

# 2005-2006 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 2005. The Catalog and related announcements remain in effect until July 1, 2006. 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

## 2005-2006 Academic Calendar

### **FALL SEMESTER 2005**

August 26	Final registration
August 29	Classes begin at 8 a.m.
September 5	Labor Day Holiday – no classes, University closed
September 6	Classes resume 8 a.m. – Last Day to Add/Drop an on-campus class
September 8	Convocation
October 15	Fall Graduate Comprehensive Examination Administration

October 17-18	FALL BREAK
October 19	Classes resume at 8 a.m.
October 19	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 7	Advising and Pre-Registration Begins for Spring & Winter Intersession 2006
November 18	Advising and Pre-Registration Ends for Spring & Winter Intersession 2006
November 23	Student holiday – no classes
November 24-25	Thanksgiving holiday – no classes, University closed
November 28	Classes resume at 8 a.m.
December 9	Classes end, All Graduate Incompletes Due for Spring 2005
December 10	Reading day
December 12-16	Examinations
December 19	All grades due at 8:30 a.m.
December 25	Christmas Day, University Closed

### SPRING SEMESTER 2006

January 1	New Year’s Day, University Closed
January 13	Final registration
January 16	Martin Luther King, Jr. Holiday – no classes, University closed
January 17	Classes begin at 8 a.m.
January 24	Last Day to Add/Drop an on-campus Class
March 4	Spring Graduate Comprehensive Examination Administration
March 6	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 13-17	Spring break - University Closed March 13 <sup>th</sup>
March 20	Classes resume at 8 a.m.
March 23	Advising and Pre-Registration Begins for Fall 2006, Registration Begins for Summer 2006
April 5	Advising and Pre-Registration Ends for Fall 2006
April 28	Classes end, All Graduate Incompletes Due for Summer 2005 and Fall 2005
April 29	Reading day
May 1-5	Examinations
May 9	All grades due at 8:30 a.m.
May 13	Commencement

### SUMMER SESSIONS 2006

May 22	Summer Session I begins	July 4	Independence Day Holiday - no classes,
May 29	Memorial Day - no classes, University Closed	July 13	University Closed
June 15	Summer Session I ends	July 17	Summer Session II ends
June 19	Summer Session II begins	August 4	Summer Session III begins
			Summer Session III ends

## TABLE OF CONTENTS

Mission Statement .....	6
History and Overview .....	6-9
Graduate Studies.....	10
Admissions .....	12

Expenses and Financial Aid .....	17
Academic and Professional Life.....	31
Academic Regulations.....	33
Master of Science – Communication Sciences & Disorders .....	44
Master of Science - Education.....	47
Master of Arts - English .....	64
Master of Science - Sociology.....	71
Course Descriptions .....	77
Administration.....	99
Graduate Faculty .....	100

## **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](http://www.longwood.edu/graduatestudies)  
[graduate@longwood.edu](mailto:graduate@longwood.edu)

Ruffner Hall, Rooms 132-138

# **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 Master's institutions; freshmen rated Longwood at or above the 60th percentile on all 9 benchmarks when compared with Master's 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 few years with the completion of major construction and campus beautification projects. 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 Dorrill Dining Hall, located across from the Lankford Student Union. 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.

Adjacent to Brock Commons are broad lawns, 11 tennis courts, four athletic fields, and numerous late-20th century buildings, including the Greenwood Library, the Lankford Student Union, residence halls, and various academic facilities. The campus has six auditoriums ranging in size from 150 seats to 1,227.

Willett Hall is a health, physical education, and recreation complex located on Brock Commons. 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.

The recently remodeled Lancaster Hall houses the President's Office and the offices of Administration and Finance, Student Affairs, and University Advancement.

Longwood's signature building, Ruffner Hall with its beautiful Rotunda, was rededicated on April 23, 2005 and replicates the university's most beloved building, dating to the 1880's, which burned on April 24, 2001 while undergoing a \$12 million renovation. The original eight paintings on the interior

of the Rotunda dome, created in 1905 by the Italian-born artist Eugene D. Monfalcone of Richmond, have been returned to the dome following an extensive restoration that was underway prior to the fire. The historic Joan of Art statue, known affectionately as “Joanie on the Stony” was also restored recently and returned to its place of honor on the main floor beneath the Rotunda. The bigger-than-life sculpture is a reproduction of the famous 1870 original created by French sculptor Henri-Michel-Antoine Chapu. The statue was a gift of the Class of 1914 and symbolizes Joan of Arc as the patron saint of Longwood.

Ruffner Hall was reconstructed in the classic style based on the original blueprints and drawings from the state archives in Richmond. The 83,143 square foot building houses 22 classrooms, four academic departments and the offices of the Vice President for Academic Affairs and the Deans of Graduate Studies and the College of Arts and Sciences.

A new science building will open in fall 2005: a 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 building will feature a state-of-the-art, climate-controlled environment, with safety ventilation systems and hazardous materials safeguards along with a high-tech infrastructure for classrooms, laboratories, and distance learning facilities. A greenhouse and herbarium, housing the world’s largest collection of Virginia plant specimens, will be located on the roof.

Construction will start soon a new fitness and recreation center. The 80,000 square foot facility, scheduled to open in the fall of 2006, will feature a wide range of amenities including an indoor track, basketball and racquetball courts, a climbing wall, work-out rooms, juice bar, and the latest weight, exercise and training equipment.

Not far from campus, students can enjoy the facilities at Longwood Estate, including a new athletic fields complex for field hockey, lacrosse, and soccer, along with a nine-hole golf course. The President's home, Longwood House, is situated on the Estate.

## **UNIVERSITY LIBRARY AND RESOURCES**

The Greenwood Library, occupied in 1991 and conveniently located near the center of the campus, is open for use 91 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 1,475 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’s Information Center, with 48 workstations, complements the Library’s 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, a winter intersession, 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 bachelor’s and master’s 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; the Virginia Association of Colleges for Teacher Education; and the Council of Graduate Schools.

## 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, the degree of Master of Arts in English, and will add the Master of Science in Communication Sciences and Disorders beginning in the fall of 2006. In the Education major, areas of concentration include Community and College Counseling; Curriculum and Instruction Specialist in Elementary Education, English, K-8 Mathematics, LD EB/D and Mild MR, Modern Languages, and Music; Educational Leadership; Guidance and Counseling; Literacy and Culture; and School Library Media. In the English major, areas of concentration include Creative Writing, 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 and English as a Second Language) PreK-12. Graduate Licensure only programs leading to additional endorsements to an existing full professional license are available in Educational Leadership or School Library Media.

The graduate program is designed to provide capable students with opportunities for individual inquiry in a variety of fields, to prepare qualified individuals for professional leadership roles, to be the next step in the educational pursuit of an advanced 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.

### **OFF-CAMPUS OFFERINGS**

Graduate classes are regularly offered at off-campus locations. A variety of non-traditional course formats are used to meet the needs of the adult student including weekends and nights. All Longwood graduate rules and regulations govern these courses. Registration takes place in the Registration Office by regular mail, by fax, in person at two of the locations, or online using the WEB Information Network (WIN).

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.

### **CURRENT OFF-CAMPUS LOCATIONS**

1. The Central Virginia Criminal Justice Academy (CVCJA) is the site for the Master's program in Sociology/Criminal Justice. Located in downtown Lynchburg, Virginia, the complete program is offered here by Longwood University. For schedules, registration materials or general information, contact the Office of Graduate Studies at 434.395.2707, 877.267.7883 (toll free), or e-mail at [graduate@longwood.edu](mailto:graduate@longwood.edu).
2. The Southern Virginia Higher Education Center (SVHED) is located in South Boston, Virginia and offers complete graduate programs in Education as well as individual courses for licensure renewal or personal enrichment. For schedules, registration materials or general information, please call the SVHED at 434.572.5443 or 1.800.283.0098 or contact the Office of Graduate Studies at 434.395.2707, 877.267.7883 (toll free), or e-mail at [graduate@longwood.edu](mailto:graduate@longwood.edu).
3. Powhatan County High School, located at 1800 Judes Ferry Road, is a new off-campus site for Longwood University beginning in the summer of 2005. Graduate education courses for licensure renewal or personal enrichment are offered. For schedules, registration materials or general information, please call the Center at 804.598.5710, ext. 307 or contact the Office of Graduate Studies at 434.395.2707 or e-mail at [graduate@longwood.edu](mailto:graduate@longwood.edu).
4. Graduate classes are also available online via the Internet. For schedules, registration and general information, go to <http://www.longwood.edu/online> or call 434.395.2707 or 877.267.7883 (toll free).

## 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/](http://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. Applicants to the English/Creative Writing program must submit a writing sample of not less than ten (10) and not more than twenty (20) pages in the genre of their choice. (10 pages of poetry **OR** 15 pages of prose/fiction or non-fiction **OR** 20 pages of drama)
5. 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.) For all programs **except** Communication Sciences and Disorders an overall undergraduate GPA of **2.75** (on a 4.0 scale) **OR** a minimum mean score on 2 out of 3 parts (verbal, quantitative, analytical writing) of the General GRE test **OR** a GPA of 3.5 on 6 hours of Longwood graduate courses that are part of the degree program to which the applicant is applying taken as a non-degree registrant within the last 12 months is required. An applicant must be a graduate of a four-year regionally accredited college or university. For the Communication Sciences and Disorders program an applicant must have an overall undergraduate GPA of **3.0** (on a 4.0 scale) and submit scores from the General GRE test.
6. 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.**
7. A copy of your teaching license is required if applying to one of the Education degree or graduate licensure programs that require a teaching license as a prerequisite.
8. A copy of passing scores on Praxis I, or an equivalent SAT score, are required if applying to any of the four initial licensure programs.
9. Once you have compiled **ALL of the above**, mail the complete application to the Office of Graduate Studies, Longwood University, 201 High Street, Farmville, VA 23909. A complete application consists of the application form, the essay, a minimum of two recommendations, a copy of your teaching license if applicable, a copy of Praxis I or equivalent SAT scores if applicable, a copy of GRE scores if applicable, a writing sample if applicable, and official transcripts from **all** colleges/universities attended. (Application packets obtained from the

Office of Graduate Studies contain a large, return envelope with a checklist of the above items. Optional items that may be included with the application are a personal vitae or résumé, a writing sample, and additional recommendations.)

10. Mail the \$40.00 non-refundable application fee (payable to Longwood University) 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.)
11. For optimum consideration for all programs, completed applications **should** 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 reviews applications monthly **on a rolling basis**. 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/](http://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 (payable to Longwood University) 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 \$50.00 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 offer-of-admission letter from the Office of Graduate Studies. Deposits, made payable to Longwood University, are processed in the Office of Cashiering and are refundable provided a written withdrawal/refund request is submitted 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. **No more than nine** Longwood non-degree graduate hours may be counted towards a degree, certificate or licensure program. Students are expected to apply to a Longwood graduate program **prior to enrolling in classes**. At the latest, all application materials should be received **before the completion of six hours**.
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 \$50.00 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 \$50.00 fee along with the \$40.00 *Application for Graduate Admission fee* (both payable to Longwood University) 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) they are no more than five years old, 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](http://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. The credential evaluation may require a fee to be paid which is the student's responsibility.

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, medical 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](mailto: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/](http://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 POLICY

The tuition and fees indicated are estimated for the 2005-2006 academic year and are subject to change by the Board of Visitors at any time.

## Fees and Expenses for Graduate-Level Students Enrolled in On-Campus\* Courses, Independent Studies, and/or Internships:

\*Credits offered through the Farmville, Virginia campus

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition	\$233.00	\$504.00
Activity Fee	N/A	N/A
Comprehensive Fee	122.00	122.00
Technology Fee	1.47	1.47
Registration Fee	1.50	1.50
Capital Outlay Fee	.00	1.67
<b>TOTALS</b>	<b>\$357.97</b>	<b>\$630.64</b>

## Fees and Expenses for Graduate-Level Students Enrolled in Off-Campus\* Courses

\*Includes course sections numbered 90 and above

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

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition	\$233.00	\$504.00

Activity Fee	N/A	N/A
Comprehensive Fee	25.00	25.00
Technology Fee	1.47	1.47
Registration Fee	1.50	1.50
Capital Outlay Fee	.00	1.67
<b>TOTALS</b>	<b>\$260.97</b>	<b>\$533.64</b>

**Fees & Expenses for Graduate-Level Students Enrolled in Longwood Online Courses:**

Charges per credit hour:	Virginia Students	Non-Virginia Students
Tuition	\$233.00	\$504.00
Online Fee	40.00	40.00
<b>TOTALS</b>	<b>\$273.00</b>	<b>\$544.00</b>

**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.

**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.
- 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 is charged for each automobile registered. Parking on campus is permitted only if the permit issued on payment of this fee is displayed. Automobile registration rates for Fall 2005-Spring 2006 may be obtained from Parking Services: [www.longwood.edu/police](http://www.longwood.edu/police).

**Returned Check Fee:** A fee of \$30.00 is charged for each check returned due to non-sufficient funds, stopped payment, account closed, etc.

**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 2005-2006 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.

## **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 and the application process.

## **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 15th, and payment will be due on or about August 15th. 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, 201-A Lancaster. 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/studentaccounts/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. Failure to submit approved tuition assistance authorizations (and, if applicable, personal payments) at the time of registration could result in the assessment of late payment fees. If assessed, late payment fees will be charged to the student.

### **LATE PAYMENT FEES**

Any student account not paid in full or secured by Financial Aid, the Monthly Payment Plan, and/or approved Third Party Tuition Assistance will be assessed a late payment fee of 10% of the unsecured past-due 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.*

### **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 PBN (Personal Billing Number) and will be liable for any charges made with their PBN. All students are required to pay LancerNet 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,

processing of transcripts, and awarding of diploma. The student's PBN 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.

Information and Instructional Technology Services will be billed for full months only. No credits will be given for partial months.

The Information and Instructional Technology Services Department will use the free Longwood University e-mail address provided to all students for notification purposes. Other e-mail addresses will not be maintained in the CMS (LancerNet) database.

### **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 "ONLINE" COURSES OFFERED THROUGH ONLINE @ LONGWOOD UNIVERSITY**

Once a student has registered, pre-registered, or otherwise been assigned an Online course, he/she must officially drop before the close of business on the date of the first class meeting to prevent tuition and online fee charges. Registered students wishing to drop Online 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. Also, after the last date to drop an Online course, no refunds or financial credits will be issued to students who withdraw without academic penalty.

#### **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. Also, after the last date to drop an Intersession course, no refunds or financial credits will be issued to students who later 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:** The following actions will NOT substitute for formal withdrawal and will NOT release a student's financial obligation:

1. Failure to attend class(es) after registering
2. Requesting release of official transcript to other colleges or universities

3. Canceling financial aid
4. Canceling housing assignments and/or board (meal) plans

**All Students -** Please note that 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*.

**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 POLICY 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:**

\* Excludes Off-Campus, Online, and/or Intersession courses--please reference separate withdrawal policies, listed under separate headings within this Catalog.

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 capital outlay 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](http://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 POLICY 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:**

\* Excludes Off-Campus, Online, and/or Intersession courses--please reference separate withdrawal policies, listed under separate headings within this Catalog.

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 Off-Campus Classes**

The following financial withdrawal policies apply to students withdrawing from off-campus classes (course sections numbered 90 and above):

1. Students who withdraw before the second class meeting will be assessed tuition and fee charges for one credit hour per class. 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 the 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.
2. After the second class, students will be assessed full tuition and fees for the course. In unusual circumstances, refunds beyond the above schedule may be recommended by Longwood's Tuition Appeals Committee. 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](http://www.longwood.edu/studentaccounts/tuitionappealform.doc). Enforced withdrawals, such as disciplinary suspension, do not involve credits or refunds beyond the above schedule.

### **Graduate Students:**

Requests for withdrawals from all off-campus classes 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:**

Requests for withdrawals from off-campus classes must be submitted to the appropriate College Dean (Arts & Sciences, Business & Economics, Education & Human Services). Correspondence should be addressed to:

Dean of the College of (insert appropriate college)  
Longwood University  
201 High Street  
Farmville, Virginia 23909

## **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 formal withdrawal from the University, 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://www.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](mailto: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](http://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 \$15,000 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 College 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 for programs requiring 30 to 39 total hours; no later than the completion of 36 credit hours for

- programs requiring 45 to 57 total 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 degree program.
  4. Complete the thesis, the comprehensive examination, the collaborative research, or the action research inquiry project.
  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 or fax with the Office of Registration; or by the WEB Information Network (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 and licensure 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 with their advisor; by mail or fax with the Office of Registration; by the WEB Information Network (WIN); or in person in the Registration Office or at the Southern Virginia Higher Education Center (SVHED) in South Boston, or the Powhatan Center at Powhatan County High School. Off-campus offerings at the SVHED are published there and the Registration Office publishes all other off-campus offerings. Contact the SVHED, or the Powhatan Center or the Office of Graduate Studies for more details. The registration deadline is two weeks prior to the first day/night of class. Off-campus courses will be cancelled due to insufficient enrollment 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 or available at [www.longwood.edu/graduatestudies](http://www.longwood.edu/graduatestudies). Online students should consult the policies posted at [www.longood.edu/online](http://www.longood.edu/online).

### **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. Online policies are posted at [www.longwood.edu/online](http://www.longwood.edu/online).

### **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, action 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 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 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 any off-campus class (course sections numbered 90 and above), 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.

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 Policy – 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 from another accredited institution and applied to a graduate program at Longwood.

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 graduate 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 graduate course 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 (thesis defense), 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/TEACHER RESEARCH/ACTION RESEARCH INQUIRY PROJECT**

Collaborative research, teacher research or action research are options 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, teacher research, or action research inquiry project 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/teacher research/action research): the original copy of the ready-for-publication article shall follow the guidelines of a reputable content area journal.

The collaborative research, teacher research, or action research inquiry project 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 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 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, Teacher Research, or Action Research Inquiry Project Director schedules a date for the 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 research defense takes place; d) the research director submits written notification to the Registrar of the successful defense including the collaborative research, teacher research, or action research inquiry project title; e) the research director awards the final grade in Collaborative Research, teacher research, or Action Research Inquiry Project; f) the graduate student delivers the 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 research; and h) the graduate student submits the abstract to the Office of Graduate Studies.

## **COMPREHENSIVE EXAMINATION**

The comprehensive examination, if required by the program, will normally be taken in the last semester of the program. Students must have completed or be enrolled to allow for completion of 30-40 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 complete a thesis, collaborative research, teacher research, or action research inquiry project requirement do not take a comprehensive exam.

Students must register for the comprehensive examination (CSDS/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 study 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 program 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 – Communication Sciences & Disorders**

**Dr. Elizabeth A. Power-deFur, Chair**

**Department of Education, Special Education, Social Work and Communication Disorders  
434.395.2369, [powerdefurea@longwood.edu](mailto:powerdefurea@longwood.edu)**

The major in Communication Sciences and Disorders will begin offering courses in the fall of 2006 leading to the Master of Science degree. This program will provide in-depth course work and practicum experiences designed to provide students a scholarly foundation and expertise in areas of articulation-phonology, infant and child language disorders, voice disorders, craniofacial anomalies, motor speech disorders, stuttering, aural rehabilitation, dysphagia, and aphasia. Advanced training will involve practicum experiences with a diverse population of adults and children, in a minimum of three different practicum settings. The Master's degree is the entry-level degree for employment as a speech-language pathologist and prepares students for the remediation of communication disorders.

Successful completion of the program meets current eligibility requirements for the American-Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) in Speech-Language Pathology, the Commonwealth of Virginia Professional Licensure, and Virginia Department of Education Teacher Licensure with an endorsement in Speech and Language Disorders.

## **ADMISSION**

Applicants to this program must have either an undergraduate degree in Communication Disorders or an undergraduate degree in an unrelated discipline plus completion of the following speech-language pathology prerequisites: Anatomy and Physiology of the Speech and Hearing Mechanisms, Phonetics (Transcription), Speech Science, Introduction to Audiology and Hearing Science, Language Development Across the Lifespan, Phonology and Language Disorders, Introduction to Clinical Practice, and Neurology of Human Communication. In addition to the general admission requirements, applicants must have a 3.00 undergraduate GPA and complete the general test of the Graduate Record Examination (GRE).

## **CLINICAL EXPERIENCE**

All students are required to participate in the Longwood University Speech-Language Clinic Program. To meet ASHA accreditation requirements, all students must complete a minimum of 325 hours of supervised clinical experience at the graduate level and a minimum of 400 hours, including 25 observation hours, from the combined undergraduate and graduate programs. The 400 hours will include experience in the evaluation and treatment of children and adults and with a variety of types and severities of disorders of speech, language and hearing. Completion of at least 30 graduate clinic hours is recommended in the Longwood University Speech-Language clinic prior to off-campus practicum placement. Students must complete a minimum of two off-campus practicum experiences approved by the Communication Sciences and Disorders program.

Admission to the graduate program does not guarantee admission to off-campus practicum placements. Admission to these placements depends on the quality of the graduate student's academic record, clinical performance in the University clinic, and possession of characteristics necessary to pursue a career in speech-language pathology. Permission to engage in an off-campus practicum or externship requires application by the student, 25 hours of approved observation, and will be the decision of the CSDS Clinical Affairs Committee based on the criteria developed for off-campus practicum placement. Students must complete an application and 150 clinical clock hours prior to initiation of an externship.

A minimum letter grade of B- must be earned in each CSDS practicum and externship course in order to count the clinical clock hours. To graduate with a Master's degree in Communication Sciences and Disorders, a minimum of 13 credit hours of practicum/externship must be completed with a maximum of 16 credit hours allowed. Each student will plan practicum experiences with an advisor; however, each student will assume responsibility for the accumulation of the necessary ASHA clock hours.

## **TEACHER LICENSURE OPTION**

Speech-language pathologists seeking public school employment in the Commonwealth of Virginia are required to earn teacher licensure. The complete requirements for licensure, which include a Master's degree, are described on the Virginia Department of Education web page under Licensure Regulations for School Personnel at <http://www.pen.k12.va.us/VDOE>.

All majors are strongly encouraged to take Praxis I as well as the specific courses that are required for teacher licensure as part of their undergraduate studies. Certain courses not completed during the undergraduate experience may be completed at the graduate level. In addition to the undergraduate course recommendations for teacher licensure, the following course must be taken at the graduate level: SPED 545 – Psychoeducational Assessment.

## **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 study 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 40 semester hours of course work, 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 Communication Sciences & Disorders 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 (CSDS 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. Some programs provide study guides, which will be included with the above notification.

Students who fail the examination shall be allowed one re-examination. The Communication Sciences & Disorders 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 CSDS 699 in that term and paying the \$35.00 course fee. 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.

## **COMMUNICATION SCIENCES AND DISORDERS**

### **PROGRAM REQUIREMENTS**

CSDS 520	Language Disorders in Infants and Preschool Children (3)
CSDS 522	Advanced Study in Articulation and Phonology (2)
CSDS 525	Language Disorders in School-Aged Children and Adolescents (3)
CSDS 530	Ethics and Professional Issues in Communication Disorders (2)
CSDS 540	Aural Rehabilitation (3)
CSDS 542	Motor Speech Disorders (2)
CSDS 565	Public School Methods in a Diverse Society (3)
CSDS 575	Fluency Disorders (2)
CSDS 580	Initial Practicum in Speech-Language and Hearing (2)
CSDS 610	Feeding and Swallowing Disorders Across the Lifespan (3)
CSDS 615	Aphasia and Right Hemisphere Disorders (3)
CSDS 620	Traumatic Brain Injury (1)
CSDS 625	Voice Disorders (3)
CSDS 630	Craniofacial Anomalies (1)
CSDS 640	Augmentative and Alternative Communication (1)
CSDS 680	Practicum in Speech-Language, Hearing, and/or Dysphagia (1-4)
CSDS 685	Externship in Speech-Language and Hearing, and/or Dysphagia (3-6)
CSDS 699	Comprehensive Examination (0)
EDUC 502	Research Design
<b>TOTAL HOURS REQUIRED</b>	<b>48</b>

# Master of Science - Education

**Dr. Elizabeth A. Power-deFur, Chair**

**Department of Education, Special Education, Social Work, and Communication Disorders**

**434.395.2369, powerdefurea@longwood.edu**

Within the Department of Education, Special Education, Social Work, and Communication Disorders, there are fourteen areas of concentration leading to the Master of Science degree in Education. They are Community & College Counseling; Curriculum & Instruction Specialist/Elementary; Curriculum & Instruction Specialist/English; Curriculum & Instruction Specialist/K-8 Mathematics; Curriculum & Instruction Specialist/LD, E/BD & Mild MR; Curriculum & Instruction Specialist/Modern Languages; Curriculum & Instruction Specialist/Music; 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 Education graduate licensure-only programs in Educational Leadership, School Library Media, and Special Education PreK-12.

## **GRADUATE PROFESSIONAL SEMESTER FOR INITIAL LICENSURE**

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 Curriculum and Instruction Specialist/Music, 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/TEACHER 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 Curriculum and Instruction Specialist/Music, the Special Education/Liberal Studies 5-year Concentration, and the Special Education PreK-12 Initial Licensure concentration. The collaborative research or teacher 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 or teacher research proposal. It is then submitted to the student's research committee. The student's 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 or teacher 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 study 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 in the C&I Specialist/English, please see the English listing for more specifics.)

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. Some programs provide study guides, which will be included with the above notification.

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 concentration offered in the Education major. There are fourteen concentrations leading to the Master of Science degree in Education and three concentrations leading to Education graduate 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 in 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. Completion of this program does not meet all of the eligibility requirements for licensure in Virginia. Information may be obtained at [www.cce-global.org/va/varequirements.htm](http://www.cce-global.org/va/varequirements.htm). To view Virginia state code information on the LPC license, please access the following web sites,  
<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-40>,  
<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-49>,  
<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-51>,  
<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-52>

### 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 553	Psycholinguistics (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. Rhonda Brock-Servais, Program Coordinator  
434.395.2695, brockservaisrl@longwood.edu

Students in this program are expected to have an English minor or equivalent and possess a valid Virginia Collegiate Professional License or equivalent from another state. Completion of the program meets current eligibility requirements for 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 with a Curriculum and Instruction Specialist in English concentration 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	Advanced 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	Studies in 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)
<b>ELECTIVE COURSES. (9) Select three or more from the following:</b>	
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)
<b>TOTAL HOURS REQUIRED</b>	<b>30</b>

### **CURRICULUM AND INSTRUCTION SPECIALIST/K-8 MATHEMATICS**

Dr. Sharon Emerson-Stonnell, Program Coordinator  
434.395.2197. emersonstonnellss@longwood.edu

The K-8 Mathematics 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 mathematics. Virginia teachers at the elementary and middle school levels must possess a deep understanding of the mathematics they are teaching, an understanding of how it connects to higher levels of mathematics, and a skilful use of methods to guide students in the learning. Well-prepared teacher leaders in a specialist's role can have a significant influence on strengthening content, pedagogical, and assessment knowledge of those classroom teachers who are inadequately prepared to deliver significant mathematics programs. They can also provide the professional development that is critical for improving instruction and student learning. Applicants to this program must hold a valid Virginia Collegiate Professional Teaching License or equivalent from another state. Completion of this program meets current eligibility requirements for the Postgraduate Professional License and an add-on endorsement as a K-8 Mathematics Specialist.

Development of the mathematics courses for this program is the result of a cooperative arrangement by the University of Virginia, the University of Mary Washington, James Madison University, Norfolk State University, Virginia Commonwealth University, Virginia Tech, and Longwood University. A consortium agreement with these partner institutions has established five jointly developed core mathematics courses as transferable across member institutions.

#### **PROGRAM REQUIREMENTS**

EDUC 502	Research Design (3)
EDUC 508	Introduction to Elementary Curriculum, Instruction and Assessment (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 671	Supervision and Evaluation of Instruction and Instructional Programs (3)
EDUC 699	Comprehensive Examination (0)
MAED 623	Teaching Mathematics in Grades K-8 (3)
MAED 650	Mathematics Specialist Leadership (3)

MATH 651	Numbers and Operations for K-8 Teachers (3)
MATH 653	Rational Numbers and Proportional Reasoning for K-8 Teachers (3)
MATH 655	Functions and Algebra for K-8 Teachers (3)
MATH 657	Geometry and Measurement for K-8 Teachers (3)
MATH 659	Probability and Statistics for K-8 Teachers (3)
<b>TOTAL HOURS REQUIRED</b>	<b>33</b>

### **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 Specialist in LD, E/BD, and MMR program must possess a valid Virginia 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 548; 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 meets current eligibility requirements for the Postgraduate Professional License.

Students admitted to this program are expected to present an undergraduate major in the language of concentration and a valid Virginia 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/modernlanguages/Institutes.html](http://www.longwood.edu/modernlanguages/Institutes.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**

### **CURRICULUM AND INSTRUCTION SPECIALIST/MUSIC**

Dr. Patricia D. Lust, Program Coordinator  
434.395.2049, lustpd@longwood.edu

The Music Curriculum and Instruction Specialist concentration offers two tracks: teacher research and thesis. The thesis track allows students to develop music research tools, focus on an area of study pertinent to the field, research, write, and present that body of work. The teacher research track allows students to develop research projects in concert with their current teaching situations. Both tracks are designed for musicians currently teaching at all levels in the school system who wish to improve teaching skills and deepen their knowledge in a particular area of music. A recognized undergraduate degree in music education, a video of teaching or rehearsal and a valid Virginia Collegiate Professional Teaching License or equivalent from another state are required for admission.

#### **PROGRAM REQUIREMENTS**

EDUC 520 Literacy Development and Cultural Awareness (3)  
EDUC 542 Curriculum Development in the Elementary School (3)  
OR 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)  
MUSC 519 M.I.D.I and Computer Applications in Music (3)  
MUSC 581 Applied Study (2)  
MUSC 631 Research in Music (3)  
MUSC 690 Thesis (6)  
OR MUSC 691 Teacher Research (6)  
REQUIRED MUSIC ELECTIVES (4-5). Select a minimum of two from the following  
MUSC 542 Conducting seminar - choral (2)  
MUSC 543 Conducting seminar - instrumental (2)  
MUSC 544 Music in the Integrated Curriculum (3)  
MUSC 546 Vocal Pedagogy (2)  
MUSC 588 Composition (2)  
MUSC 595 Special Topics (1-3)  
MUSC 645 Piano Pedagogy (2)  
MUSC 661 Instrument Repair (1)  
MUSC 681 Applied Music (2)  
MUSC 688 Composition (2)  
MUSC 695 Special Topics (1-3)  
**TOTAL HOURS REQUIRED 30 – 31**

NOTE: Applied Music - For areas we don't have among our resident faculty, we will draw on Richmond symphony players. Students may have to travel to applied lessons at their own expense. For off-campus programs, students will have to travel to Longwood for lessons.

#### **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 valid Virginia 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 valid Virginia 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 F. Carrington, Program Coordinator

434.395.2608, carringtondf@longwood.edu

The Elementary Curriculum and Instruction Specialist concentration is designed for individuals who already possess a valid Virginia Collegiate Professional License or equivalent from another state, have taught for several years (highly recommend a minimum of eight years), and wish to update and enhance their instructional skills. Completion of this program meets current eligibility requirements for 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)
MAED 623	Teaching Mathematics in Grades K-8 (3)
EDUC 699	Comprehensive Examination (0)
<b>TOTAL HOURS REQUIRED</b>	<b>36</b>

#### **ELEMENTARY EDUCATION PREK-6 INITIAL LICENSURE**

Dr. Deborah F. Carrington, Program Coordinator  
434.395.2608, carringtondf@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 meet current eligibility requirements for 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 the arts); 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 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)
MUSC 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)
SPED 515	Survey of Exceptional Students (3)
MAED 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)
<b>TOTAL HOURS REQUIRED</b>	<b>48</b>

### **GUIDANCE AND COUNSELING**

Dr. Frank J. Howe, Program Coordinator  
434.395.2338, howfj@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)
<b>TOTAL HOURS REQUIRED</b>	<b>39</b>

### **LITERACY AND CULTURE**

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

The concentration in Literacy and Culture is designed for teachers who wish to: (a) upgrade their knowledge and skills for teaching literacy in the PK-12 classroom; (b) be an instructional specialist; and/or

(c) work in alternative support programs. The 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. Upon successful completion of this 36 hour program, a Master of Science in Education and eligibility to receive an endorsement as a Reading Specialist PreK-12 will be earned. This degree provides teachers the opportunity to investigate research-based theories in reading and writing, how to best put theory into effective practice, and how culture impacts teaching and learning. The goal of this program is to produce competent teacher-leaders able to teach reading and writing across the curriculum within the parameters of research-based literacy techniques and assessments.

Students entering this program must possess a valid Virginia Collegiate Professional License or equivalent from another state. Prior to entering, students should have one undergraduate or graduate course in reading, writing or another literacy-related area.

NOTE: Students are advised to contact the program coordinator and create a course completion plan upon being admitted to the program.

#### PROGRAM REQUIREMENTS

EDUC 502	Research Design (3)
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) *
EDUC 629	Literacy Assessment, Diagnosis, and Evaluation (3)
EDUC 645	Developing Teacher Leaders within School Communities (3)
EDUC 699	Comprehensive Examination (0)

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

EDUC 527	Working with the Struggling Student (3)
EDUC 529	Teaching Comprehension Strategies (3)
EDSL 520	Library Resources for Children (3)
EDSL 530	Library Resources for Young Adults (3)
SPED 515	Survey of Exceptional Students (3)
SPED 520	Language Development and Disorders (3)

OR another three-credit course approved by the advisor

**TOTAL HOURS REQUIRED 36**

\*EDUC631 Reading Specialist/Coach Internship (6) can be taken in place of EDUC 627 IF you are a full time reading teacher in a school when you apply to the program and remain so throughout the program. Documentation will be required.

#### 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, Spanish, or English as a Second Language. Upon successful completion of the program, students meet current eligibility requirements for the Virginia Postgraduate Professional Teaching License with an endorsement to

teach PreK-12 French, German, Spanish, or English as a Second Language 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 (except for ESL candidates) 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 47.

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. English as a Second Language students must present the equivalent of at least three upper-level undergraduate courses in a foreign language for admission, or may take these undergraduate courses during the course of their study in this program. Students may select French, German, Spanish or English as a second language 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/modernlanguages/Institutes.html](http://www.longwood.edu/modernlanguages/Institutes.html).

### **PROGRAM REQUIREMENTS**

- EDUC 506 Contemporary Social Issues in American Education (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 /TESL 500 Approaches to Teaching French/German/Spanish/English as a second language (3)
- FREN/GERM/SPAN /TESL 601 Graduate Directed Teaching French/German/Spanish/English as a second language (6)
- PSYC 553 Psycholinguistics (3)
- FREN/GERM/SPAN REQUIRED ELECTIVE COURSES (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)  
**ESL REQUIRED COURSES AND ELECTIVES (15).** Complete three required courses and select two elective courses from the approved choices.  
 EDUC 520 Literacy Development and Cultural Awareness (3)  
 EDUC 524 Emergent and Early Language Acquisition and Literacy Instruction (3)  
 ENGL 579 Writing: Theory and Practice in the Middle, Secondary and College Classroom (3)  
**ENGLISH ELECTIVE:** Select a minimum of one course.  
 ENGL 541 Ethnic Literature (3)  
 ENGL 542 Regional Literature (3)  
 ENGL 543 Postcolonial Literature (3)  
 ENGL 544 Literature and Culture (3)  
**LANGUAGE ELECTIVE:** Select a minimum of one course.  
 FREN 501-595 (3)  
 GERM 501-595 (3)  
 SPAN 501-595 (3)  
**TOTAL HOURS REQUIRED 33-36**

### **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 Virginia 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 meets current eligibility requirements for the Virginia Postgraduate Professional License with an endorsement as a school library media specialist in grades preK-12.

### **PROGRAM REQUIREMENTS**

EDUC 502 Research Design (3)  
 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 Virginia Collegiate Professional License or equivalent from another state who want to be eligible 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. Successful completion of this program meets current eligibility requirements for an endorsement as a school library media specialist in grades preK-12.

### 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)
<b>TOTAL HOURS REQUIRED</b>	<b>27</b>

## SPECIAL EDUCATION/LIBERAL STUDIES FIFTH YEAR

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

The Special/Education/Liberal Studies Fifth Year 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. Successful completion of this program leads to the Master of Science degree and meets current eligibility requirements for the Virginia 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 548,



	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)
<b>TOTAL HOURS REQUIRED</b>	<b>36</b>

### **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 meet eligibility requirements for the Virginia 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 47.

#### **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)
<b>READING COURSES (6) Select two courses from the following:</b>	
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)
<b>TOTAL HOURS REQUIRED FOR LICENSURE</b>	<b>48</b>

#### **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)
<b>TOTAL HOURS REQUIRED FOR DEGREE</b>	<b>54/57</b>

# MASTER OF ARTS - ENGLISH

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

**Dr. Rhonda Brock-Servais, Program Coordinator**  
**434.395.2695, brockservaisr1@longwood.edu**

The Department of English and Modern Languages offers a program leading to the degree of Master of Arts in English with concentrations in Creative Writing, in Literature, in English Education and Writing, or in English 6-12 Initial Licensure. All graduate students in the Creative Writing or Literature concentration must write a thesis; students in the English Education and Writing concentrations may choose to write a thesis or take a comprehensive examination; students in the 6-12 Initial Licensure concentration may choose to complete an action research project or take a comprehensive examination. The program coordinator serves as advisor to students in all four 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 in Education/Curriculum and Instruction Specialist/English, the Master of Science in Education/Curriculum and Instruction Specialist/Modern Languages, and the Master of Science in Education/Modern Languages PreK-12 Initial Licensure. See pp. 50-51, 53-54. and 59-60 for program requirements.

## **ADMISSION**

### **Creative Writing**

Students admitted to the Creative Writing concentration are expected to have at least an undergraduate minor in English. Consideration will be given to those having the equivalent of 18 hours beyond the general education level, but such consideration will depend on the courses taken. More undergraduate preparation may be required at the discretion of the departmental graduate committee. Applicants must submit a writing sample of not less than ten (10) and not more than twenty (20) pages in the genre of their choice. (10 pages of poetry or 15 pages of prose/fiction or non-fiction or 20 pages of drama) Final admission to the concentration is granted based on the quality and potential of the work submitted as determined by the Creative Writing Reading Committee.

### **Literature**

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.

### **English Education and Writing**

Students admitted to the English Education and Writing concentration are expected to have an English major, minor or equivalent.

### **English 6-12 Initial Licensure**

Students admitted to the English 6-12 Initial Licensure concentration are expected to have an undergraduate major or at least a minor (18 credit hours) in English with courses in grammar and linguistics required. Survey courses in American, British, and world literature are preferred and additional undergraduate preparation may be required at the discretion of the departmental graduate committee. All applicants must have passed the Praxis I or have the equivalent SAT or ACT scores.

## **GRADUATE PROFESSIONAL SEMESTER FOR INITIAL LICENSURE**

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. To be eligible, a student must have a 3.00 GPA, passing scores on Praxis I 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**

### **Creative Writing**

The candidate for the Master of Arts - English with a concentration in Creative Writing is required to complete a creative thesis. Students in this concentration should wait to register for thesis (ENGL 600) until a minimum of two (2) workshop course requirements have been met as the student's thesis will be comprised of work produced and revised over the course of study. In preparation for thesis completion and defense, and in coordination with the program director, the student will select a thesis director from the Creative Writing faculty. The second faculty selection for the committee should also be a member of the Creative Writing faculty. To complete the committee, the student may choose any member of the English graduate faculty. The student's thesis director serves as chair of his/her thesis committee. As soon as a member of the graduate Creative Writing faculty agrees to act as director for the thesis, the student should submit a one-page thesis proposal to the program coordinator. This 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 and the Creative Writing program coordinator must approve exceptions to the members of the thesis committee.) The thesis, a body of work in the student's primary genre, should be of publishable quality and must be introduced by a critical abstract.

Each student must successfully defend his/her thesis in an oral examination. This defense, focusing on elements related to thesis content, craft and specific genre should take place as soon as possible after the thesis is completed (see English 600 course description for deadline information). The completed thesis, when approved, will carry the signatures of the members of the thesis committee.

The thesis shall follow industry-standard manuscript format. The student is to supply three copies, two of which will be placed in the Library and another in the departmental library. See p. 40 for further information on thesis preparation.

### **Literature/English Education & Writing**

The candidate for the Master of Arts - English with a concentration in Literature or English Education and Writing 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 three copies, two of which will be placed in the Library and another in the departmental library. See p. 40 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).

### **ACTION RESEARCH INQUIRY PROJECT**

The candidate for the Master of Arts ^ English with a 6-12 Initial Licensure concentration may choose to conduct an action research inquiry project of their choice based on an education issue related to the teaching of English. This action research inquiry project should be the basis for a completed, publishable article that will be submitted to a juried journal of quality. Students should register for ENGL 602 to satisfy this requirement during the final year of their program. Grading for this three (3) credit course will be Pass/Fail. In consultation with their project director, students will select a committee of two additional readers. One of the readers may be an education faculty member with expertise in the candidate,s inquiry area and the other can be a member of the English graduate faulty (an exception may be granted by the English Graduate Committee upon petition). The completed research project must be presented to the examining committee no later than four weeks before the end of the semester in which the project is completed. At that time, the candidate must engage in an oral defense of the project with the examining committee. The student is to supply three copies, two of which will be placed in the Library and one in the departmental library. See pp. 40-41 for further information on action research inquiry project preparation.

### **COMPREHENSIVE EXAMINATION**

Students in the Master of Arts in English with a concentration in English Education and Writing that elect not to write a thesis; **or** students in the Master of Arts in English with a concentration in English 6-12 Initial Licensure that elect not to complete an action research project; **and** students in the Master of Science in Education: with a Curriculum and Instruction Specialist in English concentration 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 a 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.

### **CREATIVE WRITING**

#### **PROGRAM REQUIREMENTS:**

CORE REQUIREMENTS: (24) Includes thesis, professional, workshop and literature requirements.

THESIS: (6)

ENGL 600 Thesis (6)

PROFESSIONAL: (3) Select one (1) of the following.

ENGL 570 Professional Writing (3)

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

ENGL 603 Teaching Creative Writing (3)

ENGL 604 The Business of Creative Writing (3)

WORKSHOP: (6) Select two (2) from the following.

ENGL 510/C Advanced Creative Nonfiction Writing (3)

ENGL 510/D Advanced Dramatic Writing (3)

ENGL 510/F Advanced Fiction Writing (3)

ENGL 510/P Advanced Poetry Writing (3)

LITERATURE: (9) Complete:

ENGL 562 Literary Criticism (3)

And select two (2) additional graduate level literature courses one of which must be at the 600-level.

ELECTIVE REQUIREMENTS: (12) Includes literature and workshop requirements.

LITERATURE: (6)

Select one (1) course from the following.

ENGL 511 The Epic (3)

ENGL 531 Arthurian Literature (3)

ENGL 512 Poetry (3)

ENGL 532 Women and Literature (3)

ENGL 513 The Novel (3)

ENGL 541 Ethnic Literature (3)

ENGL 514 Short Story (3)

ENGL 542 Regional Literature (3)

ENGL 515 Drama (3)

ENGL 543 Postcolonial Literature (3)

ENGL 522 Major Figures in Fiction (3)

ENGL 544 Literature and Culture (3)

ENGL 523 Major Figures in Poetry (3)

ENGL 581 Literature for Young Adults (3)

ENGL 525 Studies in Shakespeare (3)

ENGL 595 Special Topics (3)

Select one (1) course 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 Special Topics (3)

WORKSHOP: (6) One advanced workshop outside the student's primary genre is required.

Advanced workshops may be repeated once for credit in the primary genre. Select two (2) courses from the following.

ENGL 510/C Advanced Creative Nonfiction Writing (3)

ENGL 510/D Advanced Dramatic Writing (3)

ENGL 510/F Advanced Fiction Writing (3)

ENGL 510/P Advanced Poetry Writing (3)

**TOTAL HOURS REQUIRED: 36**

## **ENGLISH EDUCATION AND WRITING**

### **PROGRAM REQUIREMENTS**

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

ENGL 510 Advanced 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 Studies in 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 to 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 Studies in 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)
<b>TOTAL HOURS REQUIRED</b>	<b>36</b>

## **LITERATURE**

### **PROGRAM REQUIREMENTS**

#### **REQUIRED COURSE**

ENGL 600 Thesis (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	Studies in 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	Advanced 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 6-12 INITIAL LICENSURE**

### **PROGRAM REQUIREMENTS**

**CORE EDUCATION REQUIREMENTS.** (15)

EDUC 506	Contemporary Social Issues in American Education (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)
EDUC 679	Inquiry into School Communities (3)
ENGLISH REQUIREMENTS. (30)	
ENGL 510	Advanced Creative Writing (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 550	The English Language in Cultural Context (3)
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)
ENGL 601	Graduate Directed Teaching in the Middle and Secondary Classroom (6)
ENGL 602	Action Research Inquiry Project (3)
OR ENGL 699	Comprehensive Examination (0)
	(In lieu of the action research inquiry project, students selecting the comprehensive examination option must register for the exam and take one of the following courses: ENGL 611, 621, 631, 641, 651, 661, 671, 681, 691, or 695)
<b>TOTAL HOURS REQUIRED: 45</b>	

### **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, complete an action research inquiry project, or take a comprehensive examination. Students in the Creative Writing and Literature concentration must write a thesis; students in the English Education & Writing concentrations may choose to write a thesis or take a comprehensive examination; and students in the 6-12 Initial Licensure concentration may complete an action research inquiry project or take a comprehensive examination.
3. The student writing a literature thesis should obtain from the program coordinator an information sheet listing all the thesis procedures. The creative writing thesis information sheet is available from the creative writing coordinator. The action research inquiry project information sheet is available from the English education coordinator.
4. The student must file an *Application for Graduate Degree* with the Office of Registration no later than the completion of 24 credit hours (36 hours in the 6-12 Initial Licensure concentration) 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.
5. The student writing a thesis or completing an action research inquiry project files an oral examination form containing date, place of scheduled defense, members of the committee, and the title in the Office of Graduate Studies at least four weeks before the scheduled defense. The thesis or action research inquiry project 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.
6. 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.
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 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 off-campus and online 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, 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](mailto: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 Formula-tion 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)

**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)

**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)**

**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.

## **COMMUNICATION SCIENCES AND DISORDERS (CSDS) (Program Begins Fall 2006)**

**COMMUNICATION SCIENCES AND DISORDERS 520.** *Language Disorders in Infants and Preschool Children.* Evaluation and treatment of language disorders in infants, toddlers and preschool children, including high risk factors, interdisciplinary assessment, program planning, and intervention. Fee required - \$10.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 522.** *Advanced Study in Articulation and Phonology.* Etiology, evaluation, and treatment of articulation and phonologic disorders, with clinical application of current research. Fee required - \$10.00. 2 credits.

**COMMUNICATION SCIENCES AND DISORDERS 525.** *Language Disorders in Children and Adolescents.* Identification, evaluation, and treatment of language disorders in school-aged children and adolescents, including the impact of language in educational contexts, formal and informal assessment methods, alternative service delivery models, specific strategies for intervention in our culturally and linguistically diverse population. Prerequisite: CSDS 520. Fee required - \$10.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 530.** *Ethics and Professional Issues in Communication Disorders.* Discussion of the ASHA Code of Ethics, contemporary professional, multi-cultural, and legal issues with application to clinical practice. 2 credits.

**COMMUNICATION SCIENCES AND DISORDERS 540.** *Aural (Re)Habilitation.* This course is designed to provide students with an introduction to the effects of hearing loss on speech/language/communication, hearing conservation, and principles of pediatric and adult hearing (re)habilitation. Fee required - \$10.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 542.** *Motor Speech Disorders.* Assessment and treatment of apraxia and dysarthria. Fee required - \$10.00. 2 credits.

**COMMUNICATION SCIENCES AND DISORDERS 565.** *Public School Methods in a Diverse Society.* This course is a study of service delivery and administrative requirements for public school speech-language pathology programs. The course includes a history of special education; review and application of federal and state requirements associated with special education; language and communication expectations of the classroom; collaborative service delivery approaches; and cultural competency needed to work with diverse students. Fee required - \$10.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 575.** *Fluency Disorders.* Theories of causation, evaluation, and management of disorders of fluency in children and adults. Fee required - \$10.00. 2 credits.

**COMMUNICATION SCIENCES AND DISORDERS 580.** *Initial Practicum in Speech-Language and Hearing.* Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech-language clinic. May be repeated for credit. Fee required - \$125.00. 2 credits.

**COMMUNICATION SCIENCES AND DISORDERS 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.

**COMMUNICATION SCIENCES AND DISORDERS 610.** *Feeding and Swallowing Disorders Across the Lifespan.* Assessment and treatment strategies for infants, children, and adults with feeding and/or swallowing disorders. Fee required - \$35.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 615.** *Aphasia and Right Hemisphere Disorders.* Assessment and treatment of aphasia and right hemisphere disorder. Fee required - \$10.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 620.** *Traumatic Brain Injury.* Assessment and treatment of traumatic brain injury. Fee required - \$10.00. 1 credit.

**COMMUNICATION SCIENCES AND DISORDERS 625.** *Voice Disorders.* This course provides information related to the anatomical and physiological bases for the normal production of voice as well as functional, organic, and neurogenic disorders of voice including theories, evaluation, and therapy methods. Fee required - \$10.00. 3 credits.

**COMMUNICATION SCIENCES AND DISORDERS 630.** *Craniofacial Anomalies.* Etiology and management of communication disorders related to cleft lip, cleft palate and associated disorders with emphasis on interdisciplinary management. Fee required - \$10.00. 1 credit.

**COMMUNICATION SCIENCES AND DISORDERS 640.** *Augmentative Communication.* Introduction to augmentative and alternative communication including the strategies and AAC systems used to improve the communication skills of individuals with limited or nonfunctional speech. Fee required - \$10.00. 1 credit.

**COMMUNICATION SCIENCES AND DISORDERS 680.** *Practicum in Speech-Language and Hearing, and/or Dysphagia.* Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech-language clinic. Prerequisites: CSDS 580 and successful application to the CSDS Clinical Affairs Committee. May be repeated to a maximum of 8 credits. Fee required - \$50.00 per credit. 1-4 credits.

**COMMUNICATION SCIENCES AND DISORDERS 685.** *Externship in Speech-Language and Hearing, and/or Dysphagia.* Directed fieldwork with individuals with communication and/or swallowing disorders. Prerequisites: CSDS 680, completion of 150 clinical clock hours and successful application to the CSDS Clinical Affairs Committee. May be repeated to a maximum of 9 credits. Fee required - \$50.00 per credit. 3-6 credits.

**COMMUNICATION SCIENCES AND DISORDERS 699.** *Comprehensive Examination.* Prerequisites: 3.00 GPA and a minimum of 40 credit hours in the program completed or enrolled in final semester. Course fee - \$35.00. 0 credits.

**ECONOMICS (ECON)**

**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 (EDUC)**

**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 and 3.0 GPA. 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 - \$35.00. 0 credits.

**EDUCATION/SCHOOL LIBRARY MEDIA (EDSL)**

**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: EDSL 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 (ENGL)**

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 510, 511, 512, 513, 514, 515, 522, 523, 525, 531, 532, 541, 542, 543, 544, 562 and all 600 level courses except ENGL 600, 601, 602, 603 and 604.

**ENGLISH 510.** *Advanced Creative Writing.* A workshop course designed for writers. The course will consist of extensive writing in the areas of poetry, drama, fiction and creative nonfiction. This course may be repeated for credit when the topic changes. 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.** *Studies in Shakespeare.* Extended study of specific themes and topics in Shakespeare's works. Topics may include, but will not be limited to: studies of a specific genre (comedy, tragedy, or history), studies of Shakespeare's Roman plays or history plays, or studies in Shakespearean stage or film history. 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 550.** *The English Language in Cultural Context.* An exploration of the intersections among diverse cultures, language structures, and language usage through contemporary linguistics. 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. 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 to be admitted to the program and Praxis II before completion and apply to the Office of Professional

Services one year in advance of their internship placement. Prerequisites: ENGL 579, 580, 581, & 679 and a minimum cumulative GPA of 3.0. Supervisory Fee - \$300.00. 6 credits.

**ENGLISH 602.** *Action Research Inquiry Project.* The Action Research Inquiry Project should be the basis for a completed, publishable article that will be submitted to a juried journal of quality. Students should register for English 602 during the final year of their program. In consultation with their project director, students will select a committee of two additional readers. One of the readers may be an education faculty member with expertise in the candidate's inquiry area and the others can be members of the English graduate faculty (an exception may be granted by the English Graduate Committee upon petition). Upon completion of the project, the student must present it to the examining committee no later than four weeks before the end of the semester in which the project is completed. At that time, the candidate must engage in an oral defense of the project with the examining committee, and after successfully passing the defense, must submit three copies to the Library to be bound, two of which will be placed in the Longwood Library and one in the departmental library. 3 credits.

**ENGLISH 603.** *Teaching Creative Writing.* An exploration of method, theory and practice of teaching Creative Writing. 3 credits.

**ENGLISH 604.** *The Business of Creative Writing.* The business of writing from standpoints of both the writer and the publishing industry. 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 - \$35.00. 0 credits.

## **FRENCH (FREN)**

**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.

#### **GERMAN (GERM)**

**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.

## **HISTORY (HIST)**

**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)**

**MATHEMATICS 651.** *Numbers and Operations for K-8 Teachers.* The course is designed to develop a comprehensive understanding of our number system and how its structure is related to computations and problem solving. Special attention will also be given to children's thinking, how they learn this basic mathematics, their problem solving strategies, and how they construct their understanding of our number system and arithmetic. 3 credits.

**MATHEMATICS 653.** *Rational Numbers and Proportional Reasoning for K-8 Teachers.* This course will cover the basic number strands in fractions and rational numbers, decimals, percents, ratios, and proportions in the school curriculum. Instruction will cover interpretations, computations, and estimation with a coordinated program of activities that develop rational number concepts, skills, and proportional reasoning. 3 credits.

**MATHEMATICS 655.** *Functions and Algebra for K-8 Teachers.* This course will examine representing and analyzing mathematical situations and structures using generalization, algebraic symbols, and reasoning. Attention will be given to the transition from arithmetic to algebra, working with quantitative change, and the description of and prediction of change. 3 credits.

**MATHEMATICS 657.** *Geometry and Measurement for K-8 Teachers.* This course explores the foundations of informal measurement and geometry in one, two, and three dimensions. The van Hiele model for geometric learning is used as a framework for how children build their understanding of length, area, volume, angles, and geometric relationships. Visualization, spatial reasoning, and geometric modeling are stressed. 3 credits.

**MATHEMATICS 659.** *Probability and Statistics for K-8 Teachers.* An introduction to probability, descriptive statistics, and data analysis. Topics studied will include the exploration of randomness, data representation, and modeling. Descriptive statistics will include measures of central tendency, dispersion, distributions, and regression. The analysis of experiments requiring hypothesizing, experimental design and data gathering will also be discussed. 3 credits.

#### **MATHEMATICS EDUCATION (MAED)**

**MATHEMATICS EDUCATION 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.

**MATHEMATICS EDUCATION 650.** *Leadership in Mathematics Education.* This course examines characteristics of a standards-based mathematics program, various pedagogical theories for the teaching and learning of mathematics and developing an attitude of inquiry towards one's own practice. Participants explore using student interviews, observing students in instructional settings, and analyzing student's work to assess student learning and to evaluate instructional practices. Prerequisites: MAED 623. 3 credits

#### **MUSIC (MUSC)**

**MUSIC 519.** *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. 3 credits.

**MUSIC 542.** *Choral Conducting Seminar.* This course is devoted to the development of score study/analysis procedures, interpretation, conducting gestures, rehearsal problems, and choral literature appropriate for high school mixed choirs. Prerequisite: Successful completion of the Theory and Aural Skills Proficiency exam or of MUSC 415. 2 credits.

**MUSIC 543.** *Instrumental Conducting Seminar.* This course is devoted to the development of score study/analysis procedures, interpretation, conducting gestures, rehearsal problems, and instrumental literature appropriate for high school bands. Prerequisite: Successful completion of the Theory and Aural Skills Proficiency exam or MUSC 415. 2 credits.

**MUSIC 546.** *Vocal Pedagogy.* Study of the principles of voice production, voice training, and the history of vocal pedagogy. 2 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 581.** *Applied Music.* One-hour individual lessons or equivalent each week. Applied Fee - \$278.00. 2 credits.

**MUSIC 588.** *Composition.* Music composition. Fourteen one-hour individual lessons or equivalent. Applied Fee - \$278.00. 2 credits.

**MUSIC 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.

**MUSIC 631.** *Music Research.* Graduate level study of research problems and methods in the subject area of music. 3 credits.

**MUSIC 645.** *Piano Pedagogy.* A survey of materials, resources, philosophies, and techniques for teaching piano, with an emphasis on practical aspects. 2 credits.

**MUSIC 661.** *Instrument Repair.* Study of techniques and methods of maintenance and repair of band instruments. 1 credit.

**MUSIC 681.** *Applied Music.* One-hour individual lessons or equivalent each week. Applied Fee - \$278.00. 2 credits.

**MUSIC 688.** *Composition.* Music Composition. Fourteen one-hour individual lessons or equivalent. Applied Fee - \$278.00. 2 credits.

**MUSIC 690.** *Thesis in Music.* 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. Prerequisite: MUSC 631; Research topic must be approved prior to beginning of this course. See music handbook for application form. 6 credits.

**MUSIC 691.** *Teacher Research.* The student will design, conduct, evaluate, discuss and disseminate results of his/her research project that is developed in collaboration with a Longwood Music professor. The product of this research will be an article submitted for possible publication in a professional journal. Prerequisite: MUSC 631; Research topic must be approved prior to beginning of this course. See music handbook for application form. 6 credits.

**MUSIC 695.** *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.

## **PHYSICAL EDUCATION (PHED)**

**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 (PSYC)**

**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 553.** *Psycholinguistics.* This course surveys the psychological foundations of language. Topics will range from basic issues such as the structure of language, language development, language comprehension, and language production, to special issues such as the relationship between language and thought, the relationship between language and the brain, bilingualism, and learning a second language. 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.

## **SCIENCE EDUCATION (SCED)**

**SCIENCE EDUCATION 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 (SOCL)**

**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 - \$35.00. 0 credits.

## **SPANISH (SPAN)**

**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 (SPED)**

**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 -\$15.00. 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.

## **TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

**TEACHING ENGLISH AS A SECOND LANGUAGE 500.** *Approaches to Teaching English as a Second Language.* A study of current theory and methods of language teaching. May be repeated for credit when topics change. 3 credits.

**TEACHING ENGLISH AS A SECOND LANGUAGE 601.** *Graduate Directed Teaching in the Elementary and Secondary Classroom.* Required of students seeking PreK-12 teaching licensure in English as a Second language. 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.

## Administration (2005-2006)

### LONGWOOD BOARD OF VISITORS 2005-2006

**MR. JOHN B. ADAMS, JR., *Rector***

**Chairman and Chief Executive Officer, Martin Agency, Richmond, VA**

**THE HONORABLE WILLIAM W. "TED" BENNETT, JR.**

**Attorney at Law/Former Member, Virginia House of Delegates, Halifax, VA**

**MR. OTIS L. BROWN**

**President, Atlantic Rural Exposition, Inc./State Fair of Virginia, Richmond, VA**

**MR. BARRY J. CASE, *Vice Rector***

**President, Richmond Region of Legal Resources of Virginia, Richmond, VA**

**MS. MARJORIE M. CONNELLY**

**Executive Vice President, Operations, Capital One Financial Corporation, Richmond, VA**

**MR. JOHN W. DANIEL, II**

**Attorney at Law, Troutman and Sanders, LLP, Richmond, VA**

**MR. THOMAS I. DeWITT**

**President and Chief Executive Officer, SNVC, Fairfax, VA**

**MR. RICKY L. OTEY, *Member at Large***

**Senior Vice President, Retail Bank Director, Wachovia National Bank, Norfolk, VA**

**MRS. SUSAN E. SOZA**

**Retired Administrative Officer/Owner of Soza & Associates, McLean, VA**

**MRS. ANNE GREGORY VANDEMARK**

**Educator/Author, McLean, VA**

**DR. HELEN P. WARRINER-BURKE. *Board Secretary***

**Retired, Virginia Department of Education, Amelia, VA**

### ADMINISTRATION

**DR. PATRICIA P. CORMIER, *President***

**MR. RICHARD BRATCHER, *Vice President for Facilities Management and Public Safety***

**MS. BARBARA BURTON, *Vice President for Institutional Advancement***

**DR. WAYNE E. MCWEE, *Vice President for Academic Affairs***

**DR. FRANCIS X. MOORE, III, *Vice President for Information and Instructional Technology Services***

**DR. TIM PIERSON, *Vice President for Student Affairs***

**MRS. KATHY S. WORSTER, *Vice President for Administration and Finance***

### DEANS

**DR. EVELYN C. HUME, *Dean, College of Business and Economics***

**DR. DENESE L. R. JONES, *Dean, College of Education and Human Services***

**DR. C. SUE MCCULLOUGH, *Dean, Graduate Studies***

**DR. CHARLES D. ROSS, *Acting Dean, College of Liberal Arts and Sciences***

# GRADUATE FACULTY (2005-2006)

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 and Assistant Vice President of Academic Affairs (1997)

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

**MICHAEL CAPPS**, Assistant Professor of Mathematics Education (2005)

B.S., University of the State of New York, Regents; M.S., Ph.D., Florida State University

**DEBORAH F. CARRINGTON**, Associate Professor of Education (1999)

B.A., Longwood College; M.Ed., Ph.D., University of Virginia

**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

**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

**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 and World Religions (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

**SHARON S. EMERSON-STONNELL**, Associate Professor of Mathematics (1992)  
B.S., M.S., Southwest Texas State University; Ph.D., University of North Texas

**DONALD CHARLES FLEMING, JR.**, Assistant Professor of Guidance and Counseling (2005)  
B.S., Union College; M.A., Syracuse University; Ph.D., Syracuse University;  
M.A.S., John Hopkins University

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

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

**CHENE HEADY**, Assistant Professor of English (2005)  
B.A., Madonna University; M.F.A., Ph.D., Ohio State 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

**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

**CHARLES E. KINZER**, Professor of Music (1992)  
B.M., Auburn University; M.M., University of Alabama; Ph.D., Louisiana State University

**LISA B. KINZER**, Associate Professor of Music (1997)  
B.M., North Carolina School for the Performing Arts;  
M.M., Louisiana State University; D.M.A., University of North Carolina, Greensboro

**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  
B.A., Rutgers University; M.S., Lynchburg College; Ph.D., University of Virginia

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

**LUCIA LU**, Assistant Professor of Education (2005)  
B.A., National Taiwan University; M.A.T., Oklahoma City University;  
Ph.D., Indiana University-Bloomington

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

**PATRICIA D. LUST**, Professor and Chair of Department of Music (1979)  
B.M., Heidelberg College; M.M., N.E. Conservatory of Music; D.M., Indiana University

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

**DENNIS MALFATTI**, Assistant Professor of Music (2002)  
B.M., University of the Pacific; M.M., Pennsylvania State University;  
D.M.A., Louisiana State 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  
Vice President of Information and Instructional Technology Services (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

**JAMES PIRKLE**, Assistant Professor of Education (2005)  
B.S., University of Virginia; M.A., Bradley University; M.A., University of Tennessee;  
Ph.D., University of Florida

**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 M. 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**, Associate Professor of Education (1999)  
B.S., SUNY Oneonta; M.Ed., Texas A & M University; D.Ed., Hofstra University

**GORDON L. RING**, Professor of Music (1989)  
B.M.E., B.M., Central Missouri State University; M.M., D.M.A., North Texas State University

**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

**CHRISTOPHER SWANSON**, Assistant Professor of Music (2003)  
B.M., Michigan State University; M.M., University of Tennessee; D.M.A., Florida State  
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

**LARISSA C. TRACY**, Assistant Professor of English (2005)  
B.A., Florida State University; M.Lit., Ph.D., University of Dublin at Trinity College

**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

**ROBERT P. WEBBER**, Professor of Mathematics and Computer Science (1972)  
B.A., University of Richmond; M.S., Stephen F. Austin State College;  
Ph.D., University of Tennessee