood to adulthood. Emphasis will be placed on identifying the syndromes and recognizing the treatment of choice for each, as well as acquiring the vocabulary to communicate with and to make referrals to appropriate professionals when necessary. 3 credits.

RECREATION

RECREATION 520. *Environmental Education Resources.* This course is designed to explore and provide ways to sensitize human beings to the environment. Emphasis will be placed on examining a variety of ways to interpret the environment in order for people to develop an appreciation of values and behaviors. Topics such as history and philosophy, culture and environmental values, and environmental education will be covered. Unique to this class will be the opportunity to apply class information to practical experience in teaching and in the development of environmental projects. Students will develop an in-depth knowledge of environmental issues around the world and be able to compare/contrast those issues to that of the United States. 3 credits.

SCIENCE

SCIENCE 562. *Teaching Science in the Elementary School.* A study of the materials and methods of teaching science for grades K-8 with emphasis on student use of laboratory materials and techniques. Individual investigations are assigned based on the needs of the student. Lecture and laboratory periods. 3 credits.

SOCIOLOGY

SOCIOLOGY 501. *Sociological Theory.* A critical examination of theories in sociology, especially as they relate to the problem of maintaining order in modern society. The theorists to be examined may include Mark, Durkheim, Weber, Toennies, Tocqueville, Simmel, Parsons, Merton, Mead, Goffman, Homans. 3 credits.

SOCIOLOGY 502. *Criminological Thought.* A study of the principal ideas in American sociology as they relate to social order and crime. The first group of scholars to be examined will be those associated with the Chicago School of sociology including Henderson, Park, Burgess and Sutherland. Also included will be the functionalist approach to crime including the works of Merton, Cohen, Cloward and Ohlin. The conflict school of criminology will be examined through the works of Quinney, Chambliss and Greenberg. 3 credits.

SOCIOLOGY 503-504. *Research and Evaluation Techniques: Computer Applications for Practitioners, Parts 1 and 2.* A two-semester course that will focus on essential research and evaluation techniques. The first semester will consist of examination of the methodologies employed in sociological research and evaluation including participant observation, use of existing data sources, experiments, survey research, and program evaluation. Students will select a topic for investigation and begin gathering relevant data. The second semester will be the application of the statistical techniques of research and evaluation. Statistical procedures will include frequency distributions, t-Test, Chi Square, ANOVA, and regression. All of these tests will be conducted on computer using SPSSx or SAS. 3 credits per semester.

SOCIOLOGY 505. *Issues in Criminal Justice.* A survey course which examines the core components of the criminal justice system. An examination of causes of criminal behavior, statistics

on the incidence of crime from both official sources and victimization studies, specific agencies within the system including those charged with enforcement, adjudication and correction. 3 credits.

SOCIOLOGY 506. *Sociology of Policing.* A critical analysis of the institutions of criminal justice and the actors therein. Topics include sociological notions of policing, social research and policing, historical developments and evolution of policing institutions; police roles and functions, police authority, control of the police, police deviance and the emergent police occupational subculture. 3 credits.

SOCIOLOGY 507. *Corrections.* Ideological, theological and pragmatic justifications of punishment and rehabilitation. Determination of the effectiveness of punishment and rehabilitation strategies including incarceration, community diversion, house arrest, probation and parole, fines and other correctional programs. 3 credits.

SOCIOLOGY 508. *Urban and Rural Culture.* Cross-cultural examination of urban and rural culture and subcultures with emphasis on structures contributing to norm violation, poverty and mental illness. Incidence and patterns of deviant behavior in western and non-western societies will be studied. 3 credits.

SOCIOLOGY 509. *Comparative Family Systems.* A comparative analysis of family systems in cultures of varying levels of complexity. Special attention is given to family dynamics in the United States, including socialization of children, marriage rules, kinship, child discipline practices, family disorganization and family violence. 3 credits.

SOCIOLOGY 510. *Sociology of Criminal Law and Civil Liberties.* Investigation of the conditions for the existence of a legal system and theories of law. Problems of the enforcement of morals, analysis of legal concepts, and procedural justice will be studied in reference to individual rights and liberties. 3 credits.

SOCIOLOGY 511. *Ethnic and Racial Groups in the United States.* An examination of the social and cultural experience of selected ethnic and racial groups, including Irish, Italian, Black, Asian and Hispanic minorities. Topics to be examined will be minority group status, the future of ethnic and racial relationships, and special problems presented for service providers. 3 credits.

SOCIOLOGY 512. *Corrections for Special Populations.* This course will focus upon the challenges that special groups pose for correctional authorities. Elderly, mentally handicapped, juveniles and female offenders, among others, will be studied. 3 credits.

SOCIOLOGY 513. *Demography.* An investigation into the causes of population shifts and the implication that these changes have for service agencies. Topics to be included are: why populations relocate; the problems that these changes pose for the police, courts, and correctional and service authorities; and how to utilize demographic data for policy making. 3 credits.

SOCIOLOGY 514. *Police and the Community.* A comprehensive study of aspects of law, ethics and custom which determine the role of the professional police officer in the community. Attention will be given to practical issues of increasing professionalism, maintenance of public image, securing public cooperation and support of enforcement, and addressing affirmative action goals. 3 credits.

SOCIOLOGY 515. *Juvenile Delinquency.* A study of the legal and social forces which combine to produce delinquency. Prevention strategies, the role of the police and the juvenile court as agents of social control, and rehabilitation will be stressed. 3 credits.

SOCIOLOGY 516. *Administration and Leadership in Organizations (3).* Analysis of the structure and dynamics of bureaucratic organizations and their social environments. Emphasis will be placed upon leadership, administration and evaluation. Topics will include organizational adaptation and change, leadership succession, and productivity. 3 credits.

SOCIOLOGY 517. *Small Group Dynamics (3).* A study of structure and process of small groups. Cohesion, conflict, power, leadership, motivation, communication and boundary maintenance will be examined. The function of small groups in formal organizations will be studied. 3 credits.

SOCIOLOGY 518. *Contemporary Social Problems and Policies (3).* An examination of selected social problems facing the United States and how they affect the agencies of social service. Included will be an examination of causes of poverty, racism, sexism, homelessness, drug and alcohol abuse, environmental degradation and unemployment. 3 credits.

SOCIOLOGY 519. *Revolution and Terrorism.* The social structure of mass movements will be examined. Included will be the ideology and leadership of these movements and the social and economic conditions, which allow their formation. Among the groups to be examined are: the Badder-Minhoff gang, the Red Brigades, the Weather-people, the Ku Klux Klan, and various Neo-Nazi and survivalist groups. 3 credits.

SOCIOLOGY 520. *Victimization.* This course will examine the victim as the neglected actor in the crime drama. The course will critique theories of victimization. Study of national victim statistics, compensation policies, and future changes in the definition of victimization will be emphasized. 3 credits.

SOCIOLOGY 521. *White Collar Crime.* An examination of causes and incidence of major forms of white collar crime, including embezzlement, insider information trading, illegal dumping of hazardous chemicals and other forms of corporate malfeasance. Also to be examined will be official acts of corruption including police and political corruption. 3 credits.

SOCIOLOGY 522. *Field Practicum.* Supervised opportunity to apply knowledge, skills and abilities within an agency setting. An original research paper is required, as well as regularly scheduled conferences with a faculty supervisor. Strongly encouraged for the student with no experience in the criminal justice field. 3 credits per semester.

SOCIOLOGY 523. *Women and Crime.* An investigation of the topic of women and crime through the integration of theoretical and empirical information on a wide variety of issues. The course (1) discusses issues related to social control and gender, (2) addresses both theoretical and empirical research on criminal offenders and examines the place of women, and (3) discusses the victimization of women. These three sections are brought together through the discussion of issues related to justice and women. Finally, issues surrounding women as criminal justice practitioners and advocates will be examined. 3 credits.

SOCIOLOGY 524. *Family Violence and the Criminal Justice System.* This course is devoted to examining issues related to the way family violence is handled in the criminal justice system. The role of police, prosecutors, judges and legislators in processing different types of family violence -- including wife abuse, husband abuse, physical child abuse, child sexual abuse, and "fetal abuse" -- will be explored and critiqued. The relationship between the criminal justice system and other family service providers such as social workers, educators and medical personnel also will be analyzed. 3 credits.

SOCIOLOGY 525. *Social Policy Formulation and Implementation.* An interdisciplinary introduction to frameworks for understanding public policy formulation and implementation. Topics include an introduction to the range of social problems and public policies from the Depression era to the present; contemporary decision making processes at the federal, state, and local level; involving community groups in public policy issues; models for setting objectives and identifying benefits and costs; and agency fiduciary responsibility and budgetary processes. 3 credits.

SOCIOLOGY 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from departmental offices. May be repeated for credit when topics change. 3 credits.

SOCIOLOGY 600. *Thesis Research.* Study of a selected topic for the M.S. thesis under the direction of a departmental adviser. 6 credits.

SOCIOLOGY 699. *Comprehensive Examination.* Course fee. 0 credits.

SPANISH

SPANISH 500. *Approaches to Teaching Spanish.* A study of current theory and methods of language teaching. May be repeated for credit when topics change. 3 credits.

SPANISH 501. *Advanced Grammar Through Composition and Conversation.* A practical study of the points of grammar most challenging to non-native speakers; improvement of composition skills and oral interaction. Consideration of teaching methods for specific grammatical concepts. 3 credits.

SPANISH 502. *Advanced Conversation and Phonetics.* A study of theory and practical applications of phonetics in the target language; specialized study of specific regional dialects. Topics to change each semester. Practical study of conversational strategies and methods for teaching these strategies. 3 credits.

SPANISH 511, 512. *Spanish Studies Abroad.* Primarily intended for transfer of credit earned abroad in Spanish language, civilization, literature, culture or pedagogy. 1-12 credit hours per semester; 1-6 credit hours per four- or six-week summer session.

SPANISH 520. *Topics in Literature.* A study of literary topics, genres and movements suitable for the secondary classroom. May be repeated for credit when topics change. 3 credits.

SPANISH 521. *The Teaching of Literature.* Taught in conjunction with SPANISH 520. An application of current theory and practice on the teaching of literature in the secondary classroom. 3 credits.

SPANISH 530. *Topics in Culture and Civilization.* A study of traditional and current cultural topics in the Spanish-speaking world. May be repeated for credit when topics change. 3 credits.

SPANISH 531. *The Teaching of Culture and Civilization.* Taught in conjunction with SPANISH 530. An application of current theory and practice on the teaching of culture in the secondary classroom. 3 credits.

SPANISH 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from academic advisers. May be repeated for credit when topics change. 3 credits.

SPANISH 601. *Graduate Directed Teaching in the Elementary and Secondary Classroom.* Required of students seeking PreK-12 teaching licensure in Spanish. Each student is assigned to work with qualified cooperating teachers in a selected elementary school setting and a selected secondary school setting off campus, for six weeks in each setting. The student teaching intern follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum of 350 hours total in the schools. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of their current teaching position. Students will need to pass Praxis I and II and apply to the Office of Professional Services one year in advance of their internship placement. Prerequisites: Completion of all coursework for the degree, and a minimum cumulative GPA of 3.0. Supervisory fee - \$300.00. 6 credits.

SPECIAL EDUCATION

SPECIAL EDUCATION 515. *Survey of Exceptional Students.* An introduction to all exceptionalities included in special education, psychology of exceptional learners. Implications of inclusion and legislation pertaining to the education of students with disabilities. 3 credits.

SPECIAL EDUCATION 516. *Medical and Neurological Problems of Exceptional Students.* A comprehensive study of environmental/hereditary factors affecting the child with disabilities from the prenatal period through the school years. An emphasis on educational strategies for accommodating children with medical and neurological conditions in the classroom. 3 credits.

SPECIAL EDUCATION 520. *Language Development and Disorders.* The normal acquisition of language and deviations in development of language due to environmental and organic etiologies. Language development teaching methods for the exceptional child stressed. 3 credits.

SPECIAL EDUCATION 530. *Characteristics and Needs of Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation.* Definitions, theories of etiology, characteristics, basis for various strategies and management, and criteria for placement of students with learning disabilities, emotional/behavioral disorders, and mild mental retardation. 3 credits.

SPECIAL EDUCATION 540. *Curriculum and Methods for Students with Learning Disabilities, Emotional/Behavioral Disorders, and Mental Retardation.* Adaptation of regular educational materials and curricula for students with LD, E/BD, and Mild MR. Planning for individualized educational programs at all grade levels. 3 credits.

SPECIAL EDUCATION 545. *Psychoeducational Assessment.* Psychological and educational assessment, administration and interpretation of informal, curriculum-based, standardized, and criterion-referenced tests. Interpretation of test results as a basis for placement and instruction. Fee required. 3 credits.

SPECIAL EDUCATION 565. *Behavior Management.* This course is designed to provide students with an overview of techniques used in the management of behavior. The principles and practice of behavior modification and applied behavior analysis for teachers will be stressed. 3 credits.

SPECIAL EDUCATION 575. *Career and Life Planning for Individuals with Disabilities.* An in-depth study of preparatory skills for vocational opportunities for individuals with disabilities. An overview of social, leisure and recreational opportunities and assistive technology for individuals with disabilities. 3 credits.

SPECIAL EDUCATION 595. *Special Topics.* Topics will vary from semester to semester. Descriptions will be available from departmental offices. May be repeated for credit when topics change. 1-3 credits.

SPECIAL EDUCATION 600. *Thesis Research.* This credit is awarded for the successful completion of a proposal, data collection, final thesis paper, and thesis presentation. If a student fails to complete the thesis during the semester enrolled, he/she may take an incomplete; however, the thesis must be finished by the end of the next academic semester. 3 credits.

SPECIAL EDUCATION 601. *Collaborative Special Education Research.* The student will design, conduct, evaluate, discuss, and disseminate the results of her/his proposed collaborative research project that is conducted with a Longwood University Professor. The product of this research will be an article submitted for possible publication in a professional journal. Prerequisite: SPED 689. 3 credits.

SPECIAL EDUCATION 682. *Collaboration in the School, Home and Community.* Techniques for mainstreaming the child with mild/moderate disabilities through collaboration with the regular classroom teacher. 3 credits.

SPECIAL EDUCATION 689. *Seminar of Current Issues in Special Education.* A discussion of current selected issues in special education such as litigation, legislation, personnel preparation and research. 3 credits.

SPECIAL EDUCATION 690. *Graduate Internship.* A minimum of 200 clock hours in a public or private agency supervised by a faculty adviser in diagnosis, consultation or research. Prerequisite: Professional semester. Fee required - \$15.00. 3 credits.

SPECIAL EDUCATION 692. *Special Education Graduate Professional Semester.* Students will be supervised in a classroom student teaching experience of at least 350 hours during their last semester of classes. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of their current teaching position. Students will need to pass Praxis I and II and apply to the Office of Professional Services one year in advance of their placement. Prerequisites: EDUC 506, 521, Math 623, SPED 515, 516, 520, 530, 540, 545, 565, 575, and 682. Supervisory fee - \$300.00. 6 credits.

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DR. JUDITH R. JOHNSON, *Acting Dean, College of Education and Human Services*
DR. EVELYN HUME, *Dean, College of Business and Economics*
DR. C. SUE MCCULLOUGH, *Dean, Graduate Studies*

GRADUATE FACULTY (2004-2005)

Based on excellence in teaching and scholarship, a faculty member holding the terminal degree in his/her discipline is eligible to teach graduate courses in his/her discipline, or a related discipline. Our graduate faculty demonstrate excellence both in teaching and scholarly productivity. Scholarly productivity may be demonstrated through publication of research and/or through applied scholarship. Chairs of departments offering graduate programs are responsible for determining an individual's eligibility to teach graduate courses. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases must be justified on an individual basis, consistent with the Criteria for Accreditation of the Southern Association of Colleges and Schools.

DUTIES OF GRADUATE FACULTY

In addition to their graduate teaching responsibilities, members of the graduate faculty are expected to provide academic advising, direct theses or collaborative research, and participate in the comprehensive examination process.

*****B. MCRAE AMOSS, JR.**, Professor of French (1991)

A.B., Georgia State University; M.A., Ph.D., University of Virginia

JENNIFER M. APPERSON, Associate Professor of Psychology and

Chair of the Department of Psychology (1985)

B.A., Stephens College; M.A., Ph.D., University of Akron

ROBERT LEE BANTON, Professor of Education (1967)

B.A., Randolph-Macon College; M.Ed., Ed.D., University of Virginia

LEE D. M. BIDWELL, Professor of Sociology and

Chair of the Department of Sociology, Anthropology and Criminal Justice Studies (1990)

B.S., Maryville College; M.A., Ph.D., University of Tennessee

CHRISTOPHER A. BJORNSEN, Associate Professor of Psychology (1995)

B.A., Randolph-Macon College; M.S., Ph.D., Virginia Commonwealth University

SUSAN L. BOOKER, Assistant Professor of English (2003)

B.A., M.A., Ph.D., Iowa State University

NORMAN J. BREGMAN, Professor of Psychology (1997)

B.A., Kean University; M.A., Stephen F. Austin University; Ph.D., University of Southern California

RHONDA BROCK-SERVAIS, Assistant Professor of English (2000)

B.A., University of Wisconsin-Parkside; M.A., Georgia Southern University;

Ph.D., University of South Carolina

****RUTH L. BUDD**, Associate Professor of Spanish (1996)

B.A., M.A., James Madison University; Ph.D., University of North Carolina at Chapel Hill

WILLIAM BURGER, Associate Professor of Sociology (1988)

B.A., John Jay College of Criminal Justice; M.A., Ph.D., New School for Social Research

*****JENA BURGESS**, Professor of English (1997)

B.A., Arizona State University; M.A., Ph.D., Northern Arizona University

MARY A. CARROLL-HACKETT, Assistant Professor of English (2003)

B.A., M.A., East Carolina University; M.F.A., Bennington College

CRAIG C. CHALLENGER, Professor of English (1983)

B.A., Bethel College; M.A., Wichita State University; Ph.D., The University of Oklahoma

BARBARA CHESLER, Professor of Education and
Acting Associate Dean of the College of Education and Human Services (2000)
B.S., Ohio State University; M.S., Clarion University of Pennsylvania;
Ed.D., Indiana University of Pennsylvania

AUDREY P. CHURCH, Instructor of School Library Media (2000)
B.A., Bridgewater College; M.S., Longwood College

MARTHA E. COOK, Professor of English (1973)
B.A., Maryville College; M.A., Ph.D., Vanderbilt University

CAROLYN I. COOPER, Associate Professor of Guidance and Counseling (1989)
B.S., Hampton Institute; M.Ed., C.A.G.S., Ed.D., The College of William and Mary

DAVID CORDLE, Professor of Music and
Dean of the College of Liberal Arts and Sciences (1998)
B.M., Shorter College; M.M., D.M., Florida State University

PATRICIA P. CORMIER, President and Professor of Education (1996)
A.S., University of Bridgeport; B.S., Boston University; M.Ed., Ed.D., University of Virginia

RAYMOND J. CORMIER, Visiting Professor of French, (1996)
A.B., University of Bridgeport; M.A., Stanford University; Ph.D. Harvard University

CAROLYN M. CRAFT, Professor of English (1968)
B.A., Agnes Scott College; M.A., Ph.D., University of Pennsylvania

WADE EDWARDS, Assistant Professor of French (2002)
B.A., University of Notre Dame; M.A., Miami University of Ohio; Ph.D., University of Virginia

C. HOOD FRAZIER, Associate Professor of English (1999)
B.A., M.A., West Virginia University; M.S., Longwood College; Ph.D., University of Virginia

DEBORAH C. FRAZIER, Associate Professor of Education (1999)
B.A., Longwood College; M.Ed., Ph.D., University of Virginia

LILY ANNE GOETZ, Professor of Spanish (1992)
B.A., University of West Florida; M.A., Universidad de Salamanca; Ph.D., Catholic University

FRANK J. HOWE, Professor of Guidance and Counseling (1988)
B.S., St. Joseph's College; M.S. Syracuse University; Ph.D., Union Institute

PATRICIA A. HOWE, Associate Professor of Library Science and Librarian (1982)
B.S., Cabrini College; M.L.S., Syracuse University

JUDITH R. JOHNSON, Associate Professor of Health, Physical Education and Recreation and
Acting Dean of the College of Education and Human Services (1972)
B.S., Winthrop College; M.A., University of Iowa; Ph.D., University of Illinois

CHRISTOPHER D. JONES, Assistant Professor of Special Education (1998)
B.S., M.S., Longwood College; Ph.D., University of Virginia

STEPHEN C. KEITH, Assistant Professor of Education (1992)
B.S., Kent State University; M.Ed., Ed.D., University of Virginia

DEBRA S. KELLEY, Associate Professor of Sociology (1994)
B.S., Virginia Commonwealth University; M.S.J., American University;
Ph.D., University of Illinois at Urbana-Champaign

ELIZABETH KOCEVAR-WEIDINGER, Associate Professor of Library Science and Librarian
(1999)
B.A., Temple University; M.L.I.S., University of Texas at Austin; M.Ed., Frostburg State
University

ERIC L. LAWS, Assistant Professor of Psychology (2000)
B.S., Christopher Newport College; M.S., Ph.D., Virginia Polytechnic Institute and State
University

MARY E. LEHMAN, Associate Professor of Biology (1998)
B.S., Juanita College; M.S., Ph.D., North Carolina State University

DAVID LOCASCIO, JR., Assistant Professor of Education (2004)
B.A., Rutgers University; M.S., Lynchburg College; Ph.D., University of Virginia

MICHAEL C. LUND, Professor of English (1974)
A.B., Washington University; M.A., Ph.D., Emory University

ROBERT LEE LYNCH, Assistant Professor of English (1991)
B.A., Michigan State University; M.A., Western Michigan University; Ph.D., Indiana University

RACHEL J. MATHEWS, Associate Professor of Special Education (1994)
B.S., University of Kerala, India; M.Ed., College of William and Mary;
Ed.D., University of San Diego

C. SUE MCCULLOUGH, Professor and Dean of Graduate Studies (2002)
B.S., Butler University; M.A., Ed.D., Ball State University

CHRISTOPHER W. MCGEE, Assistant Professor of English (2004)
B.A., M.A., Ph.D., Illinois State University

RUTH LYN MEESE, Professor of Special Education (1987)
B.S., University of Maryland; M.Ed., Ohio University; Ph.D., University of Virginia

FRANCIS X. MOORE, III, Associate Professor of French and
Assistant Vice President of Instructional Technology (1989)
B.A., University of Vermont; M.A., Hofstra University; Ph.D., Pennsylvania State University

GARY T. NELSON, Professor of Mathematics Education (2000)
B.S., M.Ed., University of Georgia; Ph.D., Georgia State University

GEOFFREY C. ORTH, Professor of German (1977)
B.A., Washington & Lee University; M.A., Ph.D., University of Virginia

KENNETH B. PERKINS, Professor of Sociology and Anthropology (1984)
B.S., M.S., Valdosta State College; Ph.D., Virginia Polytechnic Institute and State University

JEANNINE R. PERRY, Assistant Professor of Education (2003)
B.A., Hiram College; M.S., Ph.D., Kent State University

MICHAEL P. PHELAN, Assistant Professor of Sociology (2003)
B.A., Winona State University; M.A., Mankato State University; Ph.D., University of Kentucky

CARMEN PHELPS, Assistant Professor of English (2004)
B.A., B.S., University of Kansas; M.A., Chicago State University; Ph.D., George Washington
University

ELIZABETH A. POWER-deFUR, Associate Professor of Education and
Chair of the Department of Education, Special Education and Social Work (2004)
B.S., M.Ed., Ph.D., University of Virginia

FRANCES R. REEVE, Assistant Professor of Library Science (1990)
B.A., Madison College; M.Ed., James Madison University;
M.S. in L.S., Catholic University of America

*****JOHN F. REYNOLDS**, Professor of Modern Languages (1987)
B.A., M.A., Tufts University; Ph.D., University of Virginia

CARL MARIE RIDEN, Assistant Professor of Sociology (2002)
B.A., University of Alabama; M.S., Virginia Polytechnic Institute and State University;
Ph.D., Louisiana State University

JAMES E. RILEY, Assistant Professor of Education (1999)
B.S., SUNY Oneonta; M.Ed., Texas A & M University; D.Ed., Hofstra University

EMMA M. SAVAGE-DAVIS, Assistant Professor of Education (2004)
B.S., Eastern Illinois University; M.S., Chicago State University; Ed.D., Illinois State University

BETTY JO SIMMONS, Professor of Education (1966)
B.A., M.S., Longwood College; Ed.D., College of William and Mary

SHAWN SMITH, Assistant Professor of English (2003)
B.A., Boston University; M.A., Purdue University; Ph.D., Yale University

GERRY R. SOKOL, Assistant Professor of Education (2003)
B.S., M.Ed., Florida Atlantic University; M.S., Marshall University;
Ed.D., Virginia Polytechnic Institute and State University

***DAVID B. STEIN**, Professor of Psychology (1985)
B.A., Brooklyn College; M.S., Ph.D., Virginia Commonwealth University

PEGGY L. TARPLEY, Associate Professor of Special Education (1995)
A.B., The University of Michigan; M.A., Ph.D., University of Virginia

E. DEREK TAYLOR, Assistant Professor of English (2000)
B.A., Wake Forest University; M.A., Ph.D., University of Florida

ARTHUR GORDON VAN NESS, III, Professor of English and
Chair of the Department of English and Modern Languages(1987)
B.A., Hampden-Sydney College; M.A., University of Richmond;

Ph.D., University of South Carolina

*** On leave Fall Semester 2004**

**** On leave Spring Semester 2005**

***** On leave academic year 2004-2005**