

LONGWOOD

UNIVERSITY



2015-2016 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."

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 2015. The Graduate Catalog and related announcements remain in effect until July 1, 2016. The official copy of the Graduate Catalog resides on the Longwood website.



Greetings:

Making a decision to continue your education requires a major commitment of time, talent, resources and money. The reasons for pursuing a post-baccalaureate education range 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 with a high tech, highly relevant and uniquely supportive graduate education that will prepare you for a successful life and career. 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 with an active, intellectually vibrant environment.

Longwood also understands and responds to the unique needs of adult learners, those 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. A graduate advisor will provide 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. The most important resource however, is a tremendously talented and caring faculty that is dedicated to providing you an educational experience that is second to none.

At Longwood, we are confident that we can provide the highest quality graduate education that you will need to work and live productively in the 21st century. We believe 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: www.longwood.edu. I trust you'll agree that Longwood is the right place for you to pursue a graduate education.

Sincerely,

A handwritten signature in black ink, appearing to read 'W. Taylor Reveley, IV'. The signature is fluid and cursive, with a long horizontal stroke at the end.

W. Taylor Reveley, IV
President

2015-2016 Academic Calendar

FALL SEMESTER 2015

August 20	Final registration
August 24	Classes begin at 8:00 a.m.
August 31	Last Day to Add/Drop FULL semester classes – 5:00 p.m.
September 7	Labor Day Holiday – no classes, University closed
September 8	Classes resume 8:00 a.m.
September 10	Convocation
October 12-13	FALL BREAK
October 14	Classes resume at 8:00 a.m.
October 14	5:00 p.m. Deadline to Withdraw from a Class with a “W” <i>(on-campus, traditional course schedule; see catalog for non-traditional course policy)</i>
October 17	Fall Graduate Comprehensive Examination Administration
November 2	Advising and Pre-Registration Begins for Spring & Winter Intersession 2016
November 13	Advising and Pre-Registration Ends for Spring & Winter Intersession 2016
November 25-27	Thanksgiving holiday – no classes, University closed
November 30	Classes resume at 8:00 a.m.
December 4	Classes end, All Graduate Incompletes Due for Spring and Summer 2015
December 5	Reading day
December 7-11	Final Examinations
December 14	All grades due at 8:30 a.m.
December 21-31	University Closed

WINTER INTERSESSION December 12, 2015 – January 16, 2016

SPRING SEMESTER 2016

January 4	University Reopens
January 18	Martin Luther King, Jr. Holiday - no classes, University closed
January 19	Final registration
January 19	Classes begin at 4:00 p.m.
January 26	Last Day to Add/Drop FULL semester classes - 5:00 p.m.
March 5	Spring Graduate Comprehensive Examination Administration
March 7-11	SPRING BREAK - University Closed March 7th
March 14	Classes resume at 8:00 a.m.
March 14	5:00 p.m. Deadline to Withdraw from a Class with a “W” <i>(on-campus, traditional course schedule; see catalog for non-traditional course policy)</i>
March 17	Advising and Pre-Registration Begins for Fall 2016, Registration Begins for Summer 2016
March 30	Advising and Pre-Registration Ends for Fall 2016
April 29	Classes end, All Graduate Incompletes Due for Fall 2015
April 30	Reading day
May 2-6	Final Examinations
May 9	All grades due at 8:30 a.m.
May 13	Graduate Commencement
May 14	Undergraduate Commencement

SUMMER SEMESTER 2016 - May 23, 2016 - August 5, 2016

May 23	Summer Session I begins (classes Monday –Thursday only)
May 23	FULL summer session begins (courses that last the entire summer are listed on schedule in Summer II)
May 30	Memorial Day Holiday – no classes, University closed
May 31	Classes resume at 8:00 a.m.
June 16	Summer session I ends
June 20	Summer session II begins (classes Monday-Thursday only)
June 23	Grades for Summer Session I due 8:30 a.m.
July 4	Independence Day Holiday – no classes, University closed
July 5	Classes Resume at 8:00 a.m.
July 14	Summer session II ends
July 18	July session begins (classes Monday-Friday)
July 20	Grades for Summer Session II due 8:30 a.m.
August 5	July & FULL Summer session ends
August 10	July & FULL Summer session grades due 8:30 a.m.

Please review individual course listing information for specific add/drop and withdrawal deadlines. Fall, Winter Intersession, Spring, and Summer sessions course offerings have a VARIETY of start and end deadlines.

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EQUAL OPPORTUNITY STATEMENT

Longwood University, an agency of the Commonwealth of Virginia, is an equal opportunity institution of higher learning.

Consistent with Federal and State law, the University promotes equal opportunity for all prospective and current students and employees. The University will not discriminate against any individual on the basis of race, sex, color, national origin, religion, sexual orientation, age, political affiliation, veteran status, or disability status, except in relation to employment where a bonafide occupational qualification exists. Anyone with questions concerning access or accommodations should contact Disability Resources at 434.395.2391 (V); 800.281.1120 (TT Relay); TDD 711.

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Longwood University
201 High Street
Farmville, Virginia 23909-1899
434.395.2380
434.395.2750 fax
877.267.7883 toll free
www.longwood.edu/graduatestudies
graduate@longwood.edu
Ruffner Hall, Rooms 128-146

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, the University 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.

Approved by the Longwood Board of Visitors, July, 1997

VISION

Longwood University will transform capable men and women into citizen leaders, fully engaged in the world around them. The University will be a first choice institution renowned for developing the power of citizen leadership in its students for the benefit of the greater community.

What is a Citizen Leader?

Citizen leaders are the bedrock of the democracy. They are the reasons communities thrive. They are the people who make the United States of America what it wants to be. They make our nation work. They care and they equip themselves with the tools to bring their caring to life in the world. A citizen leader effectively combines three components of a joy-filled life.

Education: The citizen leader is a lifelong learner and stays connected to what is new in the world. Faculty are encouraged and rewarded for contributing to scholarship as well as for their service as teachers.

Values: Citizen leaders know their values and live by them. Honesty, equality, civility, duty and an appreciation of the differences among peoples are fundamental values. To these, the citizen leader adds the personal values that define him or her.

Service: The capstone of every great civilization has always been a commitment to serve others. It is a common precept of the world's great religions; it is one of the finest expressions of our humanity. To the citizen leader, service is not just an extracurricular activity.

Approved by the Longwood Board of Visitors, December 8, 2007

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 growing college town with a population of 8,200 plus; 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 historic interest are within a short distance of Farmville, including Appomattox Courthouse and National Historical Park, Sailors Creek Battlefield State Park, Bear Creek Lake State Park, Twin Lakes State Park, Holliday Lake State Park, and the National D-Day Memorial in Bedford. The nationally known Lee's Retreat Civil War Trail and the new Civil Rights in Education Heritage Trail pass through Farmville.

HISTORY

Longwood University, a pioneer first in private and later in public education, is one of the oldest institutions of higher learning in the United States. It was founded on March 5, 1839 when the Farmville Female Seminary Association was incorporated by the General Assembly of Virginia.

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 in 2002. Longwood became fully coeducational in June 1976. The University became NCAA Division I on September 1, 2007.

Longwood 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 the 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, Longwood was authorized to offer the Bachelor of Fine Arts, and in 1981, the Bachelor of Music. In 1954, graduate programs were authorized.

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 and named in honor of Longwood's 23rd president, Dr. William F. Dorrill, who served from 1988 to 1996. 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, five NCAA tennis courts, four athletic fields, and numerous late-20th century buildings, the Lankford Student Union, residence halls, and various academic facilities. The campus has six auditoriums ranging in size from 150 seats to 1,227.

The Greenwood Library supports Longwood's mission of developing citizen leaders through an array of services and resources. It is a learning-centered environment that fosters intellectual exchange, scholarly communication, cultural enrichment, lifelong information literacy, and creative expression. The library also provides integrated technology for information retrieval from libraries throughout the world. This facility is named in honor of Longwood's 22nd president, Dr. Janet Daly Greenwood who served from 1981 to 1987.

Lancer Hall was renamed Willett Hall on September 9, 2004 in honor of Dr. Henry I. Willett Jr., president from 1967 to 1981. Willett Hall is a health, physical education, and recreation complex located on Brock Commons. It has a newly-renovated gymnasium (Lancer Gym) with 1,720 seats; a complete weight-training laboratory; a 25-meter pool with a one-meter board, underwater lighting, and observation window; a 350-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. A 3,000-square foot addition to Willett Hall houses a new Sports Medicine/Rehabilitation facility for the Health Recreation and Kinesiology programs.

Lancaster Hall was the original college library, which opened on November 9, 1939 and was named in 1962 for Dr. Dabney S. Lancaster, president of the college from 1946 until 1955. The classic design with its distinctive columns was constructed by the Works Project Administration (WPA) under the Roosevelt Administration and a bronze plaque near the front reads "Federal Emergency Administration of Public Works, Franklin Delano Roosevelt, President of the United States (and) Harold L. Ickes, Administrator of Public Works, Library 1939." Today, Lancaster Hall houses the President's Office and the offices of Administration and Finance, University Advancement, and Student Affairs, which includes financial aid, housing, the Career Center, and the ID center.

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 1880s, 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 Arc statue, known affec-

tionately 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, the offices of the Provost & Vice President for Academic Affairs and the Deans of the College of Graduate and Professional Studies and the Cook-Cole College of Arts and Sciences.

The Chichester Science Center opened on December 6, 2005. The 70,822 square foot facility includes 23 classrooms and laboratories, 47 faculty offices and additional research space for both undergraduate and graduate research projects. The building, which was named in 2007 in honor of John H. and Karen Williams Chichester, class of 1974, features 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, are located on the roof.

The multi-faceted Health and Fitness Center opened in August 2007 and is located on Main Street, adjacent to Frazer Residence Hall. The 74,683 square foot, two-and-a-half story facility, features a wide range of amenities including an indoor track, basketball and racquetball courts, a climbing wall, work-out rooms, and the latest weight, exercise and training equipment. The building received a Gold Certification Rating in Leadership in Energy and Environmental Design (LEED) from the U.S. Green Building Council.

In Fall 2009, a new Center for Communications Studies and Theatre opened a new era for one of Longwood’s fastest growing programs. The three-story, 41,983-square foot building, which is home to the Department of Communication Studies and Theatre, is situated between the south end of Bedford Hall and Franklin Street across from the Hull Education Center. The new building features a highly flexible 174-seat “black box” theater, in which the seats and stage can be moved around, which is home to Longwood Theatre productions. A studio theater, of about 80 seats and also flexible, is used for student production and there is a scene shop, a costume shop and a drafting lab. The Center also houses the Jack Blanton Gallery, which features more than 160 of the 230 pieces of artwork donated by Jack Blanton to the Longwood Center for the Visual Arts.

Nearly 1,000 students reside among three campus-managed apartment communities – Longwood Landings at Mid-Town Square, Longwood Village, and Lancer Park, where Longwood’s two newest residence halls, home to 454 students, and an adjacent commons building opened in August 2013. Some of the amenities and features of the apartments are private bedrooms (some with private baths), full kitchens (most with dishwashers), washer/dryer units, large living areas, high-speed Internet, and cable television. Two of the three communities have fitness rooms and one has a swimming pool and a game room. On campus, Wheeler and Cox Halls recently reopened following complete renovations. These residence halls now include elevators, air conditioning, bathrooms with ceramic tile and new fixtures, contemporary study rooms with modern amenities, and common areas with outside terraces.

Longwood Landings at Mid-Town Square, which opened in August 2006, is a residential village that includes four four-story buildings with the top three floors dedicated to student housing and the ground floor devoted to leased retail space. Longwood students occupy 96 four-bedroom and 24 single-room apartments. Retailers include Barnes & Noble, which operates Longwood’s bookstore and includes a Starbucks Café, and a Chick-fil-A and Moe’s Southwest Grill operated by Longwood Dining Services (ARAMARK).

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

LIBRARY RESOURCES AND SERVICES

The Greenwood Library, conveniently located near the center of the campus, is open for use 93 hours each week during regular sessions. The Library supports Longwood’s mission of developing citizen leaders through a comprehensive array of services and resources. It is a learning-centered environment that fosters intellectual exchange, scholarly communication, cultural enrichment, lifelong information literacy, and creative expression. The Library’s collection includes over 335,000 books, 32,000 audiovisual items including DVDs, CDs, and streaming videos; 110,000 electronic books; about 800 current periodical subscriptions in print or online; and more

than 58,000 electronic journals. The Library also has approximately 670,000 microform units, and over 1,000 linear feet of manuscript and archival material. Students, faculty and staff have remote access to over 300 databases (more than half of which are provided by VIVA, the state supported consortium of higher education institutions in Virginia. In addition, the library can obtain resources not available in its collections from other libraries through Interlibrary Loan.

The Library's Learning Commons provides 82 workstations to access the Internet and the Library's electronic resources. An additional 20 PC workstations are located in the Library's computing center lab. The Multimedia Lab includes 17 iMacs. A variety of equipment (e.g., cameras, projectors, PC and Mac laptops, and iPads) are available for check out at the Library's single-service point, "the Desk."

The Library provides a variety of personalized services, including: individual reference and research assistance; virtual chat and e-mail reference; distance and online education support; and support for the university's institutional repository (Digital Commons @ Longwood University).

THE UNIVERSITY YEAR

The university year consists of a regular session, including two semesters of 15 weeks each, a winter intersession, and a summer semester. The summer semester consists of three sessions. Both undergraduate and graduate classes during the summer are scheduled in traditional time frames for four- or five-day weeks depending on the session and in a variety of non-traditional formats.

ACCREDITATION AND MEMBERSHIPS

Longwood University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Longwood University.

Contact information for the Commission on Colleges is provided above so that interested parties can learn more about the accreditation status of Longwood University; file a third-party comment at the time of Longwood University's decennial review; or file a complaint against Longwood University for alleged significant non-compliance with a standard or requirement. Normal inquiries about Longwood University, such as admission requirements, financial aid, and educational programs should be addressed directly to Longwood University and not to the Commission.

Longwood University programs and units are also accredited by the following, with the latest accreditation year in parentheses:

- American Alliance of Museums (2010)
- Association to Advance Collegiate Schools of Business (2012)
- Commission on Accreditation of Allied Health Education Programs (2013)
- Commission on Accreditation of Athletic Training Education (2012)
- Commission on Collegiate Nursing Education (2012)
- Council for Accreditation of Educator Preparation (2012) {Effective July 1, 2013, NCATE and TEAC consolidated to form this new accrediting body.}
- Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association (2010)
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions (2012)
- Council on Social Work Education (2007)
- International Association of Counseling Services (2012)
- National Association of Schools of Music (2006)
- National Association of Schools of Theatre (2012)
- Virginia State Board of Education (2012)

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; the Council of Graduate Schools; and the Virginia 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 August 1956. The MBA degree was authorized beginning in August 2006. The newest graduate degree, Master of Education, was authorized March 2014 to begin with the fall 2014 semester.

The legacy that began in 1839 continues today as Longwood offers small classes, personal attention, and a meaningful learning environment to over 4,000 undergraduate and 700 graduate students.

GRADUATE PROGRAMS

Longwood University offers graduate programs leading to the degree of Master of Science in three majors – Communication Sciences & Disorders, Education and Sociology, the degree of Master of Arts in English, the degree of Master of Business Administration, and the degree of Master of Education in two majors – Reading, Literacy & Learning and School Librarianship. In the Education major, areas of concentration include Algebra & Middle School Mathematics, Counselor Education, Curriculum and Instruction Specialist in Special Education General Curriculum, Educational Leadership, Elementary Education, Elementary & Middle School Mathematics, and Health and Physical Education. 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 & Social Policy. In the Business Administration major, the areas of concentration are General Business, Real Estate, and Retail Management.

In addition, the University offers graduate degrees with initial licensure programs. These programs are in Elementary Education PreK-6, Special Education General Curriculum K-12, English 6-12, and School Librarianship PreK-12. Graduate Professional Endorsement programs leading to additional endorsements to an existing full professional license are available in Educational Leadership, Reading Literacy and Learning; School Librarianship, or Special Education General Curriculum. In addition, one graduate certificate is offered in Autism Spectrum Disorders.

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. Primarily our programs are designed for the individual who is employed full-time and wishes to enroll in graduate studies on a part-time basis.

THE MISSION OF GRADUATE STUDIES AT LONGWOOD UNIVERSITY

Our Mission is to provide leadership in all matters relating to graduate and professional education at Longwood University. In keeping with the university's mission, the CGPS strives to create a stimulating environment for teaching, learning, research, creative expression and public service.

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.

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, or online using myLongwood.com.

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 Longwood Powhatan Center is located at Powhatan County Junior High School, 4135 Old Buckingham Road. Graduate education courses for a degree, licensure renewal or personal enrichment are offered. For schedules, registration materials or general information, please contact the College of Graduate and Professional Studies at 434.395.2380, 877.267.7883 (toll free) or e-mail at graduate@longwood.edu.
2. The Southern Virginia Higher Education Center is located in South Boston, Virginia and offers graduate programs in Education as well as individual courses for licensure renewal or personal enrichment. For schedules, registration materials or general information, please contact the College of Graduate and Professional Studies at 434.395.2380, 877.267.7883 (toll free), or e-mail at graduate@longwood.edu.

GRADUATE ADMISSIONS

Primarily our programs are designed for the individual who is employed full-time and wishes to enroll in graduate studies on a part-time basis. Full-time enrollment is available in the Communication Sciences & Disorders; Education/Special Education; Reading, Literacy and Learning; and Sociology majors. In addition, the online MBA in General Business and Real Estate are offered on a full-time basis.

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

1. Request an application packet from the College of Graduate and Professional Studies (434.395.2380) OR visit the Longwood University Graduate Studies web site at: www.longwood.edu/graduatestudies and print a copy of the application OR apply online.
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. Must have an overall undergraduate GPA of 2.75 (on a 4.0 scale). If not, either 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 or higher 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.

Applicants to the *Communication Sciences and Disorders* program must have an overall undergraduate GPA of 3.0 (on a 4.0 scale).

Applicants to the *Business Administration* program must have an admission score of 1100 or greater, with a minimum GMAT score of 470. The Admission score is based on the following formula: $GMAT + GPA (200) \geq 1100$.

5. Request that official transcripts of ALL previous undergraduate and graduate work (even if recorded on subsequent transcripts) be sent directly to you in a sealed envelope. **Do not break the seal.** (Do NOT submit Longwood transcripts as they will be obtained in house.)
6. Two recommendations related to your competence and effectiveness in your professional work are required. These recommendations should come from employers, or faculty members who are not on the graduate admission committee of the program to which you are applying. Section 1 of each recommendation form is to be completed by the applicant. Provide the recommendation form and a self-addressed, stamped (if it must be mailed) 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.**
Applicants to the *Business Administration* program must have a third recommendation from an employer/professional source.
7. Applicants must submit a copy of their valid teaching license if applying to one of the Education degree or graduate professional endorsement programs that require a teaching license as a prerequisite.
8. Applicants must submit a copy of passing scores on Praxis Core Academic Skills for Educators, OR an equivalent SAT or ACT score, OR passing scores on the Virginia Communication and Literacy Assessment (VCLA) plus passing Praxis Core Academics Skills for Educators: Mathematics score or equivalent SAT mathematics or equivalent ACT mathematics, if applying to any of the three initial licensure programs.
9. Applicants to the *Communication Sciences and Disorders* program must submit scores from the General Test of the GRE. They can be no more than five years old.

10. Applicants to the *Business Administration* program, all three concentrations, must submit scores from the GMAT. MBA applicants who hold a master's or doctoral level degree from an accredited institution, who have completed at least seven years of professional work experience that demonstrates substantial responsibility in area that required applied quantitative and analytical skills, or who possess a professional certification with a quantitative focus, e.g. CPA, CFA, etc., may contact the MBA office to request a waiver of the GMAT requirement.
11. Once you have compiled **ALL of the above**, mail the complete application to the College of Graduate and Professional Studies, Longwood University, 201 High Street, Farmville, VA 23909. A complete application consists of the application form (which may be submitted online), the essay, a minimum of two recommendations on the required form, official transcripts from **all** colleges/universities attended, a copy of your teaching license if applicable, a copy of Praxis Core Academic Skills for Educators or equivalent SAT or ACT or VCLA scores if applicable, a copy of GRE scores if applicable, a copy of GMAT scores if applicable, and a writing sample if applicable. (Application packets obtained from the College of Graduate and Professional 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.)
12. Mail the **\$50.00 non-refundable application fee** (payable to Longwood University) to the Office of Cashiering, Longwood University, 201 High Street, Farmville, VA 23909 and include a note indicating the fee is for an admission application to graduate studies. (Application packets obtained from the College of Graduate and Professional Studies contain an Application Fee Receipt and a postage paid, return envelope.)

Applications are reviewed once monthly beginning around the middle of the month in all programs except *Business Administration/General Business, Real Estate, or Retail Management**, *Education/Counselor Education concentration***, and *Communication Sciences & Disorders****. **The deadlines listed below are good guidelines, but NOT absolute deadlines.** For optimum consideration for all programs but the three exceptions, completed applications should be submitted by the deadlines listed below to insure admission to the requested term, financial aid, and/or course selection.

Semester applicant wishes to begin Graduate Program:	Completed application packets due to College of Graduate Studies:	Applicants notified of admission status no later than:	\$100 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

Applications are forwarded by the College of Graduate & Professional Studies to the appropriate program admissions committee for review only when all application materials have been received and the file is complete. Each program's admission committee reviews complete applications monthly beginning around the middle of each month. Once the committee has rendered a decision, the College of Graduate & Professional Studies sends prompt, written notification to the applicant. The above dates are applicable to complete applicant files received by the appropriate deadlines.

* Applications to the online *Business Administration/General Business, Real Estate, or Retail Management* programs are due twice annually by May 1st for consideration for admission to the subsequent fall semester as a part-time student or by February 1st for admission to the subsequent summer semester as a full-time student. Applicants are notified of a decision within 45 days of receipt of the complete application. Deposits are refundable provided a written withdrawal/refund request is submitted to the College of Graduate and Professional Studies prior to the dates above.

** Applications to all five tracks of the *Counselor Education* concentration of the Education major are due twice annually by May 1st for consideration for admission to the subsequent fall semester or by February 1st for admission to the subsequent summer semester. Applicants are notified of a decision within 45 days of receipt of the complete application. Deposits are refundable provided a written withdrawal/refund request is submitted to the College of Graduate and Professional Studies prior to the dates above.

***Applications to the *Communication Sciences and Disorders* program, both the CSDCAS and Longwood applications, are due annually by February 1st for consideration for admission to the subsequent fall semester. **This is an absolute deadline.** Applicants are notified of a decision no later than March 15th and must accept the offer-of-admission by submitting a deposit by April 15th. Deposits are refundable provided a written withdrawal/refund request is submitted to the College of Graduate and Professional Studies prior to June 30th.

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

Complete the following steps:

1. Request an application packet from the College of Graduate and Professional Studies (434.395.2380) OR visit the Longwood University Graduate and Professional Studies web site at: www.longwood.edu/graduatestudies and print a copy of the application OR apply online.
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 OR submit them online to the College of Graduate and Professional Studies, Longwood University, 201 High Street, Farmville, VA 23909.
5. Mail the **\$50 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. Recommendations will be done by the Special Education faculty when they review the admission applications as a group.
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 computerized academic record. An overall undergraduate GPA of 2.75 (on a 4.0 scale) is required.
8. All the required documents should be submitted by February 1st for summer admission or October 1st for spring admission. Students should complete this process during their senior year, with their acceptance pending successful completion of their professional semester and bachelor's degree.

When all application materials have been received from **all five-year applicants** completing their undergraduate degree in that semester, the files are forwarded by the College of Graduate and Professional Studies to the Special Education Admissions Committee for review. This committee reviews all five-year program applicants as a group after the above deadlines. Any applications **not received by the deadline will be held until the next group review period.** Once the committee has rendered a decision, the College of Graduate and Professional Studies will send prompt, written notification to the applicant.

DEPOSIT

A \$100.00 tuition deposit is required of all degree and professional endorsement 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 College of Graduate and Professional 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 College of Graduate and Professional 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.

NON-DEGREE STUDENTS

1. No more than nine Longwood non-degree graduate hours may be counted towards a degree, certificate or professional endorsement 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 non-degree student. No application is necessary and registration takes place in the Office of the Registrar.*
3. A student who is interested in personal enrichment may enroll as a non-degree student. No application is necessary and registration takes place in the Office of the Registrar.*
4. Graduate courses may be audited, with permission of the instructor and registration takes place in the Office of the Registrar.*

* Registration may be done in person (Barlow Hall) OR via fax (434.395.2252) OR via regular mail (Office of the Registrar, Longwood University, 201 High Street, Farmville, VA 23909) OR via e-mail (registrar@longwood.edu) if you have the capability to scan the completed forms and attach them to the e-mail. Registration and In-State Tuition Application forms are available on the Office of the Registrar web site at www.longwood.edu/registrar, select 'Non-Degree Student' from the menu.

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*. The prospective applicant should contact the College of Graduate and Professional Studies to arrange an appointment with the appropriate Program Coordinator for the completion of the *Application for Graduate Degree*. Once completed the \$50.00 *Application for Graduate Admission fee* (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 the Registrar at the same time the *Application for Graduate Admission* is submitted to the College of Graduate and Professional 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 (3.0 GPA or higher) overall and must receive permission from the department chair of their major and then the Dean of the College of Graduate and Professional 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 the College of Graduate and Professional Studies must notify the Office of the Registrar of this designation.

INTERNATIONAL STUDENTS

The University welcomes applications from prospective international students. Our programs are primarily designed for the individual who is employed full-time and wishes to enroll in graduate studies on a part-time basis. Full-time enrollment at the graduate level is nine (9) credit hours per semester and is required for international students studying on an F-1 or J visa.

We have four majors in which full-time enrollment may be possible. Those majors are (1) Education with concentrations in Health & Physical Education, Special Education General Curriculum/Curriculum & Instruction Specialist, and Special Education General Curriculum/K-12 Initial Teaching Licensure; (2) Reading,

Literacy & Learning; (3) Communication Sciences & Disorders; and (4) an online MBA concentrating in General Business or Real Estate. This MBA program requires two summer, campus-based, weekend residencies that last from Thursday through Sunday.

In order to qualify for admittance, a graduate international applicant must have the equivalent of a four-year baccalaureate degree with a minimum cumulative GPA of at least a 2.75 on a 4.0 scale and in some of the above programs a minimum 3.0 is required. The international student must also demonstrate proficiency in the English language through the TOEFL (Test of English as a Foreign Language) or International English Language Testing system (IELTS) if English is not the primary language spoken in the household. A minimum score of 570 (paper test) or 80 (Internet test) is required on the TOEFL or a minimum 6.5 on the IELTS for admission. All applicants are expected to meet all admission requirements in order to be considered as we do not grant conditional admits.

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 College of Graduate and Professional Studies requires a credential evaluation for each official college transcript from an accredited evaluating agency. There are several companies that provide this service: AACRAO International Education Services (www.aacrao.org); World Education Services, Inc. (www.wes.org); Global Credential Evaluators (www.gcevaluators.com); are a few examples, there are others. The credential evaluation requires a fee to be paid which is the student's responsibility.

Medical services in the United States are not nationalized. Costs for doctor's services and hospitals may be more expensive than in your home country. Longwood requires that you subscribe to a health insurance plan before arriving. That policy must provide similar coverage in the U.S.

Every graduate student must have a health record on file. This record includes immunizations for Measles, German Measles, Rubella, Polio, Diphtheria, Mumps, Tetanus, and a Tuberculosis skin test (PPD) within the past year, which are required by Virginia law. Students may not be able to register for classes without complying with these immunizations. A chest x-ray may also be required for tuberculosis screening.

For additional information regarding health insurance or immunization requirements contact: Student Health & Wellness Center, Longwood University, Farmville, Virginia 23909, U.S.A. or e-mail: studenthealth@longwood.edu.

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 Immigration and Customs Enforcement (ICE) 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.

The U.S. Immigration and Customs Enforcement has authorized Longwood to issue visa documents appropriate for the F-1 non-immigration student status.

Following receipt of all application materials to a full-time degree-seeking program, the Graduate Admissions Office will forward the applicant file to the appropriate program admissions committee for review. Each program's admissions committee reviews applications once monthly beginning around the middle of the month. If the applicant meets all financial qualifications and is offered admission by the program, a formal letter of acceptance will be sent. The student must then pay the deposit (\$50.00) indicating their intent to enroll. A Certificate of Eligibility (I-20) is issued to the student who has shown intent to enroll. The Certificate of Eligibility must be presented to the U.S. Embassy or Consulate along with a passport, the Longwood acceptance letter, and other information requested by the embassy.

Most students who enter the U.S. use an F-1 visa. The J-1 visa is appropriate for exchange students receiving a significant portion of their financial support from a government agency of their country, international foundation, or other educational sponsors. Students in the U.S. on F-1 or J-1 status must maintain a schedule of full-time study during the fall and spring semesters, and must report to the institution that issued the Certificate of Eligibility. Full-time enrollment at the graduate level is nine (9) credit hours per semester. Transfer from one college/university to another requires authorization from the new college/university. A prospective international student must have a current, valid, and legal non-immigration status before he/she can be offered final admission to Longwood. Do not plan to enter the U.S. on the tourist B-2 visa if you wish to pursue a full course of academic study. Transfer from the B-2 to the F-1 is very difficult, unless the B-2 is stamped "Prospective Student."

All non-immigrant visas carry restrictions about employment and the length of stay in the U.S. Read the Certificate of Eligibility carefully. You must be willing and able to abide by regulations for your visa status. The Graduate Admissions Office is informed on ICE policies; however, the student has ultimate responsibility to follow new policies and to maintain valid status.

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 the Director of Disability Resources at 434.395.2391, TDD 711, 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 College of Graduate and Professional Studies or Disability Resources 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 & Wellness Center. 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, polio-myelitis, measles (rubeola), German measles (rubella), mumps, and meningitis according to the guidelines of the American College Health Association. Tuberculosis screening within the past year is also required. Any student who fails to furnish this information will not be eligible for registration for the second semester.

CAMPUS SECURITY

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

The Longwood University Police Department includes the following sectors: Police Patrol Operations, Investigations, the Communications Center, Crime Prevention, Parking Services, and the Integrated Security Systems office. The administration and operation of the Longwood Police Department is executed to provide essential law enforcement, public safety, and related services to the campus community while utilizing the most up to date, efficient and effective methods available, maintaining established professional standards, and optimizing community support.

EXPENSES AND FINANCIAL POLICY

The fees indicated are estimated for the 2015-2016 academic year and are subject to change by the Board of Visitors at any time.

Longwood University assesses Tuition & Fee charges to all (full-time and part-time) students on a per credit hour basis, according to course type/method of instruction.

For academic and financial aid purposes, a graduate-level student must be registered for at least 9 credit hours, per semester, to be considered “full-time”. Graduate-level students registered for fewer than 9 credit hours, per semester, are considered “part-time”.

Special Note: *Students who audit courses pay the same tuition and required fee rates as students taking courses for academic credit.*

For All (full and part-time) students, the following per credit hour tuition and fee rates apply:

Per Credit Hour Tuition & Fee Charges for Virginia Residents (In-State Students) Taking Graduate-Level Courses (500 Level & Above Courses): MBA students see Required Fees below for additional per credit hour charge.

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
In-State Graduate Tuition	\$320.00	\$320.00	\$320.00	\$320.00
Comprehensive Fee	117.00	31.00	31.00	31.00
Student Activity Fee	5.00	0.00	0.00	0.00

Total Cost Per Registered Credit Hour: \$442.00 \$351.00 \$351.00 \$351.00

***Includes Hybrid courses. Hybrid courses combine face-to-face (classroom) meetings with online (Internet) instruction.*

Per Credit Hour Tuition & Fee Charges for Non-Virginia Residents (Out-of-State Students) Taking Graduate-Level Courses (500 Level & Above Courses): MBA students see Required Fees below for additional per credit hour charge.

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
Out-of-State Graduate Tuition	\$885.00	\$885.00	\$885.00	\$885.00
Comprehensive Fee	117.00	31.00	31.00	31.00
Student Activity Fee	5.00	0.00	0.00	0.00
Capital Outlay Fee	23.00	0.00	0.00	23.00

Total Per Registered Credit Hour \$1,030.00 \$916.00 \$916.00 \$939.00

***Includes Hybrid courses. Hybrid courses combine face-to-face (classroom) meetings with online (Internet) instruction.*

Per Credit Hour Tuition & Fee Charges for Virginia Residents (In-State Students) Taking Undergraduate-Level Courses (100-400 Level Courses):

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
In-State Undergraduate Tuition	\$239.00	\$239.00	\$239.00	\$239.00
Comprehensive Fee	153.00	153.00	153.00	153.00
Student Activity Fee	5.00	5.00	5.00	5.00
Total Cost Per Registered Credit Hour:	\$397.00	\$397.00	\$397.00	\$397.00

***Includes Hybrid courses. Hybrid courses combine face-to-face (classroom) meetings with online (Internet) instruction.*

Va Undergraduate Tuition Surcharge	\$238.00	\$238.00	\$238.00	\$238.00
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Rate per Credit Hour refer to website: <http://www.longwood.edu/34152.htm>

Per Credit Hour Tuition & Fee Charges for Non-Virginia Residents (Out-of-State Students) Taking Undergraduate-Level Courses (100-400 Level Courses):

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus**	Online	Off-Campus**	Intersession
Out-of-State Undergraduate Tuition	\$688.00	\$688.00	\$688.00	\$688.00
Comprehensive Fee	153.00	153.00	153.00	153.00
Student Activity Fee	5.00	5.00	5.00	5.00
Capital Outlay Fee	23.00	0.00	0.00	23.00
Total Cost Per Registered Credit Hour:	\$869.00	\$846.00	\$846.00	\$869.00

***Includes Hybrid courses. Hybrid courses combine face-to-face (classroom) meetings with online (Internet) instruction.*

*NOTE: For purposes of this policy and most other listings throughout the Expenses and Financial Policy section of this catalog:
On-campus rates apply to most credits offered through the Farmville, Virginia campus. **On-campus** credits will include, but are not necessarily limited to: credits associated with classroom instruction, hybrid courses, credits earned while participating in certain (student exchange or faculty-led) study abroad experiences, student teaching and internship assignments, and/or independent study assignments.
Online rates apply only to 100% Internet course sections beginning with “B”.
Off-campus rates apply only to course sections beginning with “9”.
Off-campus and **Online** rates apply to those types of courses regardless of the term.
Intersession rates apply to credits associated with classroom-based courses and/or Longwood University faculty-lead tours (abroad) beginning after the end of the fall semester and ending before the normal start date of the spring semester.

REQUIRED FEES:

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

Student Activity Fee - This fee is set by the Student Government Association (SGA) and is used to support student organizations and various student activities approved by SGA.

Comprehensive Fee - The comprehensive fee covers auxiliary costs such as Farmville Area Bus (FAB), student health and wellness services, student union programming, intramural and campus recreation programs, information technology services, and athletics. The fee also supports the University's online course management system, to include hardware, software, instructional design and delivery training, and technology support services for online courses. Please note: For off-campus students, the comprehensive fee covers costs associated with support staffing, information technology services, the online course management system and video conferencing system, and all support involved with maintaining those.

Capital Outlay Fee - The capital outlay fee is a state-mandated fee required of out-of-state students to support debt service costs associated with capital projects funded by the Commonwealth of Virginia.

MBA Fee - All students enrolled in graduate-level business administration courses are assessed a per credit hour fee of \$210.00 in support of the MBA.

OTHER FEES:

Application and Readmission Fee: A non-refundable application fee of \$50.00 is required for each graduate student making an application to Longwood University. A non-refundable readmission application fee of \$40.00 is required of each graduate student applying for readmission to Longwood.

Course Fees: Some academic course offerings require additional course and/or lab fees. These fees are assessed to all students enrolled in the course at the end of the Add/Drop period. Fees typically range from \$5 to \$300, but may be higher for certain programs (ex. Nursing).

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

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

Transcript Fee: A fee of \$10.00 will be charged for each copy of official transcript.

Enrollment Verification Fee: A fee of \$5.00 will be charged for each (semester/term) enrollment verification request. NOTE: Enrollment verifications are released after first date of attendance for requested semester/term.

Thesis Binding Fee: The Library covers the cost for binding two (2) copies of the Master's thesis or collaborative research; one (1) copy to be retained in the Greenwood Library and one (1) departmental copy. A fee of \$10.00 per copy will be charged for personal or additional departmental copies; and if applicable, a \$5.00 shipping fee will apply. 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 main campus or on Longwood-managed properties is permitted only if the permit issued on payment of the fee is displayed. For information regarding parking regulations and/or parking fees, please visit the Longwood University Department of Police/Public Safety web-site: <http://www.longwood.edu/police/>, and select the options: Parking Services.

Returned Item Fee: For payments posted by paper check or electronic (ACH) draft, a \$50.00 fee will be assessed to the student account for each item returned unpaid by the bank for any reason. NOTE: Paper checks and ACH Bank Drafts (electronic checks) will not be accepted on student accounts that reflect three (3) previously returned items. Students making insufficient fund payments to Longwood University may be subject to an Honor Code violation with the Office of Student Conduct and Integrity.

Reinstatement Fee: If a student is administratively withdrawn for non-payment of tuition and fees and wishes to be reinstated*, he/she must pay a \$50.00 reinstatement fee in addition to any outstanding charges.

* **NOTE:** If administratively withdrawn, the original course schedule may not be available and the student must work with her/his advisor and the Office of the Registrar to create a new schedule.

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 College of Graduate and Professional 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 College of Graduate and Professional Studies prior to the dates listed below. Paid deposits will be credited to tuition charges for students who enroll in Longwood University. **Enrollment in the semester to which you are admitted is required.**

Semester applicant wishes to begin Graduate Program:	\$50 deposit due in Cashiering for students accepting their 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 30	July 31	Spring Semester
Spring Semester	November 15	December 15	1st Summer Session
Summer Sessions	March 31	April 30	Deposit held 2 sessions

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. The guidelines are available at <http://www.schev.edu/students/VAdomicileInfo.asp>. 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 himself/herself must physically reside in Virginia for at least one year prior to the intended date of enrollment. Payment of state income 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.

Special arrangement contracts may be made to waive the difference between out-of-state and in-state tuition rates to all Virginia school teachers whose employers will pay their tuition and fees. 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 arrangement contract can be made with the school division in which the teacher is employed.

Dependents of Military Personnel

Longwood follows the Code of Virginia to determine residency status of military personnel and their dependents. Please go to <http://www.schev.edu/students/VAdomicileguidelines.asp#partIII> for the latest guidelines.

Procedures

Applicants

Upon application for admission, the Application for In-State Tuition is submitted to the College of Graduate and Professional 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 College of Graduate and Professional 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 Dean of Students. 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 must submit an Application for In-State Tuition Rates (form) with supporting documentation to the Office of the Registrar prior to the start of the semester for which the student is requesting in-state rates. The University will not initiate this process. Changes in status will not be applicable to previous or current semesters. If the student does not agree with the decision of the Office of the Registrar, a written appeal with supporting documentation should be submitted to the Dean of Students. If the student does not agree with this decision, the student may petition the Virginia 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 (campus) housing is NOT provided to graduate students.

BILLING AND PAYMENT SCHEDULE

Longwood University utilizes an electronic billing and payment solution, TouchNet Ebill.

All graduate students (degree, professional endorsement, and non-degree seeking) are expected to pay for courses at the time of registration. However, if a graduate student registers during the undergraduate open registration period and does not pay for courses at the time of registration, then the Office of Cashiering and Student Accounts will generate an E-bill and graduate students will be required to pay all charges by the semester due date to avoid the possible assessment of late payment fees. Please see Billing Schedules below.

Please note: E-BILL NOTIFICATIONS ARE SENT TO THE STUDENT'S LONGWOOD E-MAIL ADDRESS. E-BILL NOTIFICATIONS ARE ALSO SENT TO AUTHORIZED USERS IF SET UP BY A STUDENT. Students are responsible for paying (or securing with adequate financial aid) all calculated charges on, or before, each semester's payment due date. Students requesting changes after open registration are encouraged to view their account summaries via myLongwood. Any charges assessed after the original semester payment due date are due and payable at the time incurred. *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 billing statements / account summaries on-line via myLongwood.

Billing Schedules

Fall Semester: Fall charges (based upon the student's registered credit hours), less any credits will be E-billed on or about July 7th, and shall be due on or about August 10th. Credit will be given for third party tuition assistance* only 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.

Spring Semester: Spring charges (based upon the student's registered credit hours), less any credits will be E-billed on or about November 20th, and shall be due on or about January 6th. Credit will be given for third party tuition assistance* only 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.

***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.

METHODS OF PAYMENT:

For detailed information concerning billing processes and managing the online student account, please refer to the Office of Student Accounts' website: <http://www.longwood.edu/studentaccounts/billingprocess.htm>.

Lump Sum Payments:

Online payments: Currently-enrolled students and authorized users may log into myLongwood/My Student Account to view most recent billing statements and see all current account activity. Students and authorized users may submit lump sum payments, online, using Visa, MasterCard, Discover, Diners Club, JCB, UnionPay, BCard, DinaCard or American Express (credit or debit), or an automatic draft from a bank account. A non-refundable convenience fee of 2.75% will be assessed on all credit or debit card payments. ACH Bank Draft (electronic check) payments will be processed without additional fees. On-line payments submitted through TouchNet (myLongwood) are posted immediately to the appropriate student account.

Important notes concerning online payments:

1. If you choose Electronic Check as a payment method, please obtain the correct ACH Electronic Draft format for your bank account number from your bank or credit union. **DO NOT USE THE NUMBERS ON YOUR DEBIT CARD FOR YOUR BANK ACCOUNT NUMBER.** Lines of credit, money market accounts, mutual fund accounts, trust funds, etc. cannot be electronically drafted. In addition, many "savings" accounts cannot be electronically drafted, particularly with credit unions. Please check with your financial institution to verify that your account can be electronically drafted. A \$50.00 Returned Item Fee will be charged For any items returned by your bank, regardless of reason, as prescribed by the Code of Virginia 2.2-4805.
2. If your payment choice is a debit card, please inquire with your bank concerning any daily dollar limits.

Delivered/Mailed Payments: Lump sum payments may also be submitted to the Office of Cashiering, 2nd floor Lancaster building (Room 201-A). Cash, personal checks (unless prior checks have been returned), 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.

Please note: Credit/Debit cards are not accepted in the Office of Cashiering.

Monthly Payment Plan:

The convenience of paying school expenses on a monthly basis is an attractive option for many families. Longwood University provides an opportunity for parents and students to pay educational expenses in four interest-free installments per semester. The plan is available to any student for the fall and/or spring semesters with the exception of study abroad students.

NOTE: PAYMENT PLAN ENROLLMENT IS PER SEMESTER for fall and spring. The payment plan is not available for summer semesters.

Enrollment for the fall payment plan will open online mid-July. Enrollment for the spring plan will open online late November. Payments for the fall semester are due on the 1st of each month from August through November. Payments for the spring semester are due on the 1st of each month from December through March.

A non-refundable participation fee of \$50.00 per semester is charged at the time of online enrollment. Personal expenses, books, computers, or travel expenses are not included in the plan. Longwood University does not charge a fee for late enrollment. However, any “missed” payments must be paid at the time of enrollment.

Our new Touchnet Payment Plan Manager system should automatically adjust monthly payments as activity on the student account changes and will notify the student and/or authorized user (s) via email. The payments are automated using an ACH Bank Draft (Electronic Check). The automated payment schedule is set upon enrollment. **No other action is necessary for the payments to draft from the bank account selected at enrollment in the plan.** After enrolling in the plan, students wishing to change bank account information must login and save a new payment profile. They must then click on payment plan and “change” payment profile associated with the plan.

IMPORTANT NOTES:

1. Please obtain the correct format for your account number from your bank. The payment is subject to approval and final verification from your bank. A \$50.00 Fee will be charged for any items returned by your bank.
2. Lines of credit, money market accounts, trust accounts, mutual fund accounts, etc. may not be automatically drafted. Please check with your financial institution to verify your account can be electronically drafted.

How to Enroll: Enrollment in the plan is accomplished by completing our web-based self service application. The student may enroll in the plan or may authorize others to enroll in the plan. Students may access the option for the plan through myLongwood Portal, Student tab, *My Student Account*. Authorized users will be emailed the procedures for accessing the student account and may enroll in the plan once the student sets the authorizations.

RETURNED ITEMS

Paper checks and ACH Bank Drafts (electronic checks) will not be accepted on student accounts that reflect three (3) previously returned items. Redemption of any returned item will be by cash, cashier's check, or money order. Additionally, a returned payment item that was made on a student account may be redeemed using a debit or credit card. A service fee will be applied to all returned items in order to cover the University's cost of processing the returned item including bank charges. Upon notification of the return, a hold flag will be placed on the student account to prevent future registration and acquiring official transcripts. Any amounts not satisfied will be referred to a collection agency, and collection fees will be added. Any amount not satisfied may be reported to the credit bureau, and may be listed with the Virginia Department of Taxation. Listing with the Department of Taxation may result in the seizure of funds due from the Commonwealth such as a tax refund or lottery claim.

LATE PAYMENT

Any student account not paid in full or secured by our Payment Plan or Financial Aid* 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 payment fee.

* **Please note:** Students are responsible for endorsing scholarship or Private loan, checks upon notification from the Office of Financial Aid/Students Accounts. Failure to return endorsed checks in a timely manner could result in the assessment of late payment fees and/or cancellation.

CANCELLATION POLICY FOR UNPAID STUDENT ACCOUNTS

Any student with an unpaid account balance not secured by Longwood's Monthly Payment Plan and/or financial aid may have her/his course schedule cancelled on the day following the original (semester) payment due date. (The payment due date for the fall semester is on or about August 1st, and for the spring semester is on or about January 2nd.) In addition, if applicable, any residential or commuter student with unpaid balances may be denied access to student housing on her/his scheduled move-in day and/or may be blocked from utilizing campus meal plans.

Failure to receive a bill will not waive the requirement for payment when due. Students may access account summaries/billing statements via Longwood University's Student Information System (myLongwood).

Following the cancellation of her/his course schedule, any student who wishes to reinstate must first pay the required reinstatement fee in addition to any other financial obligation due to the University. The deadline to reinstate a course schedule is the last business day prior to the first day of classes. In certain instances, a student's original course schedule may no longer be available; therefore, students requesting reinstatement must work with advisors and/or the Office of the Registrar to create new course schedules. Payment of the reinstatement fee and any outstanding charges must be made to the Office of Cashiering.

Any student who processes an initial registration or who adds classes and/or room/board assignments after the original (semester) payment due date is expected to remit payment for all balances due upon registration and/or upon request for room/board assignment. If payment is not made following registration/assignment, then the student's course schedule may be cancelled at the end of the Add/Drop period, and if residential, the student will be subject to eviction from student housing at that time.

If payment is not made or if an account is not adequately secured by the end of the Add/Drop period:

1. Degree-seeking undergraduate-level students may be administratively withdrawn from the University and, if administratively withdrawn, will not be allowed to apply for re-admission to Longwood until the following semester.
2. Residential students will be subject to eviction from student housing.
3. Graduate-level degree-seeking or professional endorsement seeking students and non-degree-seeking students may be administratively withdrawn from all (current semester) courses and will be blocked from processing future registrations until all outstanding balances due are fully paid to the University.

Any student with an unpaid/unsecured account balance whose course schedule is cancelled and/or who is administratively withdrawn from the University will be assessed charges in accordance with University catalog-published withdrawal policy*.

* **Please note:** Following administrative withdrawal due to non-payment, withdrawal penalties may be substantial. This is particularly true in the case of Online, Off-campus, Intersession, and/or Special Offering (abbreviated term) On-Campus courses—for which, after the last day to drop a course, financial withdrawal penalties will equal 100% of the originally-assessed tuition and fee charges.

Administrative cancellation/withdrawal will not waive a student's financial obligation(s).

Diplomas and official transcripts will not be issued until all financial obligations to Longwood have been paid or secured to the satisfaction of the University. Any unpaid balance will prevent future registration and will prevent the adding or dropping of classes. (**Note: Through the last day to drop a class, students may submit written/faxed "drop" requests to the Registration Office.**)

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 32 percent of the then unpaid balance. Also, any account not satisfied by the due date may be reported to the credit bureau and will be listed with the Virginia Department of Taxation. Returned items will incur a handling fee of \$50.00. 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 LANCERNET (TELEPHONE ACCOUNTS)

Students will be liable for any charges made against any Longwood residence hall phone service. LancerNet accounts must be paid within 30 days of the billing date. Failure to pay will result in a hold flag being placed on the student's record. This will prevent registration, adding or web-dropping of classes, processing of transcripts, and awarding of diploma. Returned items will incur a handling fee of \$50.00. 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 32 percent of the then unpaid balance. Requesting or accepting services will be deemed to be acceptance of these terms.

HOLD FLAGS, FUTURE REGISTRATIONS, AND RELEASE OF TRANSCRIPTS

Hold flags will be placed on student accounts having past-due financial obligations and may be placed on student accounts for a variety of other reasons (ex. transcripts incomplete, missing health form, degree-application delinquent). "Registration hold flags" are blocks that prevent future registrations and/or changes to existing course schedules. "Transcript hold flags" are blocks that prevent the release of transcripts to the student or any third party (school, employer, etc.) Once applied, financial hold flags (registration and transcript) may be cleared only by paying, in full, all previously incurred university 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 myLongwood.

FINANCIAL WITHDRAWAL POLICIES AND PROCEDURES

Once a student has registered, pre-registered, or otherwise been assigned classes for any semester, he/she must officially withdraw from the University/drop all registered credits within the appropriate Add-Drop period to prevent the assessment of tuition and fee charges. In addition, a student with room and/or board assignment(s) must officially withdraw from the University or (if permissible) cancel his/her room/board assignment before the first day of the academic semester to prevent the assessment of room and/or board charges.

Students withdrawing from the University on the first day of the academic semester, or later, will be charged as stated under the Catalog section REFUNDS AND CHARGE ADJUSTMENTS.

For additional guidance and/or to complete official withdrawal procedures:

1. Graduate-level students (degree or non-degree-seeking) must contact the College of Graduate and Professional Studies
2. Undergraduate-level students (degree or non-degree seeking) must contact the Office of the Registrar.

Withdrawal is not considered official until a student has completed withdrawal paperwork with the appropriate Longwood University office: College of Graduate and Professional Studies (graduate students) or Office of the Registrar (undergraduate students).

Please note that the following actions will not substitute for formal withdrawal (or course cancellation) and will not be considered justification for elimination or reduction of charges:

1. Failure to submit payment for a course after registering

2. Failure to officially drop a course for any reason, including due to the presence of a hold flag
3. Failure to attend class, log into Canvas, and/or complete coursework after registering
4. Requesting release of official (or unofficial) transcripts—including to an employer and/or to another College or University
5. Failure to apply for, receive, or accept financial aid and/or other Third Party tuition/fee assistance
6. Voluntary or enforced cancellation of offered financial aid
7. Failure to occupy Longwood-managed housing and/or to utilize campus meal plan

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 this *Catalog*.

Financial Aid Recipients: Please note that withdrawal prior to the 60% point in a semester significantly impacts a student's eligibility to retain "unearned" financial aid, and may result in financial aid recipients owing large tuition and fee balances to the University. In addition, a registered student's failure to attend class and/or to successfully complete coursework may reduce or cancel the student's eligibility to retain (current and/or future term) financial aid. Financial Aid recipients are strongly encouraged to seek guidance from the Office of Financial Aid prior to leaving the University and/or completing withdrawal processing through the College of Graduate and Professional Studies or the Office of the Registrar.

REFUNDS AND CHARGE ADJUSTMENTS

Refunds and Charge Adjustments Following Drop or Withdrawal from Off-campus Courses, Online Courses, Intersession Courses, and/or Special Offering (abbreviated term) On-campus* Courses (All Semesters):

* **Note:** For purposes of this policy, "Special Offering" will refer to an On-campus or hybrid course lasting less than one full semester in length and/or overlapping semesters/terms.

Dropping: Longwood University "Add-Drop Policy" is available, online, from the Office of the Registrar website: <http://www.longwood.edu/registrar/19343.htm#adddrop>.

A student who officially cancels (drops) an Off-campus, Online, Intersession, and/or Special Offering course within the official "add-drop" period for the course will be credited/refunded 100% of tuition and fees assessed (for that course) less any non-refundable tuition deposit paid, if applicable.

Withdrawing: After the official "add-drop" deadline has passed for each Off-campus, Online, Intersession, and/or Special Offering course, no financial tuition and fee reductions (credits) will be issued to students who "withdraw without academic penalty" (grade of "W"). If a student withdraws before his/her account balance is paid in full, then the student will be responsible for paying any remaining balance due.

Enforced withdrawals, such as disciplinary suspension or administrative withdrawal due to non-payment, will not involve credits or refunds beyond the above schedule.

Refunds and Charge Adjustments Following Drop or Withdrawal from One or More Full-semester* (Fall-Spring) On-campus** Courses, But Not Withdrawal from the University:

* On-campus courses include, but are not necessarily limited to: Classroom-based courses, hybrid courses, student teaching and internship assignments, and/or independent study assignments.

Dropping: A student who officially cancels one or more full-semester (fall-spring), On-campus course(s) on or before the semester census date (*Academic Calendar* “Last day to add/drop”) will be fully credited the difference in tuition and fees for the reduced number of credit hours, if any.

Withdrawing: After the census date (*Academic Calendar* “Last day to drop”), no tuition and fee reductions (credits) will be issued to students who “withdraw without academic penalty” (grade of “W”) from individual courses. Also, after the census date, late-added courses (such as Special Offering courses scheduled to begin mid-semester) will incur additional tuition and fee costs.

To avoid unnecessary financial penalties, students are encouraged to officially process all necessary course schedule adjustments prior to the end of the semester Add-Drop period (census date). Although it may be possible—in very rare, unusual, circumstances—for students to seek Dean’s office permission to make schedule adjustments after the census date, severe financial penalties would result. (After the census date, students would be held financially responsible for payment of tuition and fees assessed for both late-cancelled courses (graded “W”) and late-added courses.)

Refunds and Charge Adjustments Following Withdrawal from the University and Cancellation of All Full-Semester* (Fall-Spring) On-campus Courses:**

* On-campus courses include, but are not necessarily limited to: Classroom-based courses, hybrid courses, student teaching and internship assignments, and/or independent study assignments.

A student who officially withdraws from the University and cancels all full-semester (fall-spring), On-campus courses on or before the census date (*Academic Calendar* “Last day to drop”) for the semester, will be credited/refunded 100% of tuition and fees** less any non-refundable tuition deposit paid.

** **Note:** Please reference separate *Refund and Charge Adjustments* policy for Off-campus, Online, Intersession, and Special Offering (abbreviated term) On-campus courses. The current refund policy applies only to charges assessed for full-semester On-campus courses.

A residential student (or a commuter student with optional meal plan) who withdraws on or before the census date for the semester/term, will be assessed reduced/partial room and board charges.

After the fall-spring census date, a student who officially withdraws from the University through the fifth week of the semester will be partially credited tuition, fees, room and board charges—determined by the week of school during which the official withdrawal takes place.

After the fifth week of the semester, no (tuition, fee, room and/or board) credits/refunds will be issued to students who withdraw from the University.

Note: Although formal withdrawal processing must occur during standard business hours (8:00am – 5:00pm, Monday through Friday), in certain circumstances, withdrawn residential students may arrange to complete additional mandatory “room check-out” procedures during the weekend immediately following formal withdrawal processing. Withdrawn residential students may contact Residential & Commuter Life (RCL) staff for additional guidance and/or to schedule and complete room check-out.

Exceptions: In unusual circumstances, charge adjustments and refunds beyond the normal 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 instructions and Application Forms may be obtained online from the Office of Student Accounts website: <http://www.longwood.edu/studentaccounts/20642.htm>.

During the fall-spring semesters, students who officially withdraw from the University (canceling all full-semester, On-campus courses) will be charged and credited according to the following schedule:

Official Withdrawal Date*:	Tuition & Fees / Room & Board Assessed:
Within First 6 Days of Academic Semester (the Official Add-Drop Period):	Student Forfeits (Non-refundable) Tuition Deposit** Tuition & Required Fees Assessed = 0% If Applicable, Room Assessed = Prorated Daily Rate If Applicable, Board Assessed = Daily Rate + Bonus \$
During Second Week of Semester:	Tuition & Required Fees Assessed = 25% If Applicable, Room Assessed = Prorated Daily Rate If Applicable, Board Assessed = Daily Rate + Bonus \$
During Third Week of Semester or Fourth Week of Semester:	Tuition & Required Fees Assessed = 50% If Applicable, Room Assessed = Prorated Daily Rate If Applicable, Board Assessed = Daily Rate + Bonus \$
During Fifth Week of Semester:	Tuition & Required Fees Assessed = 75% If Applicable, Room Assessed = Prorated Daily Rate If Applicable, Board Assessed = Daily Rate + Bonus \$
After the Fifth Week of Semester Through the Last Day of Semester:	Tuition & Required Fee Assessed = 100% If Applicable, Room & Board Assessed = 100%

* Official Withdrawal Date = Date upon which a student processes formal withdrawal paperwork with office the College of Graduate and Professional Studies (graduate students) or the Office of the Registrar (undergraduate students).

** Non-refundable tuition deposit will be credited as payment against any balance due; any remaining tuition deposit balance will be forfeited (if assessed charges do not exceed).

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

If a student withdraws before his/her account balance is paid in full, then the student will be responsible for payment of any remaining balance due, after the appropriate (%) withdrawal credits have been processed.

The refund policy may vary in accordance with federal regulations.

Enforced withdrawals, such as disciplinary suspension or administrative withdrawal due to non-payment, will not involve credits or refunds beyond the above schedule.

Refunds and Charge Adjustments Following Drop or Withdrawal from Summer Courses:

Dropping: A student who officially cancels one or more summer course(s) on or before the last day to drop for each course, will be fully credited the difference in tuition and fees for the reduced number of credit hours, if any.

Withdrawing: After the last day to drop for each course, no tuition and fee reductions (credits) will be issued to students who “withdraw without academic penalty” (grade of “W”) from individual courses.

Refunds

Refund checks and/or EDI direct deposit credits will be issued to 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 parents, financial aid programs third party employers or scholarship awarding agencies.

The refunded amount may be net of any outstanding balance owed to Longwood for past due library fines, parking fees, telecommunication charges, or any other outstanding debt to Longwood.

Minimum Refund Policy

Due to the high cost of processing refunds, no refund checks will be issued for \$1 or less.

Special Cost Waivers for Virginia Military Survivors and Dependents

The Virginia Military Survivors and Dependents Program (VMSDEP) provides education benefits to spouses and children of military members killed, missing in action, taken prisoner, or who became at least 90% disabled as a result of military service in an armed conflict.

Definitions:

Military Service: Service in the United States Armed Forces; United States Armed Forces Reserves or the Virginia National Guard

Armed Conflict: Military operations against terrorism or as a result of a terrorist act; a peace-keeping mission; any armed conflict after December 6, 1941

Eligibility Requirements:

1. Military Service: Child or spouse of a military service member killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict
2. Age: Children must be between ages 16 and 29; No age restrictions for spouses
3. Virginia Citizenship: Service member must have been a Virginia citizen at the time he/she entered active duty or for at least five years immediately prior to the date of the admission application. If the military member is deceased, the surviving spouse must have lived in Virginia for at least five years prior to marrying the service member or must have been a Virginia citizen for five years immediately prior to the admission application.

Benefits:

Waiver of Tuition and Mandatory Fees at state-supported colleges and universities in Virginia, including community colleges; undergraduate or graduate study; length of benefits not to exceed four years. (Benefits expire after four years whether or not the student has completed the degree program.) Benefits for children of qualifying military service members cease when the student turns 30. Students must meet attendance and academic progress requirements set by their school. If a student is suspended from school for any reason, benefits will be terminated.

Virginia Military Survivors and Dependents Education Fund may provide up to a \$1,800 annual stipend to offset the cost of room, board, books, and supplies. If approved, any appropriated funding would be disbursed as financial aid (on a reimbursement basis) after a final count of eligible students is reported to State Council of Higher Education for Virginia (SCHEV).

Per Code of Virginia: "The maximum amount to be expended for each such survivor or dependent pursuant to this subsection (§23-7.4:1) shall not exceed, when combined with any other form of scholarship, grant, or waiver, the actual costs related to the survivor's or dependent's educational benefits allowed under this subsection". Eligibility for these benefits is established by the Commissioner of the Department of Veterans Services (<http://www.dvs.virginia.gov/veterans-benefits.shtml#education>).

Students who consider themselves eligible should contact the Department of Veterans services or may seek assistance from the Dean of Admissions at Longwood or the Veterans Affairs Certifying Official. Verification of eligibility must be on file with the Office of Cashiering and Student Accounts before the first day of classes each semester. Please note that the waiver of tuition and fees does not include a waiver of charges for room and board. Room and board should be paid on, or before, the payment due date for each semester.

SENIOR CITIZENS HIGHER EDUCATION ACT

Senior citizens aged 60 or over, with a Federal taxable individual income of less than \$15,000 per year, and who have lived in Virginia for one year, can enroll as a full or part-time student 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 the student meets the admissions standards of the college and space is available. The senior citizen is obligated to pay fees established for the purpose of paying for course materials, such as laboratory fees. If enrolled as a non-credit seeking student (audit), a maximum of three courses may be taken per semester.

Approval and processing to register for classes under the Senior Citizens Higher Education Act may be obtained in the Office of the Registrar, Barlow 101. Such students will be enrolled after all tuition paying students have been accommodated but before the add/drop period of the term.

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 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.gov/>). FAFSA records should be filed by our priority date of March 1.

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 for aid.

The FAFSA may be completed and submitted in advance of being accepted for admission. However, an offer of admission to a Longwood University degree or licensure program must be made before your financial aid application will be processed. Federal and State aid are NOT available for students who are not degree seeking or in an initial teaching licensure program. Students seeking certificates or endorsements may wish to apply for a private loan. For more information on this type of loan, please search the Internet for Private/Alternative Education Loans. You will need to select a lender and complete their application process.

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 return transcripts, 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.

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. Transfer hours are included in this calculation.

C. Normal Completion Time

1. Undergraduate students will be eligible for financial aid for a maximum of 180 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 150% of the total credit hours required of their program. 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 at the end of the spring semester will be placed on **Financial Aid Suspension** beginning with the following semester. Such status will make students ineligible for financial aid until such time as the satisfactory academic progress requirements are met or the student is granted an appeal.

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 Satisfactory Academic Progress Appeal form (<http://www.longwood.edu/>; 'Tuition & Financial Aid'; click on 'financial aid office'; click on 'forms') to the Office of Financial Aid no later than one week prior to the first day of classes. **Only one appeal per semester will be accepted.** 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 as long as appeal conditions are met each term or until Satisfactory Academic Progress standards are met. The student will be advised in writing of the action on the appeal. If accepted, appeal conditions will be outlined in this letter.

Withdrawing From Longwood

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

Upon withdrawal, the Office of Financial Aid will calculate, from the number of days in the term and the number of days of the term that the student was enrolled prior to withdrawal, the percentage of the term that the student completed. This percentage will be applied to the amount of aid received for the term with the student being able to retain only the amount of aid for the percentage of the term actually completed. The unearned portion of the financial aid award must be returned to the Federal, State and Institutional programs from which they were awarded. If excess financial aid funds have been refunded to the student, a portion of these funds may also need to be returned to the financial aid programs awarded. This may result in large sums being owed to Longwood University and Federal, State and Institutional financial aid programs.

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

Other Information

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

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

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

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

Borrowers with concerns about their Federal Perkins Loan or Federal Stafford Loan may contact the Student Loan Ombudsman at www.sfahelp.ed.gov or 1.877.557.2575.

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 Honor Code is one of Longwood's proudest traditions. Established by the student body in 1910, for 100 plus years the student-elected Honor Board has protected the basic values of honor and academic integrity. The Honor Creed is prominently displayed in the University Library, and each classroom contains a copy of the Academic Honor Pledge.

The three basic provisions of the Honor Code of Conduct, which strictly forbids lying, cheating, or stealing, represent the standards of integrity and moral responsibility that all students, groups, and organizations are expected to exemplify.

As one of the most respected traditions at Longwood University, the Honor System promotes an atmosphere of trust, where students are presumed honorable unless their actions prove them otherwise. It also serves as a higher-order set of moral standards and principles for all members of the community to follow and take with them wherever their lives may lead. The following procedures apply to students involved in graduate study offered either on-campus, off-campus, or online.

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. The Honor Creed states "We shall not lie, cheat, or steal, nor tolerate those who do. It is therefore an Honor Code offense to lie, to cheat (including plagiarism), to steal, or to tolerate it in others 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. Please contact the individual departments for more specific information.

Alpha Kappa Delta

The Longwood chapter of the International Sociology Honor Society, Alpha Kappa Delta, was founded in 1980. Alpha Kappa Delta was founded in 1920 for the purposes of stimulating scholarship and promoting the scientific study of society. To be considered for membership at the graduate level, students must be officially admitted to graduate study in Sociology and have completed at least one-half year (one semester) of graduate study in Sociology with a cumulative grade point average of 3.20 or better and continued matriculation in a program of study leading toward a graduate degree in sociology.

Alpha Phi Sigma

The Longwood chapter of the National Criminal Justice Honor Society, Alpha Phi Sigma, was founded in 2005. Alpha Phi Sigma was founded in 1942 to promote critical thinking, rigorous scholarship and life-long learning; to keep abreast of the advances in scientific research, to elevate the ethical standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training. To

be considered for membership at the graduate level, students must be officially admitted to graduate study in Sociology with a concentration in Criminal Justice and have completed at least four courses within the criminal justice curriculum. Additionally, students are required to maintain a minimum cumulative grade point average of 3.4 or better, on a 4.0 scale, in both criminal justice courses and overall courses.

Beta Gamma Sigma

Beta Gamma Sigma is the honor society serving business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. Beta Gamma Sigma has established 430 collegiate chapters in all 50 U.S. states and 11 countries at schools accredited by AACSB International. Additionally, 18 alumni chapters serve the needs of alumni members in major metropolitan areas. To qualify for membership, graduate students in business must be in the top 10 percent of their class.

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.

Lambda Iota Tau

The purpose of Lambda Iota Tau is to recognize and promote excellence in the study of literature of all languages. Founded at Michigan State University on December 3, 1953, LIT has approximately 50 active chapters and over 40,000 members. These chapters are encouraged to hold regular meetings, to promote collegial support among the members in their literary studies, and to sponsor events and activities which will bring the study of literature to the campus at large. On a national level, LIT publishes its annual journal Lambda Iota Tau as a showcase of some of the best creative and critical writing by our members. In addition, the national organization awards several publication prizes and scholarships each year. Members of LIT are majors or minors in literature, no matter what language that literature may be written in. Undergraduates must be in the upper thirty-five percent of their class in cumulative grade average and have attained at least a full B average in at least twelve semester credit hours or eighteen term hours of literature and all prerequisites thereto. Graduate students must have completed one semester or term with an A- average. All members must present an initiation paper on a literary topic or of a creative nature.

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 graduate hours completed at Longwood who are in the top 10% of the graduate class.

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 University. 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 College of Graduate and Professional Studies for information and deadlines for submitting an appeal.

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 they plan to complete, and the offerings by the major department. Departments reserve the right to determine which graduate courses will be offered in any semester or summer session and should be consulted concerning available courses. The schedule of classes is produced online each semester by the Office of the Registrar at www.longwood.edu/registrar.

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 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 - DEGREE

1. Maintain a minimum cumulative grade point average of 3.0.
2. Enroll each regular semester for a minimum of one graduate credit hour. This registration must continue with no breaks from admittance to graduation. This policy does not include summer sessions. Students must be enrolled in the semester they are scheduled to graduate.
3. Complete the number of credit hours required for a specific degree program.
4. Complete the thesis, the comprehensive examination, the collaborative research, the professional portfolio, or the external experience.
5. Complete all degree program requirements within five years from the term of admission.

6. Complete a minimum of one-third (1/3) of the degree credits at Longwood University.
7. 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 54 total hours and prior to enrollment in the final semester of course work. (Applications are available in the College of Graduate and Professional Studies or on the website, www.longwood.edu/graduatestudies/57232.htm.)

GRADUATION REQUIREMENTS - PROFESSIONAL ENDORSEMENT

1. Maintain a minimum cumulative grade point average of 3.0.
2. Enroll each regular semester for a minimum of one graduate credit hour. This registration must continue with no breaks from admittance to graduation. This policy does not include summer sessions. Students must be enrolled in the semester they are scheduled to graduate.
3. Complete the number of credit hours required for a specific endorsement program.
4. Complete the professional portfolio or the external experience
5. Complete all professional endorsement program requirements within five years from the term of Admission.
6. Complete a minimum of one-third (1/3) of the professional endorsement credits at Longwood University.
7. File an *Application for Graduate Professional Endorsement* 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 College of Graduate and Professional Studies or on the website, www.longwood.edu/graduatestudies/57232.htm.)

GRADUATION

Students who are in good academic standing with the university, have three (3) or fewer academic credits or one course remaining for the completion of their degree, have enrolled in the courses required for graduation for the subsequent summer and/or fall academic semesters, and have received approval from the graduate coordinator of their program and the registrar shall be permitted to participate in the May graduation ceremony.

Each graduate program may design requirements to allow students in that program within 3 credits or one course of graduating who have passed any required comprehensive exams to participate in the May ceremony by applying to the Program Coordinator.

Diplomas will be mailed to students normally within eight weeks of commencement or the completion their degree requirements.

TIME LIMIT

The work for a graduate degree or professional endorsement is to be completed within five years from the semester 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 Graduate Faculty Petitions Committee in care of the Dean of the College of Graduate and Professional 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.

FULL-TIME/PART-TIME STATUS

For academic and financial aid purposes, a graduate-level student must be registered for at least nine (9) credit hours per semester to be considered full-time. Graduate-level students registered for fewer than nine (9) credit hours per semester are considered part-time.

Primarily our programs are designed for the individual who is employed full-time and wishes to enroll in graduate studies on a part-time basis.

ENROLLMENT

Any student who is engaged in graduate study at Longwood University must enroll each semester in which a) the student is engaged in any form of study at Longwood that involves use of university facilities, laboratories/studios, and/or libraries; or b) the student is supervised by or consults with a faculty member concerning graduate work on a thesis, collaborative research, professional portfolio, or field experience; or c) the student is in continuous enrollment status.

Continuous Enrollment:

All students enrolled in graduate degree and professional endorsement programs must enroll each regular semester for a minimum of one graduate credit hour. This registration must continue with no breaks from admittance to graduation. This policy does not include summer sessions. Students must be enrolled in the semester to which they are admitted and in the semester they are scheduled to graduate.

Thesis/Collaborative Research and Practicum/Internship/Clinical Experience – Graduate Students are required to satisfactorily complete the minimum number of credit hours in thesis or collaborative research or practicum or internship or clinical experience as established by their program, but must remain continuously enrolled in at least one credit hour every semester (including summer) until completion. Students must be enrolled in the semester scheduled for graduation.

In any regular semester that a student is not enrolled in a program requirement they must enroll in GRAD 698. *Continuous Enrollment*. This course does not count toward degree requirements. Registration must take place during the registration periods as published in the University calendar.

GRAD 698. *Continuous Enrollment*. Enrollment required in any regular semester in which a student is not registered for a program requirement; course is an audit grade. Tuition for this course is \$50.00. 1 credit.

Students who take an unapproved break in registration by failing to maintain continuous enrollment will relinquish their graduate standing in the university. Students who wish to be reinstated will be required to file an Application for Graduate Readmission and pay the application fee. Reinstatement is not automatic in such instances and will depend on a full review by the applicable Program Coordinator of the student's past record upon receipt of the Application for Graduate Readmission. (Applications available from the College of Graduate and Professional Studies or on the website, www.longwood.edu/graduatestudies/57232.htm.)

Leave of Absence:

Students wishing to be excused from the continuous enrollment requirement because of extenuating circumstances may request a leave of absence from the Dean of the College of Graduate and Professional Studies by submitting a written request. **THE STUDENT'S REQUEST MUST BE APPROVED BY THE RESPECTIVE GRADUATE PROGRAM COORDINATOR** prior to submission to the Dean of the College of Graduate and Professional Studies. Requests must be received and approved prior to the first day of on-campus classes in the fall or spring as published in the University calendar.

Except for extenuating circumstances requiring approval from the Dean of the College of Graduate and Professional Studies, time spent in leave of absence status will be included in all time limits pertaining to the student's degree program. Students on a leave of absence **are not entitled** to use any university facilities, make demands upon faculty time, or receive an assistantship or financial aid.

REGISTRATION PROCEDURES

On-Campus degree and professional endorsement seeking graduate students are expected to register by myLongwood.com; in person with their advisor; in person in the Office of the Registrar (Barlow Hall); by regular mail (Office of the Registrar, Longwood University, 201 High Street, Farmville, VA 23909); by fax (434.395.2252); or by e-mail (registrar@longwood.edu) if you have the capability to scan the completed documents and attach them to the e-mail 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 professional endorsement 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 professional endorsement seeking graduate students are expected to register by myLongwood.com; in person with their advisor; by regular mail (Office of the Registrar, Longwood University, 201 High Street, Farmville, VA 23909); by fax (434.395.2252); by e-mail (registrar@longwood.edu) if you have the capability to scan the completed documents and attach them to the e-mail; or in person in the Office of the Registrar (Barlow Hall) during one of the opportunities provided during the academic year. In addition to the official course offerings schedule available on the Office of the Registrar web page, www.longwood.edu/registrar/, the College of Graduate and Professional Studies can be contacted for more details. 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

Students may make schedule adjustments (adds and/or drops) for face-to-face, off-campus, online, and hybrid courses

- until 5:00 p.m. on the sixth day of classes for fall and spring full term courses.
- until 5:00 p.m. on the third business day after the officially stipulated begin date in an abbreviated term, intersession or summer courses of at least three weeks.
- until 5:00 p.m. of the officially stipulated begin date for any courses which are less than three weeks in duration. If the first meeting time of such a course is after 3 p.m., then a student has until noon of the business day following the officially stipulated begin date to add/drop the course.

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 on the Office of the Registrar website at www.longwood.edu/registrar, under *Academic Regulations*.

All registration and add/drop transactions must be processed through appropriate procedures by the deadline to become effective.

CLASS ATTENDANCE

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

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

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

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

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

Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness. Faculty may require documentation for excused absences in their attendance policy. The Student Health & Wellness Center will provide documentation of needed absence in very limited cases: only for those students who are sent home by Student Health (exp. Communicable disease). The Dean of Students may also provide documentation for students unable to attend class due to mental health reasons.

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. Prior to Fall 2014, there is no distinction in quality points awarded with a plus or minus grade. For example, a B+ would have 3 quality points.

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

A: Excellent (4 quality points)

A-: Excellent (3.7 quality points)

B+: Good (3.3 quality points)

B: Good (3 quality points)

B-: Good (2.7 quality points)

C+: Passing (2.3 quality points)

C: Passing (2 quality points)

C-: Passing (1.7 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. An "I" becomes an "F" unless the work is completed and the instructor assigns a course grade by the last day of classes of the subsequent regular semester as published in the University calendar (i.e., an incomplete awarded in the fall semester must be removed by the last day of classes in the spring, and an incomplete awarded in the spring or summer semesters must be removed by the last day of classes in the fall). The awarding of a grade of "I" requires an understanding between the instructor and student as to when and how the course will be completed. An extension of the time limit is possible, but must be approved, prior to the expiration date stated above, by the instructor and the Dean of the College of Graduate & Professional Studies. A graduate student with six or more hours of incompletes will not be allowed to enroll in any additional graduate courses.

P: Pass (0 quality points)

SP: Satisfactory Progress (0 quality points)

NP: Not Pass (0 quality points)

W: Withdrawal (0 quality points) without penalty. A grade of "W" is automatically assigned for withdrawal from full term fall and spring classes from the end of the drop period (first six class days) through noon on the thirty-fifth (35th) day and for withdrawals from summer and other non-full term courses from the end of the drop period to the mid-point of the course.. See paragraph on Withdrawal Policy.

AU: Audit (0 quality points). For 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.

NG: No Grade (0 quality points; no credit hours) Automatic grade assigned for GRAD 698 – *Continuous Enrollment*.

The grades of AU, I, P, SP, NP, and W are not calculated in the grade point average.

Audit

Class size permitting and with department approval, a student may register for a course on an audit basis. Auditing a course means that a student enrolls in a course, but does not receive academic credit. A student who registers for audit may be subject to other course requirements at the discretion of the instructor. Audit students are charged the regular rate of tuition and fees, and an audit course is counted as part of the student's semester load. (For purposes of enrollment certification for VA benefits or other programs requiring "for credit" enrollment, audit courses will not count toward the minimum number of credits required for full-time status.)

The Office of the Registrar must be notified by the end of the Drop/Add period for a change in registration status from "audit" to "credit" or from "credit" to "audit" to occur. A course taken for audit cannot be changed to credit at a later date, nor can a course taken for credit be changed at a later date to audit.

Pass/Satisfactory Progress/Not Pass

The Pass/Satisfactory Progress/Not Pass grading option will be used in all thesis research, collaborative special education research, professional portfolio, and comprehensive examination courses and will not be used in calculating the grade point average. The Pass/Satisfactory Progress/Not Pass grading option may be used in all practicum, internships, externships, and field/clinical experiences if so designated by the program and will not be used in calculating the grade point average. Each course will have a minimum number of hours with a "Pass" grade required and only those hours with a grade of "P" will meet requirements for completion.

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.

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 the Registrar (when registering for the course the second time).

ACADEMIC WARNING AND DISMISSAL POLICY

At the end of each semester, the College of Graduate and Professional Studies will review the cumulative grade point average (GPA) of all degree-seeking and professional endorsement 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 College of Graduate and Professional Studies for information and deadlines for submitting an appeal.

Graduate students not admitted to a degree, professional endorsement, 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, Canvas, 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 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 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 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 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, 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, 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 department chair/dean, with a copy to the P&VPAA, the appropriate Dean, faculty member, the student, and the registrar who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.

Should the appeal involve a grade assigned by a department chair, the Dean of the appropriate school will assume the role normally assigned the chair. Should the appeal involve a grade assigned by the Dean, the Provost and 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 also 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

1. 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. This policy does not apply to summer or any other courses offered in a non-traditional block of time.
 - 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.
2. During regular semesters, four (4) two and one-half-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.
3. 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.

4. When students have in excess of two exams per day they may request that exams be rescheduled.
5. 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.
6. Examination and semester grades are confidential and must not be posted.
7. 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.
8. Exemptions to these policies must be approved by the College Dean.
9. 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 Graduate 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 the Registrar, the College of Graduate and Professional 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 semester 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

Withdrawal from Individual Courses

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, send a letter to the Dean of the College of Graduate and Professional Studies. In addition, a letter must be sent by a physician, detailing the nature of the illness, and recommending 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 the Registrar 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.

To withdraw and receive a grade of W in any course designated as off-campus, students must submit a letter of withdrawal to the Dean of the College of Graduate and Professional 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-aca-

demographic 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, send a letter to the Dean of the College of Graduate and Professional Studies. In addition, a letter must be sent by a physician, detailing the nature of the illness, and recommending 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 the Registrar 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.

Withdrawal From The University

Current Longwood students who are not planning on continuing their enrollment with Longwood University are required to formally withdraw. The graduate student should go to the Dean of the College of Graduate and Professional Studies to initiate the University withdrawal process. All non-admitted graduate students report to the Dean of the College of Graduate and Professional Studies as well.

The formal withdrawal process will ensure cancellation of registered courses, tuition, and other associated charges. Students must officially withdraw from the University (drop all registered credits within the appropriate add/drop period) to prevent the assessment of tuition and fee charges before the first day of the academic semester. Withdrawal is not official until a student has completed the withdrawal paperwork with the Dean of the College of Graduate and Professional Studies. Until this is completed, the student will still accrue financial liability.

Please note that the following actions will not substitute for a formal withdrawal (or course cancellation) and will not be considered justification for elimination or reduction of charges:

1. Failure to submit payment for a course after registering.
2. Failure to officially drop a course for any reason, including an account hold.
3. Failure to attend class, log into Canvas, and/or complete coursework after registering.
4. Requesting release of official (or unofficial) transcripts.
5. Failure to apply for, receive, or accept financial aid and/or other third party tuition/fee assistance.
6. Voluntary or enforced cancellation of financial aid.

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 Graduate Admission with the course description(s) and an official transcript in a sealed envelope. The College of Graduate and Professional 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 College of Graduate and Professional Studies. The student should send a written request to the College of Graduate and Professional 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 College of Graduate and Professional 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 College of Graduate and Professional Studies for processing to the Office of the Registrar.

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 a minimum of one (1) credit hour of thesis per semester until completion. Each program sets the required total hours of thesis with a grade of pass (P) for completion of the degree, but there is no limit to the number of credits a student may earn in this course while pursuing completion of the degree. All thesis courses are to be graded on a pass (P)/satisfactory progress (SP)/not pass (NP) option and will not be used in calculating the grade point average (GPA). A grade of incomplete (I) **may not** be assigned. Students must remain continuously enrolled in at least one credit hour until completion.

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. 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 any 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 College of Graduate and Professional Studies.

Administrative procedures for culmination of the process are:

- 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 College of Graduate and Professional Studies; (form available at www.longwood.edu/gradautestudies/57232.htm)
- 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 any required payment for the binding of the thesis; and
- h) the graduate student submits the abstract to the College of Graduate and Professional Studies.

COLLABORATIVE RESEARCH

Collaborative research is an option for the Special Education General Curriculum Fifth Year program. Students should check the program of study as outlined in the catalog to determine if this is the appropriate choice. Students will enroll in a minimum of one (1) credit hour of research per semester until completion. Each program sets the required total hours of research with a grade of pass (P) for completion of the degree, but there is no limit to the number of credits a student may earn in this course while pursuing completion of the degree. All research courses are to be graded on a pass (P)/satisfactory progress (SP)/not pass (NP) option and will not be used in calculating the grade point average (GPA). A grade of incomplete (I) **may not** be assigned. Students must remain continuously enrolled in at least one credit hour until completion.

General Requirements: Students should consult their advisors for specific departmental requirements and timelines for collaborative research and teacher research.

Collaborative Research (Special Education General Curriculum Fifth Year program)

The original copy of the ready-for-publication article shall follow the guidelines of a reputable content-area journal. The collaborative research 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. Presentation of the project to the student's committee must occur prior to the end of the semester. The final requirement for the collaborative research project is the submission of the revised article to the collaborative research chair who will then send written notification of completion to the Registrar and the College of Graduate and Professional Studies.

Procedures for culmination of the process:

Collaborative Research (Special Education General Curriculum Fifth Year program)

- A. The graduate student in conjunction with the Project Director will schedule a date for the research defense.
- B. The graduate student will submit an Oral Examination form a minimum of 30 days prior to the scheduled defense to the College of Graduate and Professional Studies.
- C. The research symposium will take place.
- D. The research director will submit written notification to the Registrar and to the College of Graduate and Professional Studies of the successful defense including the project title.
- E. The research director awards the final grade.
- F. The graduate student submits the abstract to the College of Graduate and Professional Studies.

NOTE:

Grades will be awarded after the oral defense. Graduation can occur only after the College of Graduate and Professional Studies confirms receipt of the abstract of no more than 400 words. SPED Collaborative Research projects are exempt from the Library binding requirement.

PROFESSIONAL PORTFOLIO

The professional portfolio option is a requirement in the Reading, Literacy & Learning and School Librarianship programs. Students will enroll in one (1) credit and may receive the grade of pass (P)/satisfactory progress (SP)/not pass (NP). A grade of incomplete (I) **may not** be assigned. Continuous enrollment is required until completion with a maximum of one credit with the grade of P counted toward degree requirements.

General Requirements: Students should consult with their advisor for program specific requirements. Development of a portfolio provides each candidate opportunities for reflection and self-evaluation with the graduate program as well as within his/her professional position that demonstrates proficiency in their chosen field. The Portfolio can be paper or electronic and should represent an extensive record of progress, and a collection of well-documented learning and professional achievements. The Portfolio will be evaluated by the program faculty and presented to a panel of faculty and program peers on a selected date within the semester of enrollment in the course.

Procedures for culmination of the process:

- A. Portfolio completed under instructor supervision throughout the program.
- B. Student registers for READ 691- Professional Portfolio if in the Reading, Literacy and Learning major or SLIB 691 – Professional Portfolio if in the School Librarianship program.
- C. The professional portfolio will be reviewed and evaluated by program faculty members.
- D. The candidate will present a synopsis of the Professional Portfolio to the faculty committee and his/her program peers on a date selected within the semester enrolled in READ 691 or SLIB 691.
- E. The advisor will submit written notification to the Registrar of the grade.

CLINICAL EXPERIENCE / EXTERNSHIP / INTERNSHIP / PRACTICUM

The completion of a clinical experience / externship / internship / practicum is mandatory in several degree and professional endorsement programs. Students should check the programs of study as outlined in this catalog to determine if a clinical experience / externship / internship / practicum is required. Students must enroll in a minimum of one (1) credit hour per semester until completion. Each program sets the required total credit hours of clinical experience / externship / internship / practicum for completion of the degree or professional endorsement. Clinical experience / externship / internship / practicum courses may be graded on a pass (P) / satisfactory progress (SP) / not pass (NP) option according to program requirements and, if so, will not be used in calculating the grade point average. A grade of incomplete (I) may be assigned at the discretion of the instructor **ONLY** if **all field clock hours** have been successfully completed.

General Requirements: Students should consult individual program requirements for the number of graduate credit hours, the number of field clock hours, and the type of placement required. All students must remain continuously enrolled in a minimum of one (1) credit hour each semester including summers until completion of all requirements. Programs differ on the type of grading, please read program requirements carefully. Supervision on site is arranged by each program. Students cannot begin a placement prior to registering for the required course in the semester they wish to begin observing all applicable deadlines.

COMPREHENSIVE EXAMINATION

The comprehensive examination, if required by the program, will normally be taken in the last semester of study. 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, or professional portfolio requirement do not take a comprehensive exam.

Students must register for the comprehensive examination (COUN/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. Registration must be done by submission of the Graduate Course Enrollment Request form to the Registrar's Office. 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 (P)/not pass (NP). Students who do not pass the examination shall be allowed one re-examination. Please see individual program listings for specifics about the comprehensive examination in each program.

LONGWOOD POLICY ON STUDENT RECORDS AND ANNUAL NOTIFICATION

The Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records and requires the establishment of policies to safeguard student records and data. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education; Longwood student records policies comply fully with FERPA.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." All students at Longwood University regardless of dependency are protected by FERPA.

The accumulation, processing, and maintenance of student data by the institution is limited to that information, including grades, which is necessary and relevant to the purposes of the university. 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 Registrar 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 Honor Code.

Longwood University designates the following categories of student information as public or "Directory Information." Such information MAY be disclosed by the institution at its discretion. Directory information may include: the student's name, local address, Longwood e-mail address, local telephone number, 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, and dates of field experience. A student may inform the Office of the Registrar in writing that 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 Data Restriction form (available in the Office of the Registrar).

Schools may disclose, without consent, "directory" information as listed above. However, Longwood will notify eligible students about directory information and allow a reasonable amount of time to request that the school not disclose directory information about them. Longwood will notify eligible students via email each October of their rights under FERPA.

Generally, Longwood must have written permission from a student in order to release any information from a student's education record. However, FERPA allows Longwood to disclose those records, without consent, to the following parties or under the following conditions:

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

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.

Eligible students are permitted to inspect and review educational records of which the student is the sole subject. Longwood 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 the Registrar, Longwood, 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. Students may also obtain copies of most parts of their records for a nominal fee. 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.

During normal office hours, Longwood shall provide an opportunity for a student with proper identification to challenge information believed to be inaccurate, incomplete, inappropriate or misleading. This can be done either in person or by mail. All personal data challenged by a student shall be investigated by the Vice President over the area where the data is being challenged. Completion of an investigation shall result in the following actions:

1. If Longwood 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 institution.

2. 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.
3. If a student wishes to make an appeal of the decision, the student may do so in writing to the President of Longwood University.
4. The names, dates of access, and purposes of all persons or agencies other than appropriate Longwood personnel given access to a student's personal records shall be recorded and maintained. Student records are retained by the institution for at least one year after completion of work at the institution. 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 Longwood records filed under the student's name.

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

1. Academic Records/Transcripts - Office of the Registrar, Barlow Hall
2. Disciplinary Records - Office of Student Conduct and Integrity, Lancaster Hall
3. Financial Records - Office of Cashiering & Student Accounts, Lancaster Hall
4. Financial Aid Records - Office of Financial Aid, Lancaster Hall
5. Medical/Health Records - Student Health & Wellness Center, Health & Fitness Center
6. Mental Health Records- Counseling Center, Health & Fitness Center

To comply with the provisions of FERPA, Longwood University will not release education records or personally identifiable information contained therein without the student's written consent. Individuals seeking access to student records should include a copy of the student's written consent when requesting non-directory information.

RELEASE OF TRANSCRIPTS

The Office of the Registrar releases transcripts at the request of the student, provided there are no student account holds. Students may choose to request an unofficial or an official copy of their transcript . All transcript ordering information can be found at <http://www.longwood.edu/registrar/19251.htm>.

Official transcripts

- There is a cost of \$10.00 per transcript
- An online ordering service for official transcripts is available to all Longwood students, both current and former, through the Registrar's website.
- Official transcripts are produced within 3-5 business days of receiving the request. The student will be notified via email once the request is completed.
- If the student does not wish to use the online ordering method, please contact the Office of the Registrar for alternative arrangements.

Unofficial transcripts

- Current students may obtain their unofficial transcript instantly by signing on to myLongwood and clicking on "transcript" under their Academic Profile.
- Former students and alumni may request their unofficial transcript by accessing a request form through the Registrar's website.
- Unofficial transcript requests submitted to the Office of the Registrar are typically produced within two business days. They may be faxed, mailed, or picked up.

All transcript requests are processed in the order in which they are received.

Master of Business Administration

Dr. Charles D. White, Chair

Department of Management, Marketing, Retailing, Computer Information Management Systems, and Business Education

434.395.2832, whitecd@longwood.edu

Dr. Bennie D. Waller, Chair

Department of Accounting, Economics, Finance, and Real Estate

434.395.2046, wallerbd@longwood.edu

Ms. Abigail H. O'Connor, Assistant Dean and Graduate Program Coordinator

434.395.2043, oconnorah@longwood.edu

The Master of Business Administration degree provides a comprehensive business education. This program furthers the mission of the Longwood University College of Business and Economics:

- ❖ To prepare effective and successful business leaders by guiding students to develop their full potential.

This will be accomplished by recruiting, educating, and graduating master's level students who:

- ❖ Develop knowledge and skills necessary for administrative level business management.
- ❖ Integrate academic knowledge into practical applied experiences.
- ❖ Demonstrate application of ethical business practices.

Students can pursue their own business interests by choosing between three online concentrations: General Business, Real Estate, and Retail Management.



ADMISSION CRITERIA

- Bachelor's degree from a regionally accredited university, and
- Undergraduate GPA of at least 2.75 (4.0 scale) OR a GPA of 3.5 or higher on six hours of Longwood MBA degree program courses taken within the last 12 months, and
- GMAT with a minimum score of 470 or a GMAT waiver, and
- Admission score of 1100 or greater. Admission score is based on the following formula:
 $GMAT + GPA (200) \geq 1100^*$, and
- Minimum score of 570 (paper test) or 80 (Internet test) on the TOEFL or a minimum 6.5 on the IELTS for individuals whose first language is not English.

MBA applications are evaluated on the undergraduate GPA, GPA for any completed graduate course work, GMAT score/GMAT waiver request, personal essay, recommendations, and other materials submitted as part of the MBA application packet. No more than nine Longwood non-degree graduate hours may be counted towards the MBA degree program. Students should submit all application materials before the completion of six hours.

Applicants who have not completed an undergraduate major or minor in business that includes principles level courses in financial accounting, managerial accounting, finance, management, marketing, macroeconomics, microeconomics, and statistics must take MANG 500, Introduction to Business(6 credits) before enrolling in any other MBA courses*. Credits earned in this course will not count towards the 36 credit hours required

for the degree, nor will they count toward the student's graduate GPA. The grade in MANG 500 may not be used to satisfy the GPA admission criteria.

** The admission formula score and MANG 500 criteria may be reevaluated in special circumstances and the admission decision can be made by the MBA Advisory Council based upon applicant essay, personal interview, significant work experience, GMAT score/GMAT waiver request, and other relevant information.*

PROGRAM REQUIREMENTS:

CORE PROGRAM: (24) Complete the following twenty-one course hours and three hours of field experience.

ACCT 540 Managerial Accounting (3)
ECON 509 Managerial Economics (3)
FINA 550 Financial Management (3)
ISCS 570 Information Technology (3)
MANG 564 Leadership, Group Dynamics, and Team Building (3)
MANG 575 Managing Data for Strategic Decision Making (3)
MARK 588 Strategic Marketing: Products and Services (3)

FIELD EXPERIENCE: Complete three (3) hours in the field of concentration.

General Business:

ACCT 693 Consulting Practicum (1-3)
OR MANG 693 Consulting Practicum (1-3)
OR MARK 693 Consulting Practicum (1-3)

Real Estate:

FINA 693 Consulting Practicum (1-3)
OR MANG 693 Consulting Practicum (1-3)

Retail Management:

MANG 693 Consulting Practicum (1-3)
OR MARK 693 Consulting Practicum (1-3)

SUMMER RESIDENCIES: Complete the following:

Full-Time Students – two on-campus, summer residency sessions

Part-Time Students – three on-campus, summer residency sessions

CONCENTRATIONS: (12) Select one concentration and complete twelve hours.

General Business Concentration

REQUIRED: (3)

MANG 697 Strategic Management and Business Policy (3)

ELECTIVES: (9) Select three or more for a total of nine hours.*

ACCT 640 Financial Statement Analysis (3)
ACCT 685 Decision making within the Legal and Ethical Environment (3)
ACCT 695 Special Topics (1-3)
ECON 695 Special Topics (1-3)
FINA 695 Special Topics (1-3)
FINA 697 Cases in Finance (3)
ISCS 695 Special Topics (1-3)
MANG 662 Strategic Human Resources Management and Motivation (3)
MANG 687 Entrepreneurship and Small Business Management (3)
MANG 695 Special Topics (1-3)
MARK 685 Supply chain Management and Purchasing (3)
MARK 687 Integrated Marketing Communications (3)
MARK 695 Special Topics (1-3)

Real Estate Concentration

ELECTIVES: (12) Select four or more for a total of twelve hours.*

ACCT 685 Decision making within the Legal and Ethical Environment (3)
ECON 507 Real Estate Economics and Development (3)
ECON 610 Advanced Quantitative Methods (3)
FINA 554 Advanced Real Estate Appraisal (3)

FINA 555 Real Estate Finance and Investment (3)
FINA 556 Real Estate Law and Taxation (3)
FINA 557 Commercial Real Estate (3)

Retail Management Concentration

REQUIRED: (9)

MARK 683 Consumer Behavior and Research (3)
MARK 685 Supply Chain Management and Purchasing (3)
MARK 697 Strategic Retail Management (3)

ELECTIVES (3) *Select one or more for a total of three hours.**

MANG 662 Strategic Human Resources Management and Motivation (3)
MANG 663 Services Operations Management (3)
MANG 687 Entrepreneurship and Small Business Management (3)
MANG 695 Special Topics (1-3)
MARK 681 International Marketing and Retailing (3)
MARK 687 Integrated Marketing Communications (3)
MARK 695 Special Topics (3)

* or any MBA course at the 600-level with the permission of the Graduate Program Coordinator and the appropriate department chair.

TOTAL HOURS REQUIRED 36

Master of Science – Communication Sciences & Disorders

Dr. Theresa A. Clark, Chair
Department of Social Work and Communication Sciences and Disorders
434.395.2346, clarkta@longwood.edu

Dr. Elizabeth A. Power-deFur, Graduate Program Coordinator
434.395.2369, powerdefurea@longwood.edu

The major in Communication Sciences and Disorders leads to the Master of Science degree and provides 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.

ACCREDITATION

The master's program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), associated with the American Speech-Language-Hearing Association (ASHA).



ADMISSION

Applicants to this program must have either an undergraduate degree in Communication Sciences or Disorders or an undergraduate degree in an unrelated discipline. Students who do not have a degree in Communication Sciences or Disorders may enter the program and take all of the undergraduate prerequisite courses prior to beginning the graduate level coursework. All students must complete the following with a grade of B- or better: Anatomy and Physiology of Speech and Hearing Mechanisms, Phonetics (Transcription), Speech Science, Introduction to Audiology and Hearing Science, Language Development Across the Lifespan, Phonology and Language Disorders, Neurology of Human Communication, Morphology and Syntax, and Introduction to Clinical Practice (or courses deemed comparable by the CSDS Graduate faculty). Students who have not successfully completed Speech Science, Neurology of Human Communication, or Introduction to Clinical Practice, may take them after admission to the graduate program; however, these courses must be taken for graduate credit. Introduction to Clinical Practice must be taken prior to enrollment in CSDS 580. In addition to the general admission requirements, applicants must have a 3.00 undergraduate GPA and have completed the general test of the Graduate Record Examination (GRE) within the last five years. Applicants who already hold a master's degree are exempt from the GRE requirement. Admission to the Communication Sciences and Disorders program is required to enroll in the graduate level courses.

CLINICAL EXPERIENCE

All students are required to participate in the Speech, Hearing and Learning Services (SHLS). 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. 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, and successful completion of clinical clock hours at the SHLS. The CSDS Clinical Affairs Committee makes the final decision for all off-campus practicums/externships. See the CSDS Clinic Handbook for further details.

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 student must accumulate a minimum of 13 credit hours of practicum/externship (CSDS 580, 680 & 685), acquire a minimum of 400 clinical clock hours, take the Praxis Core Academic Skills for Educators exam, and have earned the ACADEMIC requisite competencies for knowledge and skills outcomes required for certification by the Council for Clinical Certification in Audiology and Speech-Language Pathology (a semiautonomous body of the American Speech-Language-Hearing Association). Each student will plan practicum experiences with an advisor; however, each student will assume responsibility for the accumulation of the necessary ASHA clock hours. In addition, any student wishing to receive a license as a speech-language pathologist in a state other than Virginia should check the requirements for licensure. If there are any unique competencies required for that state, the student must monitor their acquisition of competencies to ensure they will acquire the necessary competencies for licensure in that state.

Effective fall 2006, any student participating in a Longwood University, College of Education and Human Services course-or program-related extended field placement shall present evidence prior to placement that a criminal record background check has been completed in accordance to the requirements of the agency where the student is placed. Students should confer with their specific program faculty to understand the placing agency's requirements and the procedures they should follow to comply with these requirements.

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.doe.virginia.gov/teaching/licensure/index.shtml>.

THESIS

The writing of an acceptable thesis is an option for the Communication Sciences and Disorders major. 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. The grading system for the evaluation of the thesis will be pass (P)/satisfactory progress (SP)/not pass (NP). Students must remain continuously enrolled in at least one credit hour until completion.

For general requirements on the thesis, 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(P)/not pass (NP). 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 College of Graduate and Professional 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 College of Graduate and Professional 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 do not pass 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 the College of Graduate and Professional 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 501	Research Design (1)
CSDS 502	Research Methods (2)
CSDS 510	Feeding and Swallowing Disorders Across the Lifespan (3)
CSDS 515	Aphasia and Right Hemisphere Disorders (2)
CSDS 520	Language Disorders in Infants and Preschool Children (3)
CSDS 521	Neurocognitive Disorders (2)
CSDS 522	Advanced Study in Articulation and Phonology (3)
CSDS 525	Language Disorders in School-Aged Children and Adolescents (3)
CSDS 530	Ethics and Professional Issues in Communication Disorders (2)
CSDS 542	Motor Speech Disorders (2)
CSDS 575	Fluency Disorders (2)
CSDS 580	Initial Practicum in Speech-Language and Hearing (2)
CSDS 585	Medical Settings in Speech-Language Pathology (1)
CSDS 605	Educational Settings (1)
CSDS 609	Speech-Language Pathology in a Multicultural Society (1)
CSDS 622	Social Cognitive Learning Challenges and Autism Spectrum Disorder (2)
CSDS 625	Voice Disorders (2)
CSDS 630	Craniofacial Anomalies (1)
CSDS 640	Augmentative and Alternative Communication (1)
CSDS 650	Aural (Re)Habilitation (3)
CSDS 680	Practicum in Speech-Language, Hearing, and/or Dysphagia (1-6, 6 required)
CSDS 685	Externship in Speech-Language and Hearing, and/or Dysphagia (5)
CSDS 600	Thesis (3)
OR CSDS 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED	50 (53 with Thesis)

Master of Science - Education

Dr. Peggy L. Tarpley, Chair
Department of Education and Special Education
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Within the Department of Education and Special Education, there are ten areas of concentration leading to the Master of Science degree in Education. They are Algebra & Middle School Mathematics; Counselor Education; Educational Leadership; Elementary Education; Elementary Education PreK-6 Initial Licensure, Elementary & Middle School Mathematics; Health & Physical Education, Music; Special Education General Curriculum/Curriculum & Instruction Specialist; and Special Education General Curriculum/K-12 Initial Licensure. In addition, the M.S. degree in Education is awarded to Longwood students enrolled in the Special Education General Curriculum Liberal Studies five-year program. Two graduate professional endorsement programs for those who already hold a valid teaching license are offered in Educational Leadership, and Special Education General Curriculum. In addition, the department offers a certificate program in Autism Spectrum Disorders.

GRADUATE INITIAL LICENSURE PROCESS

Students in the Elementary Education PreK-6 Initial Licensure concentration, and Special Education General Curriculum K-12 Initial Licensure concentration, 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.

Upon acceptance to the graduate program, Initial Licensure Candidates will apply to the Teacher Preparation Program by the end of the first semester of enrollment after acceptance.

The Initial Licensure Candidate will apply by:

- ✓ Completing the Teacher Preparation Program application to enroll in the Office of Professional Services (OPS) database.
 - Access via myLongwood and select the appropriate graduate program area
 - Detailed instructions are posted on the OPS website, if needed.
- ✓ Submitting a copy of one of the qualifying test scores listed below to OPS via the Teacher Prep course in Canvas
 - SAT composite score of 1100, no less than 530 on both the math and verbal sections of the test (*prior to April 1995, SAT composite score of 1000 with no less than 450 verbal and 510 math*) **OR**
 - ACT composite score of 24, math minimum 22, reading and English total 46 (*prior to April 1995, ACT composite score of 21, with the ACT mathematics score no less than 21, and an ACT English plus Reading score no less than 37*) **OR**
 - Praxis Core Academic Skills for Educators: Reading Score of 156; Writing Score of 162, and Mathematics Score of 150 (*prior to January 1, 2014 Praxis 1: composite score of 532*) **OR**
 - Virginia Communication and Literacy Assessment (VCLA) Reading and Writing subtest scores 235 AND SAT Mathematics score 530 **OR**
 - VCLA Reading and Writing subtest scores 235 AND ACT Mathematics score 22 **OR**
 - VCLA Reading and Writing subtest scores 235 AND Praxis Core Academic Skills for Educators: Mathematics score 150
- ✓ Meeting GPA requirement via admission to the graduate program.
- ✓ Submitting a copy of all official undergraduate transcripts via the Teacher Prep course in Canvas.

- ✓ Completing the online Child Abuse Recognition and Intervention Training Module and submitting a copy of the completion certificate to OPS via the Teacher Preparation course in Canvas.

Graduate Studies Professional Semester

Students who wish to graduate in a timely manner must complete the Graduate Studies Professional Semester application and meet all requirements at the properly established time. Failure to meet any requirement by the deadline will delay your admission to complete the Professional Semester and may delay graduation.

Apply for the Graduate Professional Semester **one year in advance** (February 1 for a spring placement or September 1 for a fall placement) by:

- ✓ Completing the Student Teaching placements application.
 - Access via myLongwood and select the appropriate graduate program area.
 - Detailed instructions are posted on the OPS website, if needed.
- ✓ Requesting positive faculty recommendation(s) via myLongwood as specified by the program area.
 - Faculty complete the recommendations online, using the faculty tab of myLongwood.
 - Faculty will need your request in myLongwood in order to generate the recommendation.
 - Submissions can be viewed in myLongwood once completed (follow up with faculty).
- ✓ Maintaining an overall GPA of 3.0.

Meet additional placement requirements **one semester in advance** (February 1 for a fall placement or September 1 for a spring placement) by:

- ✓ Submitting to OPS the following documents via the Teacher Prep course in Canvas:
 - Criminal background check
 - Record of Negative tuberculosis screening form.
 - Automobile insurance form
 - Covenant Agreement Test (password given at mandatory Orientation meeting).

NOTE: Teacher candidates bear any costs associated with meeting placement requirements. All documents must be current **within one year of actual placement in the professional semester**. In addition to these Longwood requirements, school divisions may have other forms to complete and procedures to follow. The latest known information is posted on the OPS website under “one Stop OPS.” It is the teacher candidate’s responsibility to access the information and comply by the appropriate deadline.

Meet remaining program area requirements by the deadline established by the program area, which in most instances is prior to starting the professional semester. This includes:

- ✓ Submitting to OPS a copy of all licensure assessment score reports required for your program area.
 - Virginia Communication and Literacy Assessment (VCLA).
 - Praxis II - if applicable.
 - Reading for Virginia Educators (RVE) - if applicable.
- ✓ Completing all course work. Consult your graduate catalog for specific program requirements.

Other Important Information:

- Monitor the OPS website for important dates, deadlines, meetings, etc.
- Attend all required meetings prior to the professional semester (Orientation, Seminar Day, etc.)
- The OPS will obtain professional semester placements for the initial licensure candidates who are not

employed as full time teachers. If employed with a provisional license, please call the OPS for additional information.

- If you have a provisional license, you will work with the school division personnel in completing and submitting the licensure packet. OPS will work with all other teacher candidates to apply for initial licensure with the Virginia Department of Education.

THESIS

The writing of an acceptable thesis is an option for the Special Education/Liberal Studies 5-year 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. The grading system for the evaluation of the thesis will be pass (P)/satisfactory progress (SP)/not pass (NP). Students must remain continuously enrolled in at least one credit hour until completion.

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

COLLABORATIVE RESEARCH

The writing of acceptable research is an option for the Special Education/Liberal Studies 5-year concentration. The collaborative research proposal will summarize the proposed study and give research methodology or critical framework for the study. The student in consultation with a faculty member either conducting similar research or willing to support the student's research formulates the collaborative research or action 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. The grading system for the evaluation of the research will be pass (P)/satisfactory progress (SP)/not pass (NP). Students must remain continuously enrolled in at least one credit hour until completion.

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

COMPREHENSIVE EXAMINATION

The comprehensive examination will be of the essay type, consisting of several broad question areas. It is designed to evaluate the student's competency in written expression and the ability to reason. In addition, the student's knowledge of and ability to apply specific theory and research relating to his/her area of study will be evaluated. The grading system for the evaluation of the comprehensive examination will be pass(P)/not pass (NP). Two of the three members of the committee must agree for a "Pass" grade.

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

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

The comprehensive examination in Education 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 College of Graduate and Professional Studies on the main campus in Farmville. Students must register for the comprehensive examination (COUN 699 or EDUC 699-select the section of your program) no later than the last day to add a course in the semester in which they wish to take the examination. The College of Graduate and Professional 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 do not pass the examination shall be allowed one re-examination. The Education re-examination can be administered at a time set by the Dean of College of Graduate and Professional 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. 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.

DEGREE CONCENTRATIONS

The following pages give an overview along with the requirements of each degree concentration offered in the Education major. There are ten concentrations leading to the Master of Science degree in Education. In addition to earning the degree, five of the concentrations lead to a Virginia Department of Education add-on endorsement to an existing teaching license and three of the concentrations lead to an initial teaching license.

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.

ALGEBRA AND MIDDLE SCHOOL MATHEMATICS

Dr. Sharon Emerson-Stonnell, Program Coordinator
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The Algebra and Middle School Mathematics concentration is designed for the middle school classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in mathematics through Algebra I. Virginia teachers at the 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 skillful use of methods to guide students in the 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 Endorsement for the Algebra I endorsement.

Development of the mathematics courses for this program is the result of a cooperative arrangement by the University of Virginia, College of William and Mary, Virginia Commonwealth University, George Mason University, and Longwood University.

PROGRAM REQUIREMENTS

CORE REQUIREMENTS: (9) Complete the following nine credit hours:

EDUC 502	Research Design (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
MAED 625	Assessment in Mathematics (3)

MATHEMATICS REQUIREMENTS: (27) Complete the following twenty-seven credit hours and exam:

MAED 623	Instructional Design in Mathematics for Grades K-8 (3)
MATH 671	College Algebra for Middle School Teachers (3)
MATH 672	Discrete Mathematics for Middle School Teachers (3)
MATH 673	Trigonometry and Algebra for Middle School Teachers (3)
MATH 674	Mathematical Programming for Middle School Teachers (3)
MATH 675	Linear Algebra for Middle School Teachers (3)
MATH 677	Euclidean Geometry for Middle School Teachers (3)
MATH 678	Calculus for Middle School Teachers (3)
MATH 679	Probability and Statistics for Middle School Teachers (3)
EDUC 699	Comprehensive Examination (0)

TOTAL HOURS REQUIRED 36

COUNSELOR EDUCATION

Dr. Kevin S. Doyle, Program Co-Coordinator
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The Counselor Education program offers five (5) tracks for college graduates interested in preparing for counseling roles in a wide variety of settings from elementary schools to mental health centers. Students will receive solid grounding in the theoretical frameworks of counseling and how they translate into individual and group interventions tailored to individual client needs. Graduates will assist clients in self-discovery, personal growth, and in making healthy lifestyle choices. All tracks culminate in a supervised field experience.

Applications are processed for admission to summer and fall semesters – no spring admission. Applicants must provide a clear criminal background check. A valid teaching license is not required for admission to this program.

PROGRAM REQUIREMENTS

CORE COUNSELING PROGRAM: (30) Complete the following thirty credit hours and exam.

COUN 500	Research Methods and Design (3)
COUN 503	Introduction to the Counseling Profession (3)
COUN 505	Theories of Counseling and Psychotherapy (3)
COUN 507	Lifespan Development (3)
COUN 545	Techniques of Counseling and Psychotherapy (3)
COUN 555	Psychological Testing and Appraisal (3)
COUN 601	Counseling in a Pluralistic Society (3)
COUN 605	Group Counseling Theories and Techniques (3)
COUN 610	Career Counseling and Career Development (3)
COUN 612	Counseling Strategies for Healthy Adjustment (3)
COUN 699	Comprehensive Examination (0)

TRACKS: (9, 18 or 30) One track must be selected and nine, eighteen or thirty credit hours completed.

COMMUNITY AND COLLEGE COUNSELING - The Community and College Counseling track is for college graduates interested in preparing for counseling in the community or college settings. The curriculum emphasizes the knowledge and skills needed for the practical application of counseling theory and research to individuals of all ages. The program culminates in a supervised experience in a community or college setting for 300 clock hours.

Complete the following nine (9) credit hours:

COUN 651	Practice and Ethics of Community and College Counseling (3)
COUN 660	Clinical Psychopathology (3)
COUN 680	Practicum in Community and College Counseling (3)

TOTAL PROGRAM HOURS REQUIRED: 39

SCHOOL COUNSELING - The School Counseling track is designed for the professionals who want to prepare themselves for a counseling role in an elementary, middle, or secondary school. 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. Graduates will be eligible for licensure as a School Counselor through the Virginia Department of Education (DOE).

Complete the following nine (9) credit hours:

COUN 613	Guidance and Counseling of Exceptional Students (3)
COUN 637	Practice and Ethics of School Counseling in the P-12 Setting (3)
COUN 638	Practicum in School Counseling in the P-12 Setting (3)

TOTAL PROGRAM HOURS REQUIRED: 39

SCHOOL, COMMUNITY AND COLLEGE COUNSELING - This track combines elements of the School Counseling track and the Community and College Counseling track so that graduates will be eligible for licensure in School Counseling through the Virginia DOE and will be prepared for roles in student affairs, academic counseling,

career counseling, admissions, and in some community agencies. The program culminates in supervised experiences in a community or college setting for 300 clock hours AND in elementary, middle, and high school settings for 450 clock hours. Graduates will be eligible for licensure as a School Counselor through the Virginia Department of Education (DOE).

Complete the following eighteen (18) credit hours:

- COUN 613 Guidance and Counseling of Exceptional Students (3)
- COUN 637 Practice and Ethics of School Counseling in the P-12 Setting (3)
- COUN 638 Practicum in School Counseling in the P-12 Setting (3)
- COUN 651 Practice and Ethics of Community and College Counseling (3)
- COUN 660 Clinical Psychopathology (3)
- COUN 680 Practicum in Community and College Counseling (3)

TOTAL PROGRAM HOURS REQUIRED: 48

MENTAL HEALTH COUNSELING - The Mental Health Counseling track is designed to prepare graduates for counseling roles in community mental health agencies, human service agencies, in-home counseling agencies, out-patient counseling centers, social services, youth development services, or court services and is appropriate for students seeking licensure as Professional Counselors (LPC) through the Virginia Board of Professional Counseling (<http://www.dhp.virginia.gov/counseling/>). Students learn the theoretical frameworks of counseling and how they translate into individual and group interventions with an emphasis on evidence-based treatment strategies tailored to individual client needs. The program values diversity of experience and ideas and emphasizes the application of knowledge in the community setting. It culminates in a supervised field experience in a community setting for 600 clock hours.

Complete the following thirty (30) credit hours:

- COUN 622 Marriage and Family Therapy: Theory and Techniques (3)
 - COUN 625 Diagnosis and Treatment of Addictive Disorders (3)
 - COUN 635 Supervision and Administration in Mental Health Agencies (3)
 - COUN 651 Practice and Ethics of Community and College Counseling (3)
 - COUN 660 Clinical Psychopathology (3)
 - COUN 692 Internship in Mental Health Counseling (6)
- ELECTIVE COURSES (9). Select three from the following courses.
- COUN 595 Special Topics in Counseling (3)
 - COUN 613 Guidance and Counseling of Exceptional Students (3)
 - COUN 637 Practice and Ethics of School Counseling in the P-12 Setting (3)
 - COUN 640 Cognitive and Behavioral Therapies (3)
 - COUN 695 Special Topics in Counseling (3)
 - PSYC 523 Theories of Personality (3)
 - PSYC 552 Psychopharmacology (3)
 - PSYC 553 Psychology of Language (3)
 - PSYC 595 Special Topics in Psychology (3)

TOTAL PROGRAM HOURS REQUIRED: 60

SCHOOL AND MENTAL HEALTH COUNSELING - This track combines elements of both the School Counseling concentration and the Mental Health Counseling concentration resulting in potential eligibility for dual licensure in School Counseling through the Virginia DOE and as a Professional Counselor (LPC) through the Virginia Board of Professional Counseling (<http://www.dhp.virginia.gov/counseling/>). The program prepares graduates for counseling roles in community mental health agencies, human service agencies, in-home counseling agencies, out-patient counseling centers, social services, youth development services, or court services and schools. Students learn the theoretical frameworks of counseling and how they translate into individual and group interventions with an emphasis on evidence-based treatment strategies tailored to individual client needs. The program values diversity of experience and ideas and emphasizes the application of knowledge in the community setting. It culminates in one supervised field experience in an elementary, middle and high school settings for 450 clock hours and one supervised field experience in a community setting for 600 clock hours. Graduates will be eligible for licensure as a School Counselor through the Virginia Department of Education (DOE).

Complete the following thirty (30) credit hours.

- COUN 613 Guidance and Counseling of Exceptional Students (3)
- COUN 622 Marriage and Family Therapy: Theory and Techniques (3)
- COUN 625 Diagnosis and Treatment of Addictive Disorders (3)
- COUN 635 Supervision and Administration in Mental Health Agencies (3)
- COUN 637 Practice and Ethics of School Counseling in the P-12 Setting (3)
- COUN 638 Practicum in School Counseling In the P-12 Setting (3)
- COUN 651 Practice and Ethics of Community and College Counseling (3)
- COUN 660 Clinical Psychopathology (3)
- COUN 692 Internship in Mental Health Counseling (6)

TOTAL PROGRAM HOURS REQUIRED: 60

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 six-credit internship (two subsequent 3-credit semesters – 320 clock hours) must be taken and scheduled during the last 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

CORE REQUIREMENTS: (9) Complete the following nine credit hours:

- EDUC 502 Research Design (3)
- EDUC 571 Foundations of Instruction and Learning Theory (3)
- EDUC 671 Supervision and Evaluation of Instruction and Instructional Programs (3)

EDUCATIONAL LEADERSHIP REQUIREMENTS: (27) Complete the following twenty-seven credit hours and exam:

- 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 572 Public School Administration (3)
- EDUC 620 School Law (3)
- EDUC 625 Public School Finance (3)
- EDUC 628 School Personnel Administration (3)
- EDUC 690 Internship in Educational Leadership K-12 (6)
- EDUC 692 Comprehensive Oral Examination (0)

TOTAL HOURS REQUIRED 36

ELEMENTARY EDUCATION

Coordinator Position Currently Vacant

The Elementary Education concentration is designed for individuals who already possess a valid Virginia Collegiate Professional License or equivalent from another state and wish to update and enhance their instructional skills. Completion of this program meets current eligibility requirements for the Postgraduate Professional License.

PROGRAM REQUIREMENTS

CORE REQUIREMENTS: (9) Complete the following nine credit hours:

EDUC 502	Research Design (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 671	Supervision and Evaluation of Instruction and Instructional Programs (3)
ELEMENTARY EDUCATION REQUIREMENTS: (24) Complete the following twenty-four credit hours and exam:	
EDUC 515	Understanding Exceptionalities (3)
EDUC 524	Emergent and Early Literacy Instruction (3)
EDUC 530	Teaching Reading in the Content Area (3)
EDUC 542	Curriculum Development in the Elementary School (3)
EDUC 604	Curriculum and Instruction : Diverse Learners (3)
EDUC 611	Human Development and Learning: Birth to Age 4 (3)
EDUC 624	Integrated Curriculum in Early Education (3)
EDUC 682	Seminar in Visions of Leadership and Learning (3)
EDUC 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED:	33

ELEMENTARY EDUCATION PREK-6 INITIAL LICENSURE

Coordinator Position Currently Vacant

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 Core Academic Skills for Educators, or equivalent SAT or ACT scores, or passing VCLA scores plus SAT or ACT or Praxis equivalent math scores are required for admission to the program and passing scores on Praxis II, the Reading for Virginia Educators (RVE) and the Virginia Communication and Literacy Assessment (VCLA) are required prior to enrollment in the Graduate Directed Teaching/Professional Semester. An application for the Graduate Directed Teaching/Professional Semester must be completed and filed with the Office of Professional Services by the required date, September 1 (one year before the fall professional semester) or February 1 (one year before the spring professional semester). Please refer to information on the "Graduate Professional Semester" outlined on pages 56-58.

Students must join a professional education organization prior to the Graduate Directed Teaching/Professional Semester 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).

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). In addition, students must meet all current Virginia Department of Education licensure requirements in order to be eligible for licensure.

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 Literacy Instruction (3)
EDUC 527	Strategies for Students who Struggle with Literacy (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)
EDUC 550	Classroom & Behavior Management for PreK-12 Teachers (3)

EDUC 573	Inquiry into the Classroom Community (3)
MUSC 548	Integrated Arts in the Elementary School (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 689	Graduate Directed Teaching/Professional Semester in the Elementary School (6)
EDUC 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED	48

ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS

Dr. Maria Timmerman, Program Coordinator
434.395.2890, timmermanma@longwood.edu

The Elementary and Middle School Mathematics 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 skillful 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 and have at least two years teaching experience including mathematics curriculum. Completion of this program along with at least three years teaching experience in elementary or middle school where the teaching of mathematics is a primary responsibility meets current eligibility requirements for the Postgraduate Professional Endorsement for Mathematics Specialist for Elementary and Middle Education.

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, George Mason University and Longwood University. A consortium agreement with these partner institutions has established six jointly developed core mathematics courses as transferable across member institutions.

PROGRAM REQUIREMENTS

CORE REQUIREMENTS: (9) Complete the following nine credit hours:

EDUC 502	Research Design (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
MAED 625	Assessment in Mathematics (3)

CONCENTRATION REQUIREMENTS: (24) Complete the following twenty-four credit hours and exam:

EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
MAED 623	Instructional Design in Mathematics for 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 Elementary School Teachers (3)
MATH 657	Geometry and Measurement for Elementary School Teachers (3)
MATH 659	Probability and Statistics for Elementary School Teachers (3)
EDUC 699	Comprehensive Examination (0)

TOTAL HOURS REQUIRED **33**

HEALTH AND PHYSICAL EDUCATION

Dr. Michael Mucedola, Program Coordinator
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The concentration in Health and Physical Education is designed to enable the post-baccalaureate student to be better prepared to become an educational leader in the profession. Course work has been carefully designed to provide the already licensed teacher with knowledge and skills necessary to effectively assess, plan, implement, and evaluate health and physical education curriculum. You will receive a solid foundation in current trends in the discipline, utilize research effectively, and be able to implement the new knowledge and skills immediately. Program requirements include partnering with an area school or community to submit a grant that could affect student health and wellness in that setting. A six-credit internship will provide an opportunity to pursue an area of interest in a local school or community setting. Internship options include community health, health education, physical education, or adapted physical education (working with children with special needs in physical education). The program offers two tracks:

- Track A – Licensed Health and Physical Education teachers is for candidates who possess a valid Virginia Collegiate Professional License or equivalent from another state with an endorsement in health and physical education.
- Track B – License in a discipline other than health and physical education is for candidates who possess a valid Virginia Collegiate Professional License or equivalent from another state with an endorsement(s) in areas other than health and physical education.

Graduate students who elect to pursue the adapted physical education internship will meet all requirements to register for the national examination to become a Certified Adapted Physical Education specialist.

This master's degree program is structured to permit the graduate student to complete the entire program in one calendar year (a summer session and two semesters). In addition, part-time students are welcome and flexibility allows completion of the program beyond the one calendar year.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 671	Supervision and Evaluation of Instruction and Instructional Programs (3)

CONCENTRATION REQUIREMENTS: (21) All tracks complete a total of twenty-one credit hours as directed below.

Take the following 15 credits and exam:

HLTH525	Curriculum & Instruction in Health Education (3)
KINS 520	Developing Leadership Skills in Health & Physical Education (3)
KINS 530	Curriculum & Instruction in Physical Education (3)
KINS 615	Contemporary Issues in Health & Physical Education (3)
KINS 564	Adapted Physical Education: Development of Modified Programs (3)
EDUC 699	Comprehensive Examination (0)

Take six credits from the following:

HLTH 683	Internship in Health Education (6)
HLTH 684	Internship in Community Health (3-6)
KINS 681	Internship in Physical Education (6)
KINS 682	Internship in Adapted Physical Education (6)

TRACKS: One track must be selected and three or six credit hours completed according to professional qualifications.

Track A: Licensed Health and Physical Education candidates.

Take three (3) credits from the following:

HLTH 501	Core Concepts in Health Education (3)
HLTH 535	Human Nutrition (3)
HLTH 675	Community Health Program Planning, Implementation & Evaluation (3)
KINS 501	Principles of Teaching Physical Education (3)
KINS 534	Instructional Modifications for an Inclusive Physical Education Class (3)

KINS 632 Scientific Basis of Movement (3)

TOTAL TRACK A PROGRAM HOURS REQUIRED; 33

Track B: Licensed in a discipline other than Health and Physical Education candidates.

Complete the following six (6) credits:

HLTH 501 Core concepts in Health Education (3)

KINS 501 Principles of Teaching Physical Education (3)

TOTAL TRACK B PROGRAM HOURS REQUIRED; 36

**SPECIAL EDUCATION GENERAL CURRICULUM/
CURRICULUM AND INSTRUCTION SPECIALIST**

Dr. Chris Jones, Program Coordinator
434.395.2375, jonescd@longwood.edu

The concentration in Special Education provides strategies for effective teaching of students with special needs in the general education classroom. Graduate students learn assessment and diagnosis of students, effective instructional procedures, collaborative and transitional 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 Special Education General Curriculum 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. In addition, the teacher licensure candidate must complete at least 225 clock hours (3 credits) of graduate professional experience at an approved school/classroom in the final semester of the program.

NOTE: Though many courses overlap, this is a different program from the 5-year Liberal Studies/Special Education General Curriculum undergraduate/graduate program and the Special Education General Curriculum K-12 Initial Licensure program

PROGRAM REQUIREMENTS

EDUC 502 Research Design (3) (Required during the first nine hours)

EDUC 699 Comprehensive Examination (0)

SPED 511 Assistive Technology & Augmentative Communication in the General Curriculum (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 525 Evidence Based Language Arts Instruction (3)

SPED 540 Curriculum and Methods for Exceptional Learners: General Curriculum (3)

SPED 545 Psychoeducational Assessment (3)

SPED 565 Behavior Management (3)

SPED 575 Career and Life Planning for Exceptional Learners in the General Curriculum (3)

SPED 682 Collaboration in the School, Home and Community (3)

SPED 689 Seminar of Current Issues in Special Education (3)

SPED 693 Graduate Professional Semester for Licensed Teachers (3)

TOTAL HOURS REQUIRED 39

SPECIAL EDUCATION/LIBERAL STUDIES GENERAL CURRICULUM / K-12 FIVE YEAR

Dr. Chris Jones, Program Coordinator
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The Special/Education/Liberal Studies General Curriculum K-12 Five Year concentration is open only to Longwood students who have successfully completed all requirements for the Longwood Liberal Studies/Special Education undergraduate general curriculum K-12 including 37 credits of General Education, 47 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 Special Education/Liberal Studies General Curriculum K-12 Five Year.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 620	School Law (3)
SPED 516	Medical and Neurological Problems of Exceptional Students (3)
SPED 519	Instructional Phonics (3)
SPED 525	Evidence Based Language Arts Instruction (3)
SPED 545	Psychoeducational Assessment (3)
SPED 565	Behavioral Management (3)
SPED 575	Career and Life Planning for Exceptional Learners in the General Curriculum (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: EDUC 524, 525, 527, 530, 549, 571, 681, SPED 550, 555, 560. The course selected must not have been taken during the undergraduate years.)
SPED 682	Collaboration in the School, Home and Community (3)
SPED 689	Seminar of Current Issues in Special Education (3)
SPED 690	Internship (3)
TOTAL HOURS REQUIRED	36

SPECIAL EDUCATION GENERAL CURRIULUM / K-12 INITIAL LICENSURE

Dr. Chris Jones, Program Coordinator
434.395.2375, jonescd@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 students with special needs in the general education classroom.

Passing scores on Praxis Core Academic Skills for Educators, or an equivalent SAT or ACT score, or passing VCLA scores plus SAT or ACT or Praxis equivalent math scores are required for admission to the program. Passing scores on Praxis II, the Reading for Virginia Educators (RVE), and the Virginia Communication and Literacy Assessment (VCLA) are required prior to enrollment in the Graduate Directed Teaching/Professional Semester. An application for the Graduate Directed Teaching/Professional Semester must be completed and filed with the Office of Professional Services by the required date, **September 1** (one year before the fall professional semester) or **February 1** (one year before the spring professional semester). Please refer to information on the "Graduate Professional Semester" outlined on pages 56-58.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3)
EDUC 506	Contemporary Social Issues in American Education (3)

EDUC 521	Human Growth and Development (3)
EDUC 699	Comprehensive Examination (0)
MAED 623	Teaching Mathematics in Grades K-8 (3)
SPED 511	Assistive Technology and Augmentative Communication in the General Curriculum (3)
SPED 515	Survey of Exceptional Students (3)
SPED 516	Medical and Neurological Problems of Exceptional Students (3)
SPED 519	Instructional Phonics (3)
SPED 520	Language Development and Language Disorders (3)
SPED 525	Evidence Based Language Arts Instruction (3)
SPED 540	Curriculum and Methods for Exceptional Learners: General Curriculum (3)
SPED 545	Psychoeducational Assessment (3)
SPED 565	Behavior Management (3)
SPED 575	Career and Life Planning for Exceptional Learners in the General Curriculum (3)
SPED 682	Collaboration in the School, Home and Community (3)
SPED 689	Seminar of Current Issues in Special Education (3)
SPED 692	Special Education Graduate Professional Semester (6)
TOTAL HOURS REQUIRED	54

GRADUATE PROFESSIONAL ENDORSEMENTS

The following pages give an overview along with the requirements of each graduate professional endorsement offered in the Education major. There are two programs leading to a Virginia Department of Education endorsement area.

EDUCATIONAL LEADERSHIP PROFESSIONAL ENDORSEMENT

(Endorsement in Administration and Supervision)

Dr. Gerry R. Sokol, Program Coordinator
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The Educational Leadership endorsement 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 six-credit internship (two subsequent three-credit semesters – 320 clock hours) must be taken and scheduled during the last 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 professional endorsement 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 620	School Law (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 (6)
EDUC 692	Comprehensive Oral Examination (0)
TOTAL HOURS REQUIRED	21

SPECIAL EDUCATION GENERAL CURRICULUM PROFESSIONAL ENDORSEMENT

Dr. Chris Jones, Program Coordinator
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The Special Education Endorsement program is designed for educators who have or are eligible for Virginia Elementary/Secondary Initial or Continuing teaching licensure. The program will provide coherent preparation in all areas of the Special Education curriculum including field experience. Successful completion of the entire program meets current eligibility requirements for an endorsement in Special Education General Curriculum grades K-12. Incorporating the standards of the Council for Exceptional Children and the Virginia Department of Education (DOE), this program will expand the candidate's teaching skills and will help the candidate make a significant and positive impact on struggling students in the General Curriculum K-12.

Following is a list of minimum required courses. For each prospective candidate with a degree and licensure to teach in Virginia, the program coordinator will conduct an individual review of prior coursework and identify a list of additional specific classes to be completed for endorsement. Prior to completing the program and receiving the endorsement, students must show evidence of at least one course in the teaching of reading and one course in the teaching of mathematics. In addition, the candidate must complete at least 225 clock hours (3 credit hours) of graduate professional experience at an approved school/classroom in the final semester of the program.

PROGRAM REQUIREMENTS

SPED 515	Survey of Exceptional Children (3)
SPED 520	Language Development and Language Disorders (3)
SPED 525	Evidence Based Language Arts Instruction (3)
SPED 540	Curriculum & Methods for Exceptional Learners: General Curriculum (3)
SPED 545	Psychoeducational Assessment (3)
SPED 565	Behavior Management (3)
SPED 682	Collaboration in the School, Home, and Community (3)
SPED 693	Graduate Professional Semester for Licensed Teachers (3)
TOTAL HOURS REQUIRED	24

GRADUATE CERTIFICATES

The following listings give an overview along with the requirements of the two graduate certificates offered in the Education major.

AUTISM SPECTRUM DISORDERS

Dr. Rachel Mathews, Program Coordinator
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This certificate program is in response to the growing concern about services for children with Autism Spectrum Disorder. It is designed to deepen the expertise in the field of ASD to acquire the specialized skills to work as instructors. Students must have a baccalaureate degree with a minimum 2.75 cumulative GPA from a regionally accredited institution. It is open to all with a first degree in teacher education, special education, speech/language pathology, occupational therapy, physiotherapy, psychology, and social work. Students will learn about theory, a variety of evidence based intervention methods, and working with families. The three-credit internship will accommodate an individual's work schedule. See the internship application and instructions at www.longwood.edu/education/11210.htm

PROGRAM REQUIREMENTS:

SPED 550	Introduction to Autism Spectrum Disorders (3)
SPED 555	Promoting Social and Communicative Competence in Individuals with Autism Spectrum Disorders (3)
SPED 560	Strategies and Interventions for Supporting Individuals

with Autism Spectrum Disorders in School, Home, and Community (3)
SPED 580 Internship in Autism Spectrum Disorders (3)
TOTAL HOURS REQUIRED 12

21st CENTURY LEARNING AND LEADERSHIP

**This Certificate is not accepting applications.
A best practice review is currently underway.**

The certificate in 21st Century Learning and Leadership is designed for teachers, ITRT's, library media specialists and administrators who are currently employed in a school system. The purpose of this online program is to equip leaders and instructors for preparation of K-12 students working and living in a 21st century world. The framework for 21st century learning encompasses key elements of "skills, knowledge and expertise students should master to succeed in work and life in the 21st century (Partnership for 21st Century Skills). In order for schools and school divisions to implement 21st century learning, current educators must be prepared through special training. Applicants must possess a valid Virginia Collegiate Professional License or equivalent from another state and have the capacity to work with students or teachers in an educational setting as they proceed through the program. This is an online certificate program.

PROGRAM REQUIREMENTS:

EDUC 580 Mentoring Teachers and Students as 21st Century Leaders (3)
EDUC 581 Assessing 21st Century Skills (3)
EDUC 582 Emerging Trends in Technology for 21st Century Learning (3)
EDUC 583 Instructional Design for Elearning (3)
EDUC 584 Distance Learning Models (3)
EDUC 585 Collaborative Communities in Elearning (3)
TOTAL HOURS REQUIRED 18

MASTER OF EDUCATION – READING, LITERACY AND LEARNING

Dr. Peggy L. Tarpley, Chair
Department of Education and Special Education
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Dr. Anjelica D. Blanchette, Graduate Program Coordinator
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Dr. Wendy M. Snow, Graduate Program Coordinator
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The Reading, Literacy, and Learning Program is designed for teachers who wish to: (a) upgrade their knowledge and skills in teaching literacy in the PreK-12 classroom; (b) be an instructional specialist; or (c) work in alternate support programs. The program follows both the Standards for Reading Professional published by the International Literacy Association (ILA) and is endorsed by the accreditation agency NCATE (CAEP), as well as the Virginia Department of Education Licensure Regulations for School Personnel.

Upon successful completion of this 34 hour program, a Master of Education in Reading, Literacy, and Learning will be earned. Eligibility to receive an endorsement as a Reading Specialist/Literacy Coach PreK-12 is also earned when combined with at least three years of successful classroom teaching experience in which the teaching of literacy is an important responsibility.

This degree provides teachers the opportunity to investigate research-based theories in literacy, put theory into effective practice, and examine how culture impacts literacy teaching and learning. The goal of this program is to produce competent teacher-leaders able to teach literacy across the curriculum within the parameters of research-based literacy techniques and assessment.

Students entering this program must possess a valid Virginia Collegiate Professional License or equivalent from another state at the time of admission to the program. Students interested in pursuing licensure as a Reading Specialist in the Commonwealth of Virginia are advised to obtain and adhere to the regulations of the Virginia Department of Education (VDOE) (www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf) and to work with their school division's personnel department to determine eligibility.

In addition to completion of this approved graduate level program, the VDOE requires passing scores on the RVE: Reading Specialist Assessment and at least three years of successful classroom teaching experience in which the teaching of literacy is an important responsibility. Students should not attempt the RVE: Reading Specialist Assessment prior to the completion of READ 660, Evaluation and Applied Practicum in Emergent/Early Literacy; READ 670, Evaluation and Applied Practicum in Intermediate/Adolescent Literacy; and READ 680, Developing Literacy Leaders.

PROFESSIONAL PORTFOLIO

All students in the Master of Education in Reading, Literacy and Learning complete The Professional Portfolio, READ 691, as the culminating experience and exit requirement for the program. Students are scaffolded by their advisor throughout the program regarding professional portfolio requirements. During their final semester of enrollment, students are required to develop and present a professional portfolio which documents their mastery of program standards and highlights their growth throughout the program. Grading is Pass/Not Pass.

A student who earns a Not Pass is allowed to retake READ 691 once. Should the student earn a second Not Pass, the student will be dismissed from the graduate program.

PROGRAM REQUIREMENTS

- READ 510 Preventing Reading Difficulties (3)
- READ 520 Teaching English Language Learners in a Multicultural Society (3)
- READ 530 Intermediate to Middle School Literacy Instruction (3)
- READ 550 Literacy and Learning in the Content Classroom (3)
- READ 560 Developing Writers (3)
- READ 620 Word Study: Phonics, Spelling, and Language Structure (3)
- READ 650 Evaluation of Literacy Research (3)
- READ 660 Evaluation and Applied Practicum in Emergent/Early Literacy (3)
- READ 670 Evaluation and Applied Practicum in Intermediate/Adolescent Literacy (3)
- READ 680 Developing Literacy Leaders (3)
- READ 691 Professional Portfolio (1)

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

- READ 595 Special Topics (3)
- READ 635 Advanced Adolescent Literacy (3)
- READ 655 Action Research in Literacy (3)
- READ 675 Methods for Teaching Multilingual Students PK_12 (3)
- READ 685 Multicultural/Multilingual Curriculum and Instruction (3)
- READ 695 Advanced Special Topics (3)

TOTAL HOURS REQUIRED 34

GRADUATE PROFESSIONAL ENDORSEMENT

The Reading, Literacy and Learning professional endorsement program is designed for teachers who have a Master's degree. It provides teachers the opportunity to investigate research-based theories in reading and writing, put theory into effective practice, and examine how culture impacts teaching and learning. The goal 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.

Admission to this professional endorsement is on the same basis as admission to the Master of Education in Reading, Literacy, and Learning with the addition that applicants must hold a master's degree. Applicants entering must possess a valid Virginia Postgraduate Professional License or equivalent from another state.

Students interested in pursuing licensure as a Reading Specialist/Literacy Coach in the Commonwealth of Virginia are advised to obtain and adhere to the regulations of the Virginia Department of Education (VDOE) (www.doe.virginia.gov/teaching/licensure/licensure_regs.pdf) and to work with their school division's personnel department to determine eligibility.

In addition to completion of this approved graduate level program, the VDOE requires passing scores on the RVE: Reading Specialist Assessment and at least three years of successful classroom teaching experience in which the teaching of literacy is an important responsibility. Students should not attempt the RVE: Reading Specialist Assessment prior to the completion of READ 660, Evaluation and Applied Practicum in Emergent/Early Literacy; READ 670, Evaluation and Applied Practicum in Intermediate/Adolescent Literacy; and READ 680, Developing Literacy Leaders.

PROFESSIONAL PORTFOLIO

All students in the professional endorsement in Reading, Literacy and Learning complete The Professional Portfolio, READ 691, as the culminating experience and exit requirement for the program. Students are scaffolded by their advisor throughout the program regarding professional portfolio requirements. During their final semester of enrollment, students are required to develop and present a professional portfolio which documents their mastery of program standards and highlights their growth throughout the program. Grading is Pass/Not Pass. A student who earns a Not Pass is allowed to retake READ 691 once. Should the student earn a second Not Pass, the student will be dismissed from the graduate program.

PROGRAM REQUIREMENTS

READ 510	Preventing Reading Difficulties (3)
READ 560	Developing Writers (3)
READ 620	Word Study: Phonics, Spelling, and Language Structure (3)
READ 650	Evaluation of Literacy Research (3)
READ 660	Evaluation and Applied Practicum in Emergent/Early Literacy (3)
READ 670	Evaluation and Applied Practicum in Intermediate/Adolescent Literacy (3)
READ 680	Developing Literacy Leaders (3)
READ 691	Professional Portfolio (1)

TOTAL HOURS REQUIRED 22

MASTER OF EDUCATION – SCHOOL LIBRARIANSHIP

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Dr. Audrey P. Church, Graduate Program Coordinator
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The Master of Education in School Librarianship program follows the *Standards for Initial Preparation of School Librarians* from the American Library Association/American Association of School Librarians (ALA/AASL) and the Virginia Department of Education *Licensure Regulations for School Personnel*. The program is nationally recognized by AASL and the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Virginia Department of Education.

Coursework prepares individuals to meet the varied roles required of a school librarian in the 21st century – the roles of instructional partner, teacher, information specialist, leader, and program administrator. The concept of the librarian as a catalyst for academic achievement is emphasized, as is the importance of helping our preK-12 students become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. 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 in Library Media grades preK-12. The program offers two tracks for those interested in becoming a school librarian:

- Track 1 - Licensed Teacher Track for candidates who possess a valid Virginia Collegiate Professional License or equivalent from another state and wish to add the endorsement
- Track 2 - Initial Licensure Track for candidates who wish to pursue initial licensure as a school librarian.

PROFESSIONAL PORTFOLIO

All students in the Master of Education in School Librarianship complete The Professional Portfolio, SLIB 691, as the culminating experience and exit requirement for the program. Students are scaffolded by their advisor throughout the program regarding professional portfolio requirements. During their final semester of enrollment, students are required to develop and present a professional portfolio which documents their mastery of program standards and highlights their growth throughout the program. Grading is Pass/Not Pass. A student who earns a Not Pass is allowed to retake SLIB 691 once. Should the student earn a second Not Pass, the student will be dismissed from the graduate program.

CLINICAL EXPERIENCES

Track 1: Students in Track 1, the Licensed Teacher Track, enroll in SLIB 690, Clinical Experience in School Libraries. Placements are coordinated by the program coordinator for the school librarianship graduate program. Students enrolled in SLIB 690 complete a minimum of 150 clock hours in a school library setting supervised by Longwood program faculty.

Track 2: Students in Track 2, the Initial Licensure Track, enroll in SLIB 689, Supervised Experience in School Libraries. Prior to enrollment in SLIB 689, students must meet Virginia Department of Education professional studies requirements by completing the following Longwood University courses or their equivalents: EDUC245, EDUC521, or COUN507; EDUC487 or EDUC550; EDUC506 or undergraduate equivalent;

EDUC430 or EDUC530. Students enrolled in SLIB 689 complete a minimum of 300 clock hours in a school library supervised by Longwood program faculty - 100 hours each in elementary, middle, and high school settings.

GRADUATE INITIAL LICENSURE PROCESS

Students in Track 2, the Initial Licensure Track, 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.

Upon acceptance to the graduate program, Initial Licensure Candidates will apply to the Teacher Preparation Program by the end of the first semester of enrollment after acceptance.

The Initial Licensure Candidate will apply by:

- ✓ Completing the Teacher Preparation Program application to enroll in the Office of Professional Services (OPS) database.
 - Access via myLongwood and select the appropriate graduate program area
 - Detailed instructions are posted on the OPS website, if needed.
- ✓ Submitting a copy of one of the qualifying test scores listed below to OPS via the Teacher Prep course in Canvas
 - SAT composite score of 1100, no less than 530 on both the math and verbal sections of the test (*prior to April 1995, SAT composite score of 1000 with no less than 450 verbal and 510 math*) **OR**
 - ACT composite score of 24, math minimum 22, reading and English total 46 (*prior to April 1995, ACT composite score of 21, with the ACT mathematics score no less than 21, and an ACT English plus Reading score no less than 37*) **OR**
 - Praxis Core Academic Skills for Educators: Reading Score of 156; Writing Score of 162, and Mathematics Score of 150 (*prior to January 1, 2014 Praxis 1: composite score of 532*) **OR**
 - Virginia Communication and Literacy Assessment (VCLA) Reading and Writing subtest scores 235 AND SAT Mathematics score 530 **OR**
 - VCLA Reading and Writing subtest scores 235 AND ACT Mathematics score 22 **OR**
 - VCLA Reading and Writing subtest scores 235 AND Praxis Core Academic Skills for Educators: Mathematics score 150
- ✓ Meeting GPA requirement via admission to the graduate program.
- ✓ Submitting a copy of all official undergraduate transcripts via the Teacher Prep course in Canvas.
- ✓ Completing the online Child Abuse Recognition and Intervention Training Module and submitting a copy of the completion certificate to OPS via the Teacher Preparation course in Canvas.

Graduate Studies Professional Semester

Students who wish to graduate in a timely manner must complete the Graduate Studies Professional Semester application and meet all requirements at the properly established time. Failure to meet any requirement by the deadline will delay your admission to complete the Professional Semester and may delay graduation.

Apply for the Graduate Professional Semester **one year in advance** (February 1 for a spring placement or September 1 for a fall placement) by:

- ✓ Completing the Student Teaching placements application.
 - Access via myLongwood and select the appropriate graduate program area.
 - Detailed instructions are posted on the OPS website, if needed.

- ✓ Requesting positive faculty recommendation(s) via myLongwood as specified by the program area.
 - Faculty complete the recommendations online, using the faculty tab of myLongwood.
 - Faculty will need your request in myLongwood in order to generate the recommendation.
 - Submissions can be viewed in myLongwood once completed (follow up with faculty).

- ✓ Maintaining an overall GPA of 3.0.

Meet additional placement requirements **one semester in advance** (February 1 for a fall placement or September 1 for a spring placement) by:

- ✓ Submitting to OPS the following documents via the Teacher Prep course in Canvas:
 - Criminal background check
 - Record of Negative tuberculosis screening form.
 - Automobile insurance form
 - Covenant Agreement Test (password given at mandatory Orientation meeting).

NOTE: Teacher candidates bear any costs associated with meeting placement requirements. All documents must be current **within one year of actual placement in the professional semester**. In addition to these Longwood requirements, school divisions may have other forms to complete and procedures to follow. The latest known information is posted on the OPS website under “one Stop OPS.” It is the teacher candidate’s responsibility to access the information and comply by the appropriate deadline.

Meet remaining program area requirements by the deadline established by the program area, which in most instances is prior to starting the professional semester (Seminar Day). This includes:

- ✓ Submitting to OPS a copy of all licensure assessment score reports required for your program area.
 - Virginia Communication and Literacy Assessment (VCLA).
 - Praxis II - if applicable.
 - Reading for Virginia Educators (RVE) - if applicable.

- ✓ Completing **all** course work. Consult your graduate catalog for specific program requirements.

Other Important Information:

- Monitor the OPS website for important dates, deadlines, meetings, etc.
- Attend all required meetings prior to the professional semester (Orientation, Seminar Day, etc.)
- The OPS will obtain professional semester placements for the initial licensure candidates who are not employed as full time teachers. If employed with a provisional license, please call the OPS for additional information.
- If you have a provisional license, you will work with the school division personnel in completing and submitting the licensure packet. OPS will work with all other teacher candidates to apply for initial licensure with the Virginia Department of Education.

PROGRAM REQUIREMENTS

CORE REQUIREMENTS: (31) Complete the following thirty-one credit hours:

SLIB 500	Foundations of School Librarianship (3)
SLIB 510	Collection Development (3)
SLIB 520	Library Resources for Children (3)
SLIB 530	Library Resources for Young Adults (3)
SLIB 560	Information Sources and Services (3)
SLIB 600	Emerging Trends in School Librarianship (3)
SLIB 620	Instructional Design in School Libraries (3)

SLIB 630	Organization of Information (3)
SLIB 670	Administration of School Libraries (3)
SLIB 680	Research Methodology for School Librarians (3)
SLIB 691	Professional Portfolio (1)

TRACKS: One track must be selected and five or eight credit hours completed according to professional qualifications.

TRACK 1: (5) Complete the following required 2 credit hour clinical experience and one three credit hour elective:

SLIB 690	Clinical Experience in School Libraries (2)
Select one elective from the following:	
SLIB 570	Curriculum and Instructional Procedures for School Librarians (3)
SLIB 595	Special Topics (3)
SLIB 610	Promotion of School Libraries (3)
SLIB 685	Research Study in School Libraries (3)
SLIB 695	Advanced Special Topics (3)

TOTAL TRACK 1 HOURS REQUIRED: 36

TRACK 2: (8) Completed the following eight credit hours:

SLIB 570	Curriculum and Instructional Procedures for School Librarians (3)
SLIB 689	Supervised Experience in School Libraries (5)

TOTAL TRACK 2 HOURS REQUIRED: 39

GRADUATE PROFESSIONAL ENDORSEMENT

The Professional Endorsement in School Librarianship follows the *Standards for Initial Preparation of School Librarians* from the American Library Association/American Association of School Librarians (ALA/AASL) and the Virginia Department of Education *Licensure Regulations for School Personnel* and is approved by the Virginia Department of Education.

The School Librarianship endorsement 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. Coursework prepares individuals to meet the varied roles required of a school librarian in the 21st century – the roles of instructional partner, teacher, information specialist, leader, and program administrator. The concept of the librarian as a catalyst for academic achievement is emphasized, as is the importance of helping our preK-12 students become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Collaboration, leadership, and technology are themes which run throughout the program. Successful completion of this program meets current eligibility requirements for an endorsement as a school librarian in grades preK-12.

PROFESSIONAL PORTFOLIO

All students in the professional endorsement in School Librarianship complete The Professional Portfolio, SLIB 691, as the culminating experience and exit requirement for the program. Students are scaffolded by their advisor throughout the program regarding professional portfolio requirements. During their final semester of enrollment, students are required to develop and present a professional portfolio which documents their mastery of program standards and highlights their growth throughout the program. Grading is Pass/Not Pass. A student who earns a Not Pass is allowed to retake SLIB 691 once. Should the student earn a second Not Pass, the student will be dismissed from the graduate program.

PROGRAM REQUIREMENTS

SLIB 500	Foundations of School Librarianship (3)
SLIB 510	Collection Development (3)
SLIB 520	Library Resources for Children (3)
SLIB 530	Library Resources for Young Adults (3)
SLIB 560	Information Sources and Services (3)
SLIB 620	Instructional Design in School Libraries (3)
SLIB 630	Organization of Information (3)
SLIB 670	Administration of School Libraries (3)
SLIB 690	Clinical Experience in School Libraries (2)
SLIB 691	Professional Portfolio (1)

TOTAL HOURS REQUIRED 27

MASTER OF ARTS - ENGLISH

Dr. Wade Edwards, Chair
Department of English and Modern Languages
434.395. 2181, edwardswa@longwood.edu

Dr. David E. Magill, English Graduate Program Coordinator
434.395.4910, magillde@longwood.edu

Dr. Gena D. Southall, English Initial Licensure Graduate Program Coordinator
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Dr. Steven P. Faulkner, Creative Writing Graduate Program Coordinator
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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. Literature, English Education & Writing, and English 6-12 Initial Licensure graduate students must successfully complete ENGL 606 – Introduction to Graduate English Studies during the first fall of their enrollment. It is highly recommended that Creative Writing students also complete ENGL 606. All graduate students in the Creative Writing or Literature concentrations must write a thesis; students in the English Education and Writing concentration may choose to write a thesis or take a comprehensive examination; students in the 6-12 Initial Licensure concentration complete a comprehensive examination. Graduate program coordinators serve as advisor to students in all four concentrations. Questions concerning a graduate concentration in English should be directed to the appropriate coordinator or the English department chair.

GRADUATE INITIAL LICENSURE PROCESS

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.

Upon acceptance to the graduate program, Initial Licensure Candidates will apply to the Teacher Preparation Program by the end of the first semester of enrollment after acceptance.

The Initial Licensure Candidate will apply by:

- ✓ Completing the Teacher Preparation Program application to enroll in the Office of Professional Services (OPS) database.
 - Access via myLongwood and select the appropriate graduate program area
 - Detailed instructions are posted on the OPS website, if needed.
- ✓ Submitting a copy of one of the qualifying test scores listed below to OPS via the Teacher Prep course in Canvas
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 - ACT composite score of 24, math minimum 22, reading and English total 46 (*prior to April 1995, ACT composite score of 21, with the ACT mathematics score no less than 21, and an ACT English plus Reading score no less than 37*) **OR**
 - Praxis Core Academic Skills for Educators: Reading Score of 156; Writing Score of 162, and Mathematics Score of 150 (*prior to January 1, 2014 Praxis 1: composite score of 532*) **OR**
 - Virginia Communication and Literacy Assessment (VCLA) Reading and Writing subtest scores 235 AND SAT Mathematics score 530 **OR**
 - VCLA Reading and Writing subtest scores 235 AND ACT Mathematics score 22 **OR**

- VCLA Reading and Writing subtest scores 235 AND Praxis Core Academic Skills for Educators: Mathematics score 150
- ✓ Meeting GPA requirement via admission to the graduate program.
- ✓ Submitting a copy of all official undergraduate transcripts via the Teacher Prep course in Canvas.
- ✓ Completing the online Child Abuse Recognition and Intervention Training Module and submitting a copy of the completion certificate to OPS via the Teacher Preparation course in Canvas.

Graduate Studies Professional Semester

Students who wish to graduate in a timely manner must complete the Graduate Studies Professional Semester application and meet all requirements at the properly established time. Failure to meet any requirement by the deadline will delay your admission to complete the Professional Semester and may delay graduation.

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- ✓ Completing the Student Teaching placements application.
 - Access via myLongwood and select the appropriate graduate program area.
 - Detailed instructions are posted on the OPS website, if needed.
- ✓ Requesting positive faculty recommendation(s) via myLongwood as specified by the program area.
 - Faculty complete the recommendations online, using the faculty tab of myLongwood.
 - Faculty will need your request in myLongwood in order to generate the recommendation.
 - Submissions can be viewed in myLongwood once completed (follow up with faculty).
- ✓ Maintaining an overall GPA of 3.0.

Meet additional placement requirements one **semester in advance** (February 1 for a fall placement or September 1 for a spring placement) by:

- ✓ Submitting to OPS the following documents via the Teacher Prep course in Canvas:
 - Criminal background check
 - Record of negative tuberculosis screening form.
 - Automobile insurance form
 - Covenant Agreement Test (password given at mandatory Orientation meeting).

NOTE: Teacher candidates bear any costs associated with meeting placement requirements. All documents must be current **within one year of actual placement in the professional semester**. In addition to these Longwood requirements, school divisions may have other forms to complete and procedures to follow. The latest known information is posted on the OPS website under “One Stop OPS.” It is the teacher candidate’s responsibility to access the information and comply by the deadline.

Meet remaining program area requirements by the deadline established by the program area, which in most instances is prior to starting the professional semester (Seminar Day). This includes:

- ✓ Submitting to OPS a copy of all licensure assessment score reports required for your program area.
 - Virginia Communication and Literacy Assessment (VCLA).
 - Praxis II - if applicable.
 - Reading for Virginia Educators (RVE) - if applicable
- ✓ Completing all course work. Consult your graduate catalog for specific program requirements.

Other Important Information:

- Monitor the OPS website for important dates, deadlines, meetings, etc.

- Attend all required meetings prior to the professional semester (Orientation, Seminar Day, etc.).
- The OPS will obtain professional semester placements for the initial licensure candidates who are not employed as full time teachers. If employed with a provisional license, please call the OPS for additional information.
- If you have a provisional license, you will work with the school division personnel in completing and submitting the licensure packet. OPS will work with all other teacher candidates to apply for initial licensure with the Virginia Department of Education.

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 grading system for the evaluation of the thesis will be pass (P)/satisfactory progress (SP)/not pass (NP). Students must remain continuously enrolled in at least one credit hour until completion.

The thesis shall follow industry-standard manuscript format. The student is to supply a minimum of two copies, one of which will be placed in the Library and another in the departmental library. See page 45 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 minimum of two copies, one of which will be placed in the Library and another in the departmental library. See page 45 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 infor-

mation). The grading system for the evaluation of the thesis will be pass (P)/satisfactory progress (SP)/not pass (NP). Students must remain continuously enrolled in at least one credit hour until completion.

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; and students in the Master of Arts in English with a concentration in English 6-12 Initial Licensure; register for English 699 - Comprehensive Examination the fall semester of their final year. Students must have completed or be enrolled to allow for completion of 30-36 semester hours of course work depending on 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 English comprehensive examination will be administered once a year from 8:30 a.m. – 12:30 p.m. on the third Saturday of October by the College of Graduate and Professional Studies on the Farmville campus.

The comprehensive examination consists of four essay questions drawn from a pool of questions compiled by the English Graduate Coordinator in conjunction with the English graduate faculty and will require knowledge of the texts on the English Comprehensive Exam Reading List; the student will answer three of these questions including the education-related question. Students will receive the English Comprehensive Exam Reading List of primary sources with their admissions packet. This list will include major works in four areas: Education, Major Works, Poetry, and Drama. During the course of their study, students will be responsible for reading the listed material and they will be responsible for reading and researching the material on their own. If they have questions, the student may contact the professor of record for the material in question. All students will sit the same exam, and the exam questions will rotate each year. 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 (P)/ not pass (NP), with two graduate English professors, and/or Education professors, or other appropriate professors grading each question. A majority grade of 3=C is not passing. If a question receives a pass and a not pass, 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 not passed on the original examination.

Any student not passing the examination, or any portion thereof, registers for English 699 - Comprehensive Examination (\$35.00 fee) at the spring examination date, the first Saturday in March. 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:

REQUIRED COURSE: (6)

ENGL 600 Thesis (6)

PROFESSIONAL COURSES: (6) Select two (2) of the following.

ENGL 510 Teaching College Composition: Theory and Practice (3)

ENGL 570 Professional Writing & Editing (3)

ENGL 603 Teaching Creative Writing (3)

ENGL 604 The Business of Creative Writing (3)

WORKSHOP COURSES: (12) Select four (4) from the following: at least three (3) credit hours should be outside the student's primary genre. Please note: most often, the CW thesis is composed of work produced in the graduate workshops; therefore, workshop courses may be repeated for credit.

ENGL 575 Advanced Dramatic Writing (3)

ENGL 576 Advanced Fiction Writing (3)

ENGL 577 Advanced Poetry Writing (3)

ENGL 578 Advanced Creative Nonfiction Writing (3)

LITERATURE COURSES: (9) Complete:

ENGL 562 Literary Criticism (3)

OR ENGL 606 Introduction to English Graduate Studies (3)

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

ENGL 511 The Epic (3)

ENGL 512 Poetry (3)

ENGL 513 The Novel (3)

ENGL 514 Short Story (3)

ENGL 515 Drama (3)

ENGL 516 The Bible as Literature (3)

ENGL 517 Nonfiction (3)

ENGL 522 Major Figures in Fiction (3)

ENGL 523 Major Figures in Poetry (3)

ENGL 525 Studies in Shakespeare (3)

ENGL 526 Major Figures in Drama (3)

ENGL 531 Arthurian Literature (3)

ENGL 532 Women and Literature (3)

ENGL 538 Studies in World Literature (3)

ENGL 540 Studies in Literary History (3)

ENGL 541 Ethnic Literature (3)

ENGL 542 Regional Literature (3)

ENGL 543 Postcolonial Literature (3)

ENGL 544 Literature and Culture (3)

ENGL 545 Studies in Children's Literature (3)

ENGL 546 Studies in Young Adult Literature (3)

ENGL 590 Independent Study (3)

ENGL 595 Special Topics (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 Special Topics (3)

TOTAL HOURS REQUIRED: 33

ENGLISH EDUCATION AND WRITING

PROGRAM REQUIREMENTS

REQUIRED COURSE: (3)

ENGL 606 Introduction to English Graduate Studies (3)

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

ENGL 510 Teaching College Composition: Theory and Practice (3)

ENGL 545 Studies in Children's Literature (3)

ENGL 546 Studies in Young Adult Literature (3)

ENGL 570 Professional Writing & Editing (3)

ENGL 575 Advanced Dramatic Writing (3)

ENGL 576 Advanced Fiction Writing (3)

ENGL 577 Advanced Poetry Writing (3)

ENGL 578 Advanced Creative Nonfiction Writing (3)

ENGL 579 Writing: Theory and Practice for the Middle and Secondary Classroom (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 516 The Bible as Literature (3)
- ENGL 517 Nonfiction (3)
- ENGL 522 Major Figures in Fiction (3)
- ENGL 523 Major Figures in Poetry (3)
- ENGL 525 Studies in Shakespeare (3)
- ENGL 526 Major Figures in Drama (3)
- ENGL 531 Arthurian Literature (3)
- ENGL 532 Women and Literature (3)
- ENGL 538 Studies in World Literature (3)
- ENGL 540 Studies in Literary History (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 590 Independent Study (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 516 The Bible as Literature (3)
- ENGL 517 Nonfiction (3)
- ENGL 522 Major Figures in Fiction (3)
- ENGL 523 Major Figures in Poetry (3)
- ENGL 525 Studies in Shakespeare (3)
- ENGL 526 Major Figures in Drama (3)
- ENGL 531 Arthurian Literature (3)
- ENGL 532 Women and Literature (3)
- ENGL 538 Studies in World Literature (3)
- ENGL 540 Studies in Literary History (3)
- ENGL 541 Ethnic Literature (3)

ENGL 542	Regional Literature (3)
ENGL 543	Postcolonial Literature (3)
ENGL 544	Literature and Culture (3)
ENGL 545	Studies in Children's Literature (3)
ENGL 562	Literary Criticism (3)
ENGL 590	Independent Study (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)
SLIB 560	Informational Sources and Services (3)
SPED 515	Survey of Exceptional Students (3)
TOTAL HOURS REQUIRED:	36

LITERATURE

PROGRAM REQUIREMENTS

REQUIRED COURSES (9):

ENGL 600	Thesis (6)
ENGL 606	Introduction to English Graduate Studies (3)

LITERATURE COURSES: (21) Select 7* 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 516	The Bible as Literature (3)
ENGL 517	Nonfiction (3)
ENGL 522	Major Figures in Fiction (3)
ENGL 523	Major Figures in Poetry (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 526	Major Figures in Drama (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 538	Studies in World Literature (3)
ENGL 540	Studies in Literary History (3)
ENGL 541	Ethnic Literature (3)
ENGL 542	Regional Literature (3)
ENGL 543	Postcolonial Literature (3)
ENGL 544	Literature and Culture (3)
ENGL 545	Studies in Children's Literature (3)
ENGL 546	Studies in Young Adult Literature (3)

ENGL 562	Literary Criticism (3)
ENGL 590	Independent Study (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-one (21) hours required above:

ENGL 570	Professional Writing & Editing (3)
ENGL 575	Advanced Dramatic Writing (3)
ENGL 576	Advanced Fiction Writing (3)
ENGL 577	Advanced Poetry Writing (3)
ENGL 578	Advanced Creative Nonfiction Writing (3)
ENGL 579	Writing: Theory and Practice for the Middle and Secondary Classroom (3)

TOTAL HOURS REQUIRED: 30

ENGLISH 6-12 INITIAL LICENSURE

PROGRAM REQUIREMENTS

CORE EDUCATION REQUIREMENTS: (18)

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 550	Classroom and Behavior Management for PreK-12 Teachers (3)
EDUC 573	Inquiry into the Classroom Community (3)

CORE ENGLISH REQUIREMENTS: (21)

ENGL 546	Studies in Young Adult Literature (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 601	Graduate Directed Teaching in the Middle and Secondary Classroom (6)
ENGL 606	Introduction to English Graduate Studies (3)
ENGL 699	Comprehensive Examination (0)

ELECTIVE ENGLISH COURSES: (9) Select two of the following 500-level courses and one 600-level course.

ENGL 510	Teaching College Composition: Theory and Practice (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 516	The Bible as Literature (3)
ENGL 517	Nonfiction (3)
ENGL 522	Major Figures in Fiction (3)

ENGL 523	Major Figures in Poetry (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 526	Major Figures in Drama (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 538	Studies in World Literature (3)
ENGL 540	Studies in Literary History (3)
ENGL 541	Ethnic Literature (3)
ENGL 542	Regional Literature (3)
ENGL 543	Postcolonial Literature (3)
ENGL 544	Literature and Culture (3)
ENGL 545	Studies in Children's Literature (3)
ENGL 562	Literary Criticism (3)
ENGL 590	Independent Study (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)
TOTAL HOURS REQUIRED:	48

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 appropriate program coordinator and should become familiar with the departmental requirements.
2. The student should complete the course requirements and either write a thesis or take a comprehensive examination. Students in the Creative Writing and Literature concentrations must write a thesis; students in the English Education & Writing concentration may choose to write a thesis or take a comprehensive examination; and students in the 6-12 Initial Licensure concentration must 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. All students must be continuously enrolled in thesis (English 600) for a minimum of one credit hour per semester until completion. See the Academic Regulations section and the section at the beginning of the English listing of the graduate catalog on Thesis for further information.
4. The student must file an Application for Graduate Degree with the Office of the Registrar 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.
5. The student writing a thesis files an oral examination form containing date, place of scheduled defense, members of the committee, and the title in the College of Graduate and Professional Studies at least four weeks before the scheduled defense. The student will provide an abstract of the thesis of not more than 400 words to be filed in the College of Graduate and Professional Studies. The thesis must be successfully defended with approved copies being deposited in the Longwood Library and any 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 fall they have completed or are enrolled to complete 30 or 36 credit hours of degree work depending on specific program

requirements. English comprehensive examinations are administered once a year from 8:30 a.m. to 12:30 p.m. on the third Saturday of October. A \$35.00 fee will be assessed. See the Academic Regulations section and the section at the beginning of the English listing of the graduate catalog on Comprehensive Examination for further information.

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

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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 and Social Policy.

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.

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 register for 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 Application for Graduate Degree must have already been filed in the Registration Office and a paper registration form must be completed to enroll.

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 week-end) 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 (p)/ not pass (NP). 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 the College of Graduate and Professional 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 *Application for Graduate Degree* must have already been filed in the Registration Office and a paper registration form must be completed to enroll. 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 grading system for the evaluation of the thesis will be pass (P)/satisfactory progress (SP)/not pass (NP). Students must remain continuously enrolled until completion.

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 College of Graduate and Professional 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 a minimum of two copies of the approved thesis, one of which will be placed in the Longwood Library and another in the departmental 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 College of Graduate and Professional Studies.

SOCIOLOGY/CRIMINAL JUSTICE AND SOCIAL POLICY, THESIS OPTION

PROGRAM REQUIREMENTS

REQUIRED COURSES. (18)

SOCL 501	Sociological Theory (3)
SOCL 502	Criminological Theory (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 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 526	Writing in the Social Sciences (3)
SOCL 527	Administrative Issues in Criminal Justice (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:

COUN 505	Theories of Counseling and Psychotherapy (3)
EDUC 521	Human Growth and Development (3)

TOTAL HOURS REQUIRED: 33

SOCIOLOGY/CRIMINAL JUSTICE AND SOCIAL POLICY, COMPREHENSIVE EXAMINATION OPTION

PROGRAM REQUIREMENTS

REQUIRED COURSES. (12)

SOCL 501	Sociological Theory (3)
SOCL 502	Criminological Theory (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 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 526	Writing in the Social Sciences (3)
SOCL 527	Administrative Issues in Criminal Justice (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:

COUN 505	Theories of Counseling and Psychotherapy (3)
EDUC 521	Human Growth and Development (3)

TOTAL HOURS REQUIRED: 36

SOCIOLOGY/CRIMINAL JUSTICE FIVE YEAR PROGRAM

The Sociology/Criminal Justice Five Year Master of Science degree is open only to Longwood students who complete the 120 hours of degree requirements for the Longwood Criminology/Criminal Justice major, BS degree or Longwood students enrolled in another undergraduate degree program who successfully complete the application process. Successful completion of this program leads to the Bachelor of Science degree in Criminology/Criminal Justice in four years and the Master of Science degree in Sociology with a concentration in Criminal Justice after the fifth year.

Students must be admitted to the program by the beginning of their junior year. Students must have a 2.75 GPA, complete a departmental application (forms available in the Department Office), and submit a 500-word letter of interest. Students who transfer into the undergraduate program with sixty hours may apply after two semesters or twelve hours of upper level course work is completed at Longwood. Students in their final undergraduate semester must complete a formal *Application for Graduate Admission* (forms available in the College of Graduate and Professional Studies and on the CGPS website) and satisfy all graduate studies admissions requirements.

PROGRAM REQUIREMENTS

REQUIRED COURSES: (15)

Graduate Classes Taken as Undergraduate Major

SOCL 502	Criminological Theory **
SOCL 527	Administrative Issues In Criminal Justice **

Graduate Classes Taken In fifth year

SOCL 501	Sociological Theory (3)
SOCL 503	Research and Evaluation Techniques I (3)
SOCL 504	Research and Evaluation Techniques II (3)
SOCL 522	Field Practicum (6)

SOCL 699 Comprehensive Examination (0)
REQUIRED 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 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 523 Women and Crime (3)
 SOCL 524 Family Violence and the Criminal Justice System (3)
 SOCL 525 Social Policy Formulation and Implementation (3)
 SOCL 526 Writing in the Social Sciences (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:

COUN 505 Theories of Counseling and Psychotherapy (3)
 EDUC 521 Human Growth and Development (3)

TOTAL HOURS REQUIRED: 30

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.

ACCOUNTING (ACCT)

ACCOUNTING 540. *Managerial Accounting.* This course provides a comprehensive, graduate level discussion of managerial accounting. Broadly, this course focuses on the use of accounting data in the decision-making process for managers. As such, learning which data is important in different managerial settings, appropriately deriving and interpreting such relevant data, and then formulate best case strategies forms the core of study. More specifically, students learn to use the concepts of opportunity cost and organizational architecture as the framework for studying managerial accounting. 3 credits.

ACCOUNTING 595. *Special Topics.* This course investigates selected special topics in accounting. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

ACCOUNTING 640. *Financial Statement Analysis.* This course investigates financial reporting from a user perspective in interpreting and analyzing financial reports for investments and other decision making. The course begins with a review of accounting systems and then emphasizes analysis of financial statements and the implications for various user groups. Emphasis will be on use of the reports to judge company performance, to assess creditworthiness, to predict future financial performance, and to analyze possible acquisitions and take-overs. Users of financial statements must be able to meaningfully interpret financial reports, construct measures of financial performance and analyze the reporting choices made by companies. Also, since company managers choose accounting techniques when making their reports, users must learn to undo the effects of these accounting choices. The purpose of this course is to give the foundation for such analysis. Prerequisite: ACCT 540. 3 credits.

ACCOUNTING 685. *Decision Making within the Legal and Ethical Environment.* This course will explore the many facets of responsible decision making; how law and ethics applies to individuals and institutions in business; how creative business decisions are embedded in a social, legal, and moral context; and how law and ethics support and constrain business decisions. 3 credits.

ACCOUNTING 693. *Consulting Practicum.* This course will involve an on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. This practicum is designed to enhance the curricula of the College of Business and Economics and to offer a joint opportunity for business executives and faculty to enhance the education of future business leaders. Prerequisites: ACCT 540, ECON 509, FINA 550, ISYS 570, MANG 564, MANG 575, MARK 588, and Permission of Instructor. Continuous enrollment required until completion. 1-3 credits per consulting opportunity up to a maximum of 9 credits.

ACCOUNTING 695. *Special Topics.* This course investigates selected special topics in accounting. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

ANTHROPOLOGY (ANTH)

ANTHROPOLOGY 595. *Special Topics.* This course investigates selected special topics in anthropology. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

ANTHROPOLOGY 596. *The Organization and Execution of Archeological Fieldwork.* Advanced students with experience in basic field methods in archeology learn the skills necessary to organize and supervise the execution of archeological excavations. Students will serve as assistants to the director of an ongoing excavation and will aid in the design of the field strategy, intra-site sampling techniques, site mapping, and artifact and feature plotting and recording. Offered during summer session in conjunction with the undergraduate field school. 6 credits.

ANTHROPOLOGY 695. *Special Topics.* This course investigates selected special topics in anthropology. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

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.

ART 595. *Special Topics.* This course investigates selected special topics in art. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

COMMUNICATION SCIENCES AND DISORDERS (CSDS)

All CSDS courses numbered 500 and above have as a prerequisite admission to the Master of Science in Communication Sciences and Disorders program.

COMMUNICATION SCIENCES AND DISORDERS 501. *Research Design.* An examination of basic principles of social and behavioral research designs used for investigation of communication and/or swallowing function and disorders. 1 credit.

COMMUNICATION SCIENCES AND DISORDERS 502. *Research Methods.* This course provides an in depth review of social and behavioral research methods and application of statistical analysis used for investigation of communication and/or swallowing function and disorders. Prerequisite: CSDS 501. 2 credits.

COMMUNICATION SCIENCES AND DISORDERS 510. *Feeding and Swallowing Disorders Across the Lifespan.* Assessment and treatment strategies for infants, children, and adults with feeding and/or swallowing disorders. Fee required. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS 515. *Aphasia and Right Hemisphere Disorders.* This course is an introduction to specific acquired neurogenic language and communicative disorders. Students will become familiar with both theoretical and applied knowledge relating to aphasia and right hemisphere disorders as well as evaluation and treatment for these disorders. This course is designed to build on knowledge acquired in a neuroanatomy course. Fee required. 2 credits.

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. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS 521. *Neurocognitive Disorders.* This course is an introduction to specific acquired neurogenic cognitive-communicative disorders and normal aging. Students will become familiar with both theoretical and applied knowledge relating to traumatic brain injuries and dementias as well as evaluation and treatment for these disorders. 2 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. 3 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. This course is designed to build on knowledge acquired in an undergraduate morphology and syntax course(s). Prerequisite: CSDS 520. Fee required. 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 542. *Motor Speech Disorders.* Assessment and treatment of apraxia and dysarthria. This course is designed to build on knowledge acquired in an aphasia course. Prerequisite: CSDS 515. Fee required. 2 credits.

COMMUNICATION SCIENCES AND DISORDERS 550. *Speech Science.* An introduction to speech science theory, instrumentation, and measurement. Emphasis on normal speech perception and production. This course is designed to build on knowledge acquired in courses in anatomy and physiology, introduction to audiology, and phonetics. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS 555. *Neurology for Human Communication.* An overview of neurology as it relates to communication and communication disorders. Prerequisite: CSDS 313. 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. 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. 2 credits.

COMMUNICATION SCIENCES AND DISORDERS 585. *Medical Settings in Speech-Language Pathology.* This course is an introduction to medical settings in which speech-language pathologists are frequently employed. Students will demonstrate knowledge of pertinent aspects of both acute and long-term care setting requirements such as expected competencies required for each setting, billing, goal writing, and medical terminology. Prerequisite: CSDS 580. 1 credit.

COMMUNICATION SCIENCES AND DISORDERS 589. *Introduction to Clinical Practice.* Introduction to clinical services in speech-language pathology, including clinical observation with a licensed, certified speech-language pathologist. 1-2 credits. (determined by the instructor depending upon the number of hours of clinical observation needed by the student to fulfill the 25 hour requirement).

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 600. *Thesis.* A graduate student in Communication Sciences and Disorders may elect to complete a Thesis as part of their graduate program. The thesis option is taken in place of the comprehensive examination. Grading is Pass/Satisfactory Progress/Not Pass. Continuous enrollment required until completion. 1-3 credits; 3 credits required.

COMMUNICATION SCIENCES AND DISORDERS 605. *Educational Settings.* This course is a study of service delivery and administrative requirements for speech-language pathologists in education settings. The

course includes a review and application of federal and state requirements associated with special education; language and communication expectations of the classroom; and collaborative service delivery approaches. 1 credit.

COMMUNICATION SCIENCES AND DISORDERS 609. *Speech-Language Pathology in a Multicultural Society.* This course is a study of knowledge and skills speech-language pathologists need to work with consumers from diverse cultures. This course builds on disorder-specific course information on cultural differences in 500-level courses. 1 credit.

COMMUNICATION SCIENCES AND DISORDERS 622. *Social Cognitive Learning Challenges and Autism Spectrum Disorders.* This course will explore the development of social communication skills in neurotypical children and adolescents. Using that developmental lens, students will assess social communication skills in Individuals with autism spectrum disorders and Asperger's syndrome and will develop an individually relevant plan for intervention. Prerequisites: CSDS 520 and 525. 2 credits.

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. This course is designed to build on knowledge acquired in a speech science course. Fee required. 2 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. 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. 1 credit.

COMMUNICATION SCIENCES AND DISORDERS 650. *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. It builds on knowledge acquired in an introduction to audiology and speech science course(s). Fee required. 3 credits.

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: B- or better in CSDS 580 and successful application to the CSDS Clinical Affairs Committee. May be repeated to a maximum of 8 credits. Fee required per credit. 1-6 credits, 6 credits required.

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. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Fee required per credit. 5 credits.

COMMUNICATION SCIENCES AND DISORDERS 695. *Special Topics.* This course investigates selected special topics in communication sciences and disorders. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 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.

COUNSELING (COUN)

COUNSELING 500. *Research Methods and Design.* This course provides an overview of quantitative and qualitative methodology and design and examines ethical and legal considerations for research practices relevant to the field of counseling. Skills needed to evaluate published research reports are also emphasized. 3 credits.

COUNSELING 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.

COUNSELING 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.

COUNSELING 507. *Lifespan Development.* This course examines human development from conception through adulthood, aging, and death. Course content includes terminology, principles, and theories related to genetic and environmental influences on physical, cognitive, emotional and social development. 3 credits.

COUNSELING 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: COUN 503 and 505. 3 credits.

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

COUNSELING 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.

COUNSELING 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.

COUNSELING 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: COUN 503, 505, and 545. 3 credits.

COUNSELING 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.

COUNSELING 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. Prerequisite: COUN 545. 3 credits.

COUNSELING 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. Prerequisites: 503 and 505. 3 credits.

COUNSELING 622. *Marriage and Family Therapy: Theories & Techniques.* An introduction to family therapy theories and techniques. The student will learn the relationship between various theoretical orientations and the techniques that are associated with those theories. The course will examine major schools in family therapy focusing on case conceptualization and the application of techniques from these different perspectives. Prerequisite: 24 or more counseling graduate credits. 3 credits.

COUNSELING 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 addictions, the etiology and diagnosis of substance abuse and dependency, and the various treatment options available. Prerequisite: 24 or more counseling graduate credits. 3 credits.

COUNSELING 635. *Supervision and Administration in Mental Health Agencies.* This class is an examination of traditional approaches and applications of clinical supervision for mental health counselors, as well as the administration of mental health programs. This class meets the Commonwealth of Virginia's requirement of professional training in supervision, consisting of 3 credit hours in graduate-level coursework in supervision for all individuals providing clinical supervision for licensure. Prerequisite: 24 or more counseling graduate credits. 3 credits.

COUNSELING 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. Pre-requisites: COUN 555, 605, 610, and 612. 3 credits.

COUNSELING 638. *Practicum in School Counseling in the P-12 Setting.* Supervised school counseling experience in elementary, middle, and high school settings for 450 clock hours. Students earn 1 credit hour for a minimum of 150 clock hours and must complete all of the field hours for which they are registered by the end of the semester. Students may re-enroll as many times as necessary to earn the required 3 credit hours. Continuous enrollment required until completion. Graded Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Prerequisites: COUN 503, 505, 545, 555, 605, 610 and 612. Supervisory fee - \$75.00. 1-3 credits, 3 credits required.

COUNSELING 640. *Cognitive and Behavioral Therapies.* An introduction to the theoretical framework and selected cognitive and behavioral Intervention strategies. Application of specific approaches will be emphasized that address a wide variety of counseling issues. Prerequisite: COUN 545. 3 credits.

COUNSELING 651. *Practice and Ethics of Community and College Counseling.* Study of counseling services in community and college settings with a focus on ethical issues and topics relevant to those populations. The major focus will be dedicated to professional, legal, and ethical responsibilities in counseling. 3 credits.

COUNSELING 660. *Clinical Psychopathology.* This course will focus on the diagnostic criteria, course, and prevalence of 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, understanding their etiology and recognizing the treatments of choice for each, as well as acquiring the vocabulary to communicate with and make referrals to appropriate professionals when necessary. 3 credits.

COUNSELING 680. *Practicum in Community and College Counseling.* Supervised counseling experience in a community agency or college counseling unit involving a minimum of 300 supervised clock hours in the field. Students earn 1 credit hour for a minimum of 100 clock hours and must complete all of the field hours for which they are registered by the end of the semester. Students may re-enroll as many times as necessary to earn the required 3 credit hours. Prerequisites: COUN 503, 505, 545, 555, 605, 612, 651 and 660. Graded Pass/Satisfactory Progress/Not Pass. Continuous enrollment required until completion. Supervisory fee - \$25.00 per credit hour. 1-3 credits. 3 credit hours required.

COUNSELING 692. *Internship in Mental Health Counseling.* Supervised counseling experience in a community agency. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. Students earn 1 credit hour for a minimum of 100 clock hours and must complete all of the field hours for which they are registered by the end of the semester. Students may re-enroll as many times as necessary to earn the required 6 credit hours. Students pursuing licensure as a Professional Counselor (LPC)

must familiarize themselves with Board requirements as they relate to the Internship. Prerequisites: COUN 503, 505, 545, 555, 605, 612, 651, 660; 30 graduate counseling credit hours completed. Graded Pass/Satisfactory Progress/Not Pass. Continuous enrollment required until completion. Supervisory fee - \$25.00 per credit hour. 1-6 credits. 6 credit hours required.

COUNSELING 695. *Special Topics in Counseling.* Topics will vary from semester to semester. Descriptions will be available from departmental offices. May be repeated for credit when topics change. 3 credits.

COUNSELING 699. *Counselor Education Comprehensive Examination.* Prerequisites: COUN 500 (or EDUC 502), 503, 505, 507 (or EDUC 521), 545, 555, 601, 605, 610, 612, and either COUN 637 or 651; 3.0 cumulative GPA and the Application for Graduate Degree must have been filed. Course Fee - \$35.00. 0 credits.

ECONOMICS (ECON)

ECONOMICS 501. *Economics and the Environment in the K-12 Classroom.* This educator-oriented class is designed to cover the economic strands of the Virginia Standards of Learning using an environmental context. Students will learn basic economic theory and innovative, hands-on methods of delivering the content. Environmental themes include resource scarcity, common pool and tragedy of the commons, externalities, population growth, regulation, garbage and recycling, pollution, and endangered species. Children's literature is incorporated. Students are responsible for development of curriculum activities appropriate for the classroom. Students may not use this course to meet the economics requirements in the economics major (BS OR BA in Economics), in the business administration major (BSBA) or in the economics minor. The course is offered for licensure purposes only. 3 credits.

ECONOMICS 502. *Financial Literacy in the K-12 Classroom.* This educator-oriented class is designed to cover the essential elements of financial literacy, including basic economics, financial planning, saving/investing, budgeting, use of credit, taxation, social security, and insurance. Hands-on activities will be included, so that teachers learn how to make these topics more interesting for students. Student may not use this course to meet the economics requirements in the economics major, the business administration major, or the economics minors. This course is offered for teacher licensure purposes only. 3 credits.

ECONOMICS 503. *Saving Our Rivers and Bays with Dollars and Sense.* This educator-oriented class focuses on the importance of Virginia's water resources. Participants will explore both the scientific and economic reasons that Virginians should be concerned about the quality of these resources and the reasons that they are being degraded. They will understand how water resources are impacted by the common pool problem and the tragedy of the commons, and they will explore the role of property rights in setting the correct incentives for protection. Participants will also learn how to teach a classroom-friendly model for effective decision making with respect to environmental resources. A major focus of the class is the Chesapeake Bay and its importance in the Virginia economy. Hands-on classroom activities and children's literature selections will be a major element of this training. This class is intended for educator licensure and cannot be counted towards the Economics major, the Economics minor, the BS in Business Administration or the Master in Business Administration. 3 credits.

ECONOMICS 507. *Real Estate Economics and Development.* This course provides students with a foundation in the economics of real estate and development. The course will cover a wide range of topics that are critical to understanding real estate and development, such as market demand, financing, planning, and construction of development projects. Students will be also equipped with analytical tools that will enhance their understanding of real estate markets at every (global, national, regional, local) level, helping them navigate an increasingly complex development market. 3 credits.

ECONOMICS 509. *Managerial Economics.* The course will equip the student with the ability to properly frame any decisions faced (business or personal), and then arrive at the best solution given the information available. To do so requires two additional skills: 1) To accurately work with data to assess the economic environment, 2)

The ability to think strategically. Topics include: profit maximization, demand analysis, elasticity, market power, regression analysis, game theory, and pricing strategies. 3 credits.

ECONOMICS 595. *Special Topics.* This course investigates selected special topics in economics. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

ECONOMICS 610. *Advanced Quantitative Methods.* This course will offer an in depth study of the statistical, econometric, and financial tools used in modern real estate analysis. Integration of these advanced techniques with the more traditional real tools of real estate valuation will be emphasized. Prerequisite: MANG 575 or permission from the instructor. 3 credits.

ECONOMICS 695. *Special Topics.* This course investigates selected special topics in economics. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 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 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 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. Fee required. 3 credits.

EDUCATION 507. *Preventing Bullying and Violence in the Schools.* The course provides information about the precursors of bullying and violence, reviews violence prevention models and demonstrates specific research-based curricula and strategies that have been found to prevent bullying and reduce violent acts in schools. This course is offered for licensure purposes only. 3 credits.

EDUCATION 508. *Introduction to Elementary Curriculum, Instruction and Assessment.* PreK-6 prospective teachers will examine the principles of content planning (curriculum), effective methods for teaching content that reflects best practices (instruction), and demonstrate the alignment of curriculum with assessment. Participants will initiate a Teacher Work Sample in a 30 hour minimum supervised field placement. 3 credits.

EDUCATION 515. *Understanding Exceptionalities.* This course will focus upon an analysis of the continuum of learners from special education through gifted education and applicable research-based models and strategies that have proven effective with these learners. The emphasis of this course is directed towards general education teachers serving the gifted and talented students as well as serving special needs students in the elementary classroom. 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 Literacy Instruction.* Application of child development and language acquisition knowledge in making effective and appropriate decisions about early childhood and elementary school literacy practices will be examined for both emergent and early literacy learners. 3 credits.

EDUCATION 527. *Strategies for Students who Struggle with Literacy.* Helping all students to become effective, strategic readers and writers that read and write purposefully and with enthusiasm is one of the greatest challenges facing classroom teachers today. This course is designed to assist teachers in implementing a wide variety of teaching techniques to monitor and support student's literacy development. 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. 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 and writing in intermediate grades, middle school, high school, and with developmental college students. 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 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 550. *Classroom and Behavior Management for PreK-12 Teachers.* Examination of classroom and behavior management techniques and the development of skills necessary to foster a supportive, classroom learning environment congruent with norms and rules. Includes an examination of system problems and solutions within traditional and alternative education settings. Includes a variety of behavioral, cognitive and theoretical approaches that are developmentally appropriate. Designed for practicing regular education teachers or for licensure in PreK-12 classrooms. 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 573. *Inquiry into the Classroom Community.* PreK-12 prospective teachers will examine the principles of content planning (curriculum), effective methods for teaching content that reflects best practices (instruction), and demonstrate the alignment of curriculum with assessment. Participants will complete a Teacher Work Sample in a 75 hour minimum supervised field placement prior to the Professional Internship. Research that informs best practices for PreK-12 student learning will be examined. Prerequisite: Permission of instructor. 3 credits.

EDUCATION 580. *Mentoring Teachers and Students as 21st Century Leaders.* Defining the leadership qualities needed for initializing and sustaining change for technology planning, technology infused curriculum and technology enriched instructional environments. Students will discuss ideas, strategies, and practices for empowering teachers and students as 21st century leaders in developing 21st century skills. 3 credits.

EDUCATION 581. *Assessing 21st Century Skills.* High stakes testing does not provide sufficient measurement of the abilities important for success in 21st century work, school and life. The need for and the types of models and tools for measuring mastery of 21st century skills will be examined. Multiple approaches will be reviewed and considered for their alignment to 21st century student outcomes. 3 credits

EDUCATION 582. *Emerging Trends in Technology for 21st Century Learning.* Examination and evaluation of emerging technology tools for supporting 21st century learning. Students will produce models for instructional implementation based on current research and the 21st century skills framework. 3 credits.

EDUCATION 583. *Instructional Design for Elearning.* Various synchronous and asynchronous technologies for provision of distance learning in K-12 schools for students and staff professional development will be discussed. The primary focus will be the utilization of online learning management systems and designing instruction for effective student and teacher learning experiences. 3 credits.

EDUCATION 584. *Distance Learning Models.* Current trends and issues in the distance learning field will be discussed. Student planning, development, and implementation of a potential distance learning program. 3 credits.

EDUCATION 585. *Collaborative Communities in Elearning.* A variety of synchronous and asynchronous technologies will be utilized to demonstrate the possibilities and implications of their use for collaboration and/or instruction. Design and facilitation of effective collaborative learning experiences will be emphasized. 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 604. *Curriculum and Instruction: Diverse Learners.* This course is designed to cover practical strategies for developing curriculum and instruction related to math, science, and social studies in contemporary culturally diverse classrooms. Students will consider, apply, and practice the many relevant techniques available for facilitating the learning of diverse student populations. The class will focus on the development and use of pedagogical approaches that respectfully consider diversity and effectively incorporate children's psychologies of racial, ethnic, and/or cultural identity to have a positive impact on students' learning and attitudes toward education. 3 credits.

EDUCATION 611. *Human Development & Learning: Birth to Age 4.* This course investigates the biological, social, and cultural influences in the psychological growth and development of children, prenatal through age four. Emphasis is on theoretical aspects influencing cognitive and learning functions and includes observations of preschool children. 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 624. *Integrated Curriculum in Early Childhood Education.* This course focuses on integrated theories and methods specific to math, science, and social studies with discussion of physical and interpersonal environments in early childhood settings, centrality of play, and adapting curricula for a full range of abilities from infancy through preschool. The course also introduces research and practices related to an understanding of how experiences in visual art, music, drama and movement can be used to support the growth and development of young children. 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 628. *School Personnel Administration.* A study of the problems and techniques of staff-personnel relationships in educational organizations. 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 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. *Graduate Directed Teaching/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 qualified cooperating teachers in selected school settings, for seven weeks in each setting. The student teaching intern follows the schedule of each cooperating teacher for a minimum of 350 clock hours in the schools. For those teaching with a provisional License, the Graduate Directed Teaching/Professional Semester will be a mentorship of their current teaching position. Students will need to pass the Praxis II and apply to the Office of Professional Services. Prerequisites: Permission of Instructor required. Supervisory fee - \$300.00. 6 credits.

EDUCATION 690. *Internship in Educational Leadership PreK-12.* This capstone course is designed to provide a cumulative practical application of Performance Standards in Educational Leadership. This course provides interns with opportunities in leadership roles in grades PreK-12 and in a school district's Central Office settings. This experience will allow candidates to demonstrate the skills mastered from coursework they have completed in the graduate program. Candidates are expected to participate in solving and decision-making process and to reinforce knowledge gained from both the initial and final coursework as well as from courses that provided a theoretical base of educational leadership. The activities the candidates engage in target the development of an educational leader who displays instructional leadership and effective management as reflected in the program standards set forth by the Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers. A total of 6 credits must be completed in two consecutive semesters offered either spring/summer or summer/fall. Pre-K-12, 160 clock hours, Supervisory fee - \$75.00. Prerequisites: Complete 27 credits in the masters program; complete 12 credits in the professional endorsement only program; or approval of the instructor. Continuous enrollment required until completion. 3 credits.

EDUCATION 692. *Comprehensive Oral Examination.* Prerequisite for Educational Leadership degree concentration – complete 30-36 hours and file the Application for Graduate Degree; for Educational Leadership endorsement program – complete 18-21 hours and file the Application for Graduate Professional Endorsement; and for both a 3.0 GPA. Grading is Pass/Not Pass. 0 credits.

EDUCATION 695. *Special Topics.* This course investigates selected special topics in education. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

EDUCATION 699. *Comprehensive Examination.* Prerequisite for all concentrations: 30-36 hours depending on specific program requirements and 3.0 GPA. Course fee - \$35.00. 0 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 511, 512, 513, 514, 515, 517, 522, 523, 525, 526, 531, 532, 538, 540, 541, 542, 543, 544, 545, 562 and all 600 level courses except ENGL 600, 601, 602, 603 and 604.

ENGLISH 510. *Teaching College Composition: Theory and Practice.* Examination and evaluation of current theories regarding teaching college writing with emphasis on classroom application of composition theory and research. 15 hours of observation in the field will be required. Major topics include recent research in rhetoric/composition, textbook selection, designing assignments and effective feedback, plagiarism, and assessment. 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 516. *The Bible as Literature.* This course will both study the Bible as a work of literature and glance at its appropriation in later literary works. Students will examine the Bible itself primarily through the lens of the principal genres of biblical literature: wisdom writings, liturgical poetry, theological history, prophecy, gospel, epistle, and apocalypse. Students will also look at how the Bible is treated in later literature as both a generally accepted source of literary authority and a contested site of interpretive debate. 3 credits.

ENGLISH 517. *Nonfiction.* Study in the tradition and qualities of nonfiction 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 526. *Major Figures in Drama*. Extended study in the work of from one to three major English or American dramatists.. 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 538. *Studies in World Literature*. This course engages students in the advanced study of the literature of a specific author, country, or region exclusive of England and the United States. 3 credits.

ENGLISH 540. *Studies in Literary History*. This course engages students in advanced study of a specific literary period or movement. 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 545. *Studies in Children's Literature*. Advanced study in the field of Children's Literature, including discussion of both primary and secondary works in the field, with an emphasis on theoretical perspectives. 3 credits.

ENGLISH 546. *Studies in Young Adult Literature*. Advanced study in the field of Young Adult Literature, including discussion of both primary and secondary works in the field, with an emphasis on theoretical perspectives. 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 and Editing*. Introduction to workplace communication (written, oral, visual, and electronic) and editing (technical and copy editing) with emphasis on analyzing, producing, and editing rhetorically effective documents and presentations for specific audiences. The course culminates with a major project related to the student's academic discipline or professional goals. 3 credits.*

ENGLISH 575. *Advanced Dramatic Writing.* An advanced workshop in traditional and contemporary techniques in writing various forms of drama, including plays, teleplays, and screenplays. Prerequisite: Permission of the Graduate Creative Writing Program Coordinator. 3 credits.*

ENGLISH 576. *Advanced Fiction Writing.* An advanced workshop in traditional and contemporary techniques in writing the short story. Prerequisite: Permission of the Graduate Creative Writing Program Coordinator. 3 credits.*

ENGLISH 577. *Advanced Poetry Writing.* An advanced workshop in traditional and contemporary techniques in writing poetry. Prerequisite: Permission of the Graduate Creative Writing Program Coordinator. 3 credits.*

ENGLISH 578. *Advanced Creative Nonfiction Writing.* An advanced workshop in traditional and contemporary techniques in writing various forms of creative nonfiction. Prerequisite: Permission of the Graduate Creative Writing Program Coordinator. 3 credits.*

ENGLISH 579. *Writing: Theory and Practice in the Middle and Secondary 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 and secondary 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. Co-requisite: EDUC 573. 3 credits.*

ENGLISH 590. *Independent Study.* A directed reading and/or research program administered by qualified specialists in the department. One option is to do an extended research project in conjunction with a 500- or 600-level English course for an additional one to three credit hours. The student must secure the director's approval prior to registering for the course. 1-3 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. Continuous enrollment required until completion. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Variable credit 1-6 credits; total of 6 credits required.

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. Prerequisites: EDUC 506, 521, 530, 547, 550, & 573 and ENGL 579 & 580 and a minimum cumulative GPA of 3.0. Supervisory Fee - \$300.00. 6 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 606. *Introduction to Graduate English Studies.* This course is an introduction to graduate study in English. It will explore various disciplines within English and offer strategies and methods for engaging in graduate level research and critical textual analysis. 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.* Offered fall semester only. Prerequisites: 30-36 hours depending on specific program requirements and 3.0 GPA. Course fee - \$35.00. 0 credits.

FINANCE (FINA)

FINANCE 550. *Financial Management.* This course describes the basic principles of corporate finance and provides practical tools for financial decision and valuation. The course starts with optimal project acceptance criteria consistent with the objective of maximizing the market value of the firm. It then moves on to techniques for estimating the cost of capital, which are subsequently applied to a range of valuation problems. The valuation principles include WACC, APV, multiples and real options. In the second half of the course we discuss capital structure and dividend decision, and how they affect firm value. We also study corporate governance, and end the course analyzing financial issues in mergers and acquisitions. 3 credits.

FINANCE 554. *Advanced Real Estate Appraisal.* This course covers advanced principles and procedures of real estate appraisal. Topics include the real estate market, principles of valuation, building and site analysis, legal concepts and the application of the three approaches to real estate valuation. Students will be required to have extensive exposure to spreadsheet, ARGUS and Co-Star. 3 credits.

FINANCE 555. *Real Estate Finance and Investments.* This course is an analytical survey of the leading issues associated with the analysis of real estate markets. Topics include sources of funds, types and contents of financing instruments, roles of private and governmental institutions, the determination of economics feasibility of real estate investments and the effects of financing and taxes on investment profitability. 3 credits.

FINANCE 556. *Real Estate Law and Taxation.* This course explores many of the legal and tax issues pertaining to real property and real estate development. Topics addressed include ownership interests in real estate (both present and future), security interests in real estate, landlord-tenant law, real estate contracts and conveyances, zoning law, environmental law, real property transactions, and tax issues applicable to real estate. 3 credits.

FINANCE 557. *Commercial Real Estate.* This course is an analytical survey of the leading issues associated with commercial real estate investment and finance. Topics include corporate real estate, project development, land development, commercial real estate investment organizational forms, commercial mortgages, and real estate investments trusts (REITs). 3 credits.

FINANCE 595. *Special Topics.* This course investigates selected special topics in finance. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

FINANCE 693. *Consulting Practicum.* This course will involve an on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. This practicum is designed to enhance the curricula of the College of Business and Economics and to offer a joint opportunity for business executives and faculty to enhance the education of future business leaders. Prerequisites: ACCT 540, ECON 509, FINA 550, ISYS 570, MANG 564 and 575, MARK 588 or Permission of Instructor. Continuous enrollment required until completion. 1-3 credits per consulting opportunity up to a maximum of 9 credits.

FINANCE 695. *Special Topics.* This course investigates selected special topics in finance. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

FINANCE 697. *Cases in Finance.* This course investigates the considerations, analyses and decisions pertinent to investments, real estate, financial markets, and the financial management of a business firm. The course will make extensive use of cases. Prerequisites: FINA 550. 3 credits.

FRENCH (FREN)

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.

GERMAN (GERM)

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.

HEALTH (HLTH)

HEALTH 501. *Core Content in Health Education.* The course focuses on current health knowledge and skills to teach PreK-12th grad students. A specific examination of health education topics are explored and applied to a PreK-12 grade scope and sequence. This course is required for licensed teachers who are not endorsed as health and physical education teachers. 3 credits.

HEALTH 507. *Preventing Bullying & Violence in Schools.* The course provides information about the precursors of bullying and violence, reviews violence prevention models and demonstrates specific research-based curricula and strategies that have been found to prevent bullying and reduce violent acts in schools. This course is offered for licensure purposes only. 3 credits.

HEALTH 525. *Curriculum and Instruction in Health Education.* This course will provide students with the knowledge and skills necessary to assess, plan, implement, and evaluate health education curriculum. Included will be an overview of current health education programs, theories and models, learning styles, leadership skill development, and classroom and behavioral management strategies. The course will provide an active learning environment where knowledge is used and skills are practiced. Prerequisite: HLTH 501 for non-licensed Health and Physical Education teachers. 3 credits.

HEALTH 535. *Human Nutrition.* The course uses theories, concepts, and the most current research to examine food choices dietary patterns, and nutrition. A holistic model is used to guide the curriculum and nutrition

is presented in the form of a health spectrum. While some concepts are presented individually in the course (carbohydrates, proteins, lipids, vitamins, minerals, etc.), an emphasis is placed on *Wholism* with an understanding that nutrition is multifaceted with thousands of chemical reactions that will not be examined individually, but are understood to occur. 3 credits.

HEALTH 595. *Special Topics.* This course investigates selected special topics in health. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

HEALTH 675. *Community Health Program Planning, Implementation and Evaluation.* The course is designed to prepare students to assess, plan, implement, and evaluate community health programs. A specific examination of ethics, epidemiology, theories, models, advocacy, and social marketing will be explored. In addition, culture, health disparities, current health trends, and data analysis will be investigated. 3 credits.

HEALTH 683. *Internship in Health Education.* The purpose of the health education Internship is to help the student refine the knowledge, skill, and dispositions learned during student teaching. Graduate students are placed in local secondary schools and are responsible for planning and implementing new ideas into those programs. Prerequisites: 6 hours in the program and permission of the program coordinator. Supervisory Fee required. 6 credits.

HEALTH 684. *Internship in Community Health.* This internship is designed to provide opportunities for the graduate student to assess, plan, implement, and evaluate health and physical education promotion programs. A variety of community health placements will be available to choose from including coalitions, health departments, health agencies, and other local community health service providers. May enroll in three or six credits in one semester, however all six credits are required for completion of the program. A minimum of 200 total clock hours must be completed and continuous enrollment required until completed. A weekly log with completed hours must be kept by the student and requires the Supervisor's signature each week. Prerequisites: HLTH 675 and six (6) hours in the program and permission of the program coordinator. Supervisory Fee required. 3- 6 credits.

HEALTH 695. *Special Topics.* This course investigates selected special topics in health. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 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.

HISTORY 595. *Special Topics.* This course investigates selected special topics in history. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

INFORMATION SYSTEMS AND CYBER SECURITY (ISCS)

INFORMATION SYSTEMS AND CYBER SECURITY 570. *Information Technology.* This course focuses on the use and sharing of information through intranets and the Internet the use of technology and its application in a retail setting, the utilization of industry and business software and the importance of information for inventory management, customer research, and communication. Case studies for applications illustrating information needs for large and small retailers. 3 credits.

INFORMATION SYSTEMS AND CYBER SECURITY 595. *Special Topics.* This course investigates selected special topics in information systems and cyber security. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

INFORMATION SYSTEMS AND CYBER SECURITY 695. *Special Topics.* This course investigates selected special topics in Information Systems and Cyber Security. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

KINESIOLOGY (KINS)

KINESIOLOGY 501. *Principles of Teaching Physical Education.* This course orients the future physical education professional to teaching in a movement setting. This content skills and pedagogy course is designed to explore the teaching-learning process and develop teaching skills. This course focuses specifically on the planning and implementation of developmentally appropriate physical education programs in grades PreK-12 (elementary and secondary). Areas such as effective teaching behaviors, instructional strategies, curriculum development, behavior management, Virginia Standards of Learning in Physical Education, and assessment of learning discussed. 3 credits.

KINESIOLOGY 504. *Principles of Coaching.* This course provides the student with a basic understanding of the theoretical and practical applications related to coaching. Current issues and topics will include: addressing the principles and problems of the future interscholastic coach, developing a coaching philosophy, and utilizing basic pedagogy, sport psychology, sport medicine, and sport physiology. This course meets the 40 National Standards for Sport Coaches established by the National Association for Sport and Physical Education. Students successfully completing the course will receive a Coaching Principles Certification from the American Sport Education Program. This certification permits the student to be listed on the National Coaching Registry. In addition, successfully passing the course and the in-class Virginia High School Exam (at least 80% on the test) fulfills the requirements established by the Virginia High School League to coach in the Commonwealth of Virginia. 3 credits.

KINESIOLOGY 520. *Developing Leadership in Health and Physical Education.* The purpose of this course is to enable the graduate student to develop the organizational and advocacy skills needed to be a leader in the PreK-12 healthy and physical education setting. 3 credits.

KINESIOLOGY 530. *Curriculum and Instruction in Physical Education.* The focus of this course is to provide teachers with the background to develop or select appropriate curricula which enhances student learning unique to physical education. This includes the relationship between curriculum models and instructional practices. Additionally, teachers will learn how to use systematic observation techniques to observe and modify their behaviors. Prerequisite: KINS 501 for students who are not licensed as health and physical education teachers. 3 credits.

KINESIOLOGY 534. *Instructional Modifications for an Inclusive Physical Education Class.* This course will provide the student with a high-level of understanding of how to modify and adapt physical education activities/equipment in an inclusive physical education environment. A specific emphasis will be placed on sensory, emotional, mental, and physical disabilities. 3 credits.

KINESIOLOGY 564. *Adapted Physical Education: Development of Modified Programs.* The purpose of this course is to enable the teacher candidate to develop knowledge of current concepts and trends in adapted physical education and the ability to assess, plan, and implement a physical education program designed to meet the unique needs of individuals with exceptionalities (PreK-12). 3 credits.

KINESIOLOGY 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. Fee required. 3 credits.

KINESIOLOGY 595. *Special Topics.* This course investigates selected special topics in kinesiology. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

KINESIOLOGY 615. *Contemporary Issues in Health and Physical Education.* This course will enable the student to acquire the essential skills to address contemporary issues in health and physical education and to positively impact their students as well as the profession. 3 credits.

KINESIOLOGY 632. *Scientific Basis of Movement.* The scientific basis of movement with emphasis on the bio-mechanics, motor learning, and physiological principles as they relate to sport and other physical activity. 3 credits.

KINESIOLOGY 680. *Internship in Pre-School Health and Physical Education.* The purpose of the pre-school health and physical education internship is to provide additional opportunities for the graduate student to refine and extend the knowledge, skills, and dispositions learned during student teaching. Graduate students are placed in local pre-schools, Head Start, and other day care facilities and are responsible for planning and implementing organized health and physical education activities into those programs. Prerequisites: 6 hours in the program and permission of the program coordinator. Supervisory Fee required. 6 credits.

KINESIOLOGY 681. *Internship in Physical Education.* The purpose of the physical education internship is to provide additional opportunities for the graduate student to refine and extend the knowledge, skills, and dispositions learned during student teaching. Graduate students are placed in local schools and are responsible for planning and implementing contemporary and creative practices into those programs. Prerequisites: 6 hours in the program and permission of the program coordinator. Supervisory Fee required. 6 credits.

KINESIOLOGY 682. *Adapted Physical Education Internship.* The graduate student will develop knowledge of current concepts and trends in adapted physical education and be able to plan, implement, and assess a physical education program designed to meet the unique needs of individuals (PreK-12). Prerequisites: 6 hours in the program and permission of the program coordinator. Supervisory Fee required. 6 credits.

KINESIOLOGY 695. *Special Topics.* This course investigates selected special topics in kinesiology. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

MANAGEMENT (MANG)

MANAGEMENT 500. *Introduction to Business.* This is an introductory business course for student who have not enrolled in any formal business curricula. In this course, students learn the basic principles, theory foundations, term definitions, and important fundamental concepts of various disciplines such as accounting, finance, economics, management, marketing, and business statistics. This course does not count towards the 36 credit hours required for the MBA. 6 credits.

MANAGEMENT 564. *Leadership, Group Dynamics, and Team Building.* This course introduces the multi-faceted role of an effective leader/manager. Human behavior at the individual, group and organization levels is examined as well as techniques for leading people in the organizational environment. Topics include: various developmental areas of leadership, including communications, social responsibility, and personal development, the role of an effective leader, small group and team leadership, work motivation, conflict resolution, managing workplace relationships, and personality influences on work attitudes and behaviors. 3 credits.

MANAGEMENT 575. *Managing Data for Strategic Decision Making.* This course introduces the techniques of quantitative and statistical analysis for management decision making. Major topics include decision analysis, statistical inference, regression, and linear programming. 3 credits.

MANAGEMENT 595. *Special Topics.* This course investigates selected special topics in management. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

MANAGEMENT 662. *Strategic Human Resources Management and Motivation.* This course explores ways that line managers, employees, and human resource (HR) managers can effectively align their activities with the goals of the organization and the needs of employees. Course content focuses on activities such as recruitment and selection, compensation, and benefits. The course will also explore how basic organizational behavior concepts such as perception and attribution, as well as motivation theories apply to HR policies and procedures. 3 credits.

MANAGEMENT 663. *Services Operations Management.* This course addresses the planning, decision-making and implementation of effective managerial and operational procedures in the service sector, including; managerial problem solving processes that involve staffing and retention of personnel, conflict resolution, shrinkage, financial analysis, and crisis management. Prerequisite: MANG 575. 3 credits.

MANAGEMENT 687. *Entrepreneurship and Small Business Management.* This course examines functions of opportunity development and business planning for success in entrepreneurial ventures. Students will explore the planning, marketing, organizing, financing, and management of a new business venture that they might personally initiate, or that they may be involved with in the context of a new business being developed within the structure of an existing organization. Students will write business plans during the course to test the feasibility of their business concept and to act as the blueprint for a potential start-up venture. Prerequisites: : FINA 550. 3 credits.

MANAGEMENT 693. *Consulting Practicum.* This course will involve an on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. This practicum is designed to enhance the curricula of the College of Business and Economics and to offer a joint opportunity for business executives and faculty to enhance the education of future business leaders. Prerequisites: ACCT 540, ECON 509, FINA 550, ISYS 570, MANG 564 and 575, MARK 588, and Permission of Instructor. Continuous enrollment required until completion. 1-3 credits per consulting opportunity up to a maximum of 9 credits.

MANAGEMENT 695. *Special Topics.* This course investigates selected special topics in management. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

MANAGEMENT 697. *Strategic Management and Business Policy.* This course helps students integrate the functional expertise from areas such as accounting, finance, management, marketing, and production. Concepts and tools acquired from these functional areas provide the basis for approaching strategic problems from a holistic managerial perspective. Prerequisites: ACCT 540, ECON 509, FINA 550, ISYS 570, MANG 564 and 575, MARK 588, and Permission of Instructor. 3 credits.

MARKETING (MARK)

MARKETING 588. *Strategic Marketing: Products and Services.* This course presents an overview of marketing and the activities involved in the delivery of goods and services to the consumer. Topics include the identification of target markets, the development of a marketing mix, the special challenges of service delivery, the importance of retailing, and relationship marketing. 3 credits.

MARKETING 595. *Special Topics.* This course investigates selected special topics in retail management or marketing. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

MARKETING 681. *International Marketing and Retailing.* This course includes the study and analysis of processes, practices and issues in an international, multinational, and/or global setting and the theoretical and applied analysis of marketing concepts with implications for products and services. Students will consider current

issues related to doing business within multicultural environments and focus on the social, cultural, economic, technological, and regulatory environments. Of particular interest are marketing, retail, and management issues with an overview of theories, principles, and operational methods. Prerequisite: MARK 588. 3 credits.

MARKETING 683. *Consumer Behavior and Research.* This course explores the nature of the consumer purchase decision process for goods and services. It emphasizes both descriptive and conceptual analysis of consumer behavior with a focus on theory and research essential to an understanding of individual choice behavior. It incorporates a critical analysis of buyer behavior theory. It makes intensive use of contributions from the social and behavioral science literatures. It examines individual and group behavior of consumers, as well as both marketing management and public policy decision making. Focus on managerial decision making utilizing marketing research techniques. Prerequisite: MARK 588. 3 credits.

MARKETING 685. *Supply Chain Management and Purchasing.* This course will study the elements and management of marketing channels. A marketing channel is viewed as an inter-organizational system involved with the task of making goods, services, and concepts available for consumption by enhancing their time, place, and possession utilities. The importance of the changing retail landscape will be thoroughly explored through the examination of environmental factors such as technology and competition. The focus is on how institutions can effectively and efficiently transmit things of value from points of conception, extraction, and/or production to points of consumption. Emphasis is placed on managerial decision making in the design, operation and management of channel systems. Business buying behavior and purchasing considerations will also be explored. Prerequisite: MARK 588. 3 credits.

MARKETING 687. *Integrated Marketing Communications.* This course focuses on planning and executing integrated marketing communication strategies, that focus on building the brand, including essential principles and analytical tools used in advertising, public relations, sales promotion, selling, and direct marketing. Prerequisite: MARK 588. 3 credits

MARKETING 693. *Consulting Practicum.* This course will involve an on-the-job learning experience designed to give students an opportunity to apply their technical and professional skills and to observe organizations in action. This practicum is designed to enhance the curricula of the College of Business and Economics and to offer a joint opportunity for business executives and faculty to enhance the education of future business leaders. Prerequisites: ACCT 540, ECON 509, FINA 550, ISYS 570, MANG 564 and 575, MARK 588, and Permission of Instructor. Continuous enrollment required until completion. 1-3 credits per consulting opportunity up to a maximum of 9 credits.

MARKETING 695. *Special Topics.* This course investigates selected special topics in retail management or marketing. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

MARKETING 697. *Strategic Retail Management.* This course covers the development, organization, implementation, and control of retail strategies in the context of the retail mix of product, price, promotion, and distribution. Case studies are used to apply the concepts. Students will apply strategic decisions in the retail sector utilizing analytical decision-making skills. Course content includes the fundamentals of strategic decision-making, competitive strategies, industry structure, retail site selection, and performance measurement within the retail organization, retailing community and government programs. Prerequisites: ACCT 540, ECON 509, FINA 550, ISYS 570, MANG 564 and 575, MARK 588, and permission of instructor. 3 credits.

MATHEMATICS (MATH)

MATHEMATICS 595. *Special Topics.* This course investigates selected special topics in mathematics. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

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 activities that develop rational number concepts, skills, and proportional reasoning. 3 credits.

MATHEMATICS 655. *Functions and Algebra for Elementary School 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 Elementary School 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 Elementary School 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 671. *College Algebra for Middle School Teachers.* Algebra is a tool for working with data and modeling physical situations. This course is designed to provide additional mathematical background and expertise in Algebra I topics for teachers pursuing the algebra add-on endorsement for their teaching license. The primary topics to be covered will be algebraic expressions, exponents and exponential functions, direct and indirect variation, proportions, linear functions, graphing, systems of equations and inequalities, polynomials, factoring, quadratic functions and roots. Best practice teaching techniques will be modeled. 3 credits.

MATHEMATICS 672. *Discrete Mathematics for Middle School Teachers.* Mathematical problem solving is studied in the context of various mathematics topics and their applications in Algebra I and middle school mathematics. These topics may include cryptography, graph theory, linear programming, logic, patterning, set theory, and financial models. 3 credits.

MATHEMATICS 673. *Trigonometry and Algebra for Middle School Teachers.* Teachers will explore logarithmic functions and introductory trigonometry. Conceptual understanding and procedural fluency will be developed in problem settings based on real data. An emphasis is placed on proportional reasoning and modeling. The course will use graphing calculators along with motion detectors and temperature probes. Prerequisite: MATH 671. 3 credits.

MATHEMATICS 674. *Mathematical Programming for Middle School Teachers.* An introduction to basic computer programming with an emphasis on mathematics applications applicable to the middle school curriculum. Topics include programming logic, iterations, functions, recursion, and algorithms. Students will learn in a problem solving environment through student investigations using technology accessible to middle school and Algebra I students. 3 credits.

MATHEMATICS 675. *Linear Algebra for Middle School Teachers.* Solving systems of linear equations is an integral part of Algebra I. Students will study various methods of solving these systems along with mathematical theory developed from those methods. The primary topics to be covered will be vector spaces, dual spaces, linear transformations, and their relationships to matrix algebra. Best practice teaching techniques will be modeled. Prerequisite: MATH 671. 3 credits.

MATHEMATICS 677. *Euclidean Geometry for Middle School Teachers.* This course will focus on the content and processes that support the measurement and geometry strands of the Virginia 6-8 SOL and Geometry SOL. Instruction will cover the geometry and measurement content topics that are encountered from the particular and concrete thinking of school arithmetic to the abstract thinking associated with geometry. Major concepts include problems solving and proportional reasoning involving area, perimeter, volume and surface area; geometric properties; characteristics of geometric figures including lines, angles, triangles, circles and polygons; relationships between 2-dimensional and 3-dimensional figures. You will be encouraged to recognize the thought processes involved in using geometry and what it means to employ geometric thinking, both as a teacher and a student. 3 credits.

MATHEMATICS 678. *Calculus for Middle School Teachers.* This course focuses on calculus concepts and applications that illustrate the connection between calculus and the middle school curriculum. These concepts include sequences, series, limits, rates of change, derivatives, and an introduction to integration. Best practice teaching techniques will be modeled. Prerequisite: MATH 673. 3 credits.

MATHEMATICS 679. *Probability and Statistics for Middle School Teachers.* Teachers will explore introductory descriptive statistics, probability, and statistical inference. Conceptual understanding and procedural fluency will be developed in problem settings based on real data which investigate the use of visual methods for summarizing quantitative information, basic experimental design, sampling methods, and interpretation of statistical analyzes. The course will use calculators and statistical software, provide real world applications, and examine how statistical thinking develops in students. 3 credits.

MATHEMATICS 695. *Special Topics.* This course investigates selected special topics in mathematics. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

MATHEMATICS EDUCATION (MAED)

MATHEMATICS EDUCATION 595. *Special Topics.* This course investigates selected special topics in mathematics. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

MATHEMATICS EDUCATION 623. *Instructional Design in Mathematics for Grades K-8.* A study of the K-8 mathematics curriculum and standards, current studies and trends in mathematics, strategies to teach mathematics to diverse learners, and the role of technology in the teaching and learning of mathematics through hands-on activities and the use of professional resources. 3 credits.

MATHEMATICS EDUCATION 625. *Assessment in Mathematics.* This course examines the components, processes, and research of Lesson Study along with components of effective lesson planning mathematics. Students will study the use and utility of formative and summative mathematics assessments including those at the national and state level. Students will learn to identify problems in the mathematics instructional program and to identify and evaluate resources to address those problems. 3 credits.

MATHEMATICS EDUCATION 650. *Leadership in Mathematics Education.* This course provides opportunities to reexamine mathematics content and pedagogy using an inquiry-based approach, tools for building leadership skills and dispositions required to effectively lead and manage needed mathematics resources for teachers and students, and strategies for assessing and understanding current trends in the teaching and learning of mathematics as related to state and local mathematics programs. Prerequisites: MAED 623. 3 credits.

MATHEMATICS EDUCATION 695. *Special Topics.* This course investigates selected special topics in mathematics. The topics may vary from semester to semester. It may be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1-3 credits.

MUSIC (MUSC)

MUSIC 513. *Advanced Analysis and Aural Skills.* This course provides graduate level music theory, analysis, and aural skills and the application of these topics to graduate music education and conducting practices. 2 credits.

MUSIC 519. *Computer Applications in Music.* An introduction to Musical Instrument Digital Interface (MIDI) and computer applications in music including music notation, sequencing, and other software. 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 544. *Music in the Integrated Classroom.* This course will address the interconnectedness of disciplines and intelligences which is vital to the learning process. Music may be the primary, equal or secondary part of a learning activity. 3 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 632. *Research Design.* Culmination of the research conceptualization begun in MUSC 631. Collaboration with individual advisor to develop an acceptable research proposal. Prerequisite: MUSC 631. 1 credit.

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

MUSIC 646. *Current Issues in Music Education.* This course gives practicing music teachers an opportunity to step back and consider the current issues in music education from both practical and philosophical perspectives. Students will also explore the data related to the issues. 3 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 683. *Lecture Recital.* Individual lessons and consultations with the instructor. Public performance of 50-60 minutes (including both the musical performance and the lecture) of representative literature for the instrument or voice. Grading is Pass (P)/Not Pass (NP)/Incomplete (I). An incomplete that has not been resolved by the end of the subsequent regular semester will result in the grade of NP. Prerequisites: MUSC 581, 631 and 681. Repertoire and date must be set prior to beginning of this course. 4 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. Continuous enrollment required until completion. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Variable credit 1-6 credits; total of 6 credits required.

MUSIC 691. *Action 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: EDUC 502 and MUSC 632; Research topic must be approved prior to beginning of this course. See music handbook for application form. Continuous enrollment required until completion. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Variable credit 1-6 credits; total of 6 credits required.

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.

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 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. *Psychology of Language.* 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 695. *Special Topics.* This course investigates selected special topics in psychology. The topics may vary from semester to semester. It may be repeated for credit when topics change. Descriptions will be available from the departmental office. Prerequisite: Permission of Instructor. 1-3 credits.

READING (READ)

READING 510. *Preventing Reading Difficulties.* Helping all students to become effective, strategic readers who 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 as well as tools and strategies to monitor and support student's literacy development effectively. 3 credits.

READING 520. *Teaching English Language Learners in a Multicultural Society.* This course focuses on the concepts and practical skills English Language Learners (ELL) students need to acquire literacy in English. Methods and strategies for planning, implementing, and assessing reading and writing instruction for all ages and levels of ELL students will be explored. Emphasis is on effective instruction that is appropriate for English Language Learners, an understanding of the cultural contexts of the in-school and out-of-school environment, and intercultural communication. 3 credits.

READING 530. *Intermediate to Middle School Literacy Instruction.* Examine current research on the developmental, cognitive, and instructional variations in grades 4 through 8. Candidates study how to put research into practice that represents current thinking in the field. Multiple literacies and culturally responsive instruction explored. 3 credits

READING 550. *Literacy and Learning in the Content Classroom.* This course provides the graduate student with an analysis of skills and strategies for facilitating content area reading and writing in intermediate grades, middle school, high school, and with developmental college students. 3 credits

READING 560. *Developing Writers.* Theories of writing are used to inform instructional practices and routines for diverse learner populations in primary through adolescent classrooms. Exemplary traditional, digital, and online print resources will be examined as tools for encouraging writing development. The course provides opportunities for participants to develop as both writers and teachers of writers. 3 credits.

READING 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.

READING 620. *Word Study: Phonics, Spelling, and Language Structure.* This course explores the role of spelling in literacy development from emergent to mature learners. Phonemic awareness, alphabet, phonics, spelling, vocabulary instruction, and the role of language are explored as integral components of literacy development. Informal spelling assessments are emphasized for their utility in informing instructional practice. 3 credits.

READING 635. *Advanced Adolescent Literacy.* This course is designed to inform classroom teachers, reading specialists, and literacy coaches of effective ways to meet the needs of adolescent learners, especially struggling readers and English language learners. Emphasis is on factors influencing motivation, engagement, selection of materials, in-school and out-of-school literacy, and digital/multi-literacies. 3 credits.

READING 650. *Evaluation of Literacy Research.* This course is designed to assist students in understanding the historical and current research associated with theories of language and literacy development. Studies exhibiting exemplary adherence to standards of quality in reading research methodologies, in addition to their utility in advancing our understanding of literacy, will be reviewed. 3 credits.

READING 655. *Action Research in Literacy.* This course focuses on research-based inquiry related to literacy in school-based settings. Participants will connect understandings of theoretical research to their development as practitioner researchers. After identifying an area of study, participants will make a plan, collect and analyze data, report results, and develop implications for their future teaching practice and action research. Prerequisite: Completion of READ 650 or permission of instructor. 3 credits.

READING 660. *Evaluation and Applied Practicum in Emergent/Early Literacy.* With an emphasis on emergent and early readers, diagnostic assessments will be administered and evaluated for their value in improving literacy instruction. Comprehensive literacy lessons—including the areas of word knowledge (phonological awareness, phonics, spelling, and alphabet), reading fluency, comprehension, vocabulary, and writing—will be designed and delivered in a field placement (minimum of 20 hours). Both in-class and supervised practicum

based experiences are required. Prerequisite: Completion of at least 6 READ credit hours including READ 620, or 6 credits in previous Literacy & Culture program, or permission of instructor. Supervisory fee—\$75.00. 3 credits.

READING 670. *Evaluation and Applied Practicum in Intermediate/Adolescent Literacy.* With an emphasis on intermediate and adolescent readers, diagnostic assessments will be administered and evaluated for their value in improving literacy instruction. Comprehensive literacy lessons will be designed and delivered in a field placement (minimum of 20 hours) to assist a struggling reader. Both in-class and supervised practicum based experiences are required. Prerequisite: Completion of at least 6 READ credit hours including READ 620, or 6 credits in previous Literacy & Culture program, or permission of instructor. Supervisory fee—\$75.00. 3 credits.

READING 675. *Methods for Teaching Multilingual Students PK-12.* This course is designed for classroom teachers, reading specialists, and literacy coaches teaching English as a second language to PK-12 students. Students will become familiar with common linguistic concepts and terminologies; processes of first and second language acquisition; effective methods of teaching English as a second language to PK-12 students; and the impact of culture and power on language teaching and learning. 3 credits.

READING 680. *Developing Literacy Leaders.* This course explores the evolving roles of reading specialists and literacy coaches in schools. Candidates will investigate models and strategies for assuming the leadership responsibilities of literacy specialists, including mentoring; staff development; school-wide literacy program development and assessment; supporting the action research of teachers; and developing partnerships with parents and community volunteers. To prepare candidates to assess and select instructional materials, a survey of historical approaches to teaching literacy in the United States is included. 3 credits.

READING 685. *Multicultural/Multilingual Curriculum and Instruction.* This course provides an introduction to multicultural/multilingual instruction with an emphasis on culturally/linguistically responsive instruction and assessment. The role of social class, language, and ethnicity and their influence on educational opportunities are studied. Classroom teachers, reading specialists, and literacy coaches will examine instructional materials and methods to meet the needs of students from different cultures and speaking different languages in the K-12 classroom. 3 credits.

READING 691. *Professional Portfolio.* Each candidate in the Reading, Literacy and Learning program will present a Professional Portfolio as the program exit requirement and culminating requirement. The Portfolio is evaluated by the program faculty and presented to a panel of faculty and peers. Candidates will enroll in one (1) credit. Continuous enrollment is required until completion with a maximum of one credit counted toward total required credit hours. Continuous enrollment includes Summer Sessions, Fall Semester and Spring Semester. Grading is Pass (P)/Satisfactory Progress (SP)/Not Pass (NP). 1 credit.

READING 695. *Advanced 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.

SCIENCE EDUCATION (SCED)

SCIENCE EDUCATION 501. *SOLstice: An interdisciplinary approach to the science and civic issues of our Chesapeake Bay.* Through multi-media learning, civic engagement, field investigations, and data analysis students will be engaged with key conservation challenges of the Chesapeake Bay watershed. Throughout the process students will consider pedagogical approaches to integrating these issues into their own classrooms. Further curricular applications will be made through the introduction of national and state curricula. Prerequisite: Permission of Instructor. Course offered as a professional development opportunity for practicing teachers. 3 credits.

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.

SCIENCE EDUCATION 595. *Special Topics.* This course investigates selected special topics in science education. The topics may vary from semester to semester. It may be repeated for credit when topics change. 1-3 credits.

SCHOOL LIBRARIANSHIP (SLIB)

SCHOOL LIBRARIANSHIP 500. *Foundations of School Librarianship.* Exploration of current standards and guidelines related to the instructional role of school librarians and focusing on teaching for learning, collaborative partnerships, and integration of twenty-first century skills, learning standards, and technologies. 3 credits.

SCHOOL LIBRARIANSHIP 510. *Collection Development.* Theories and principles of analysis, selection, development, evaluation, and management of resources for a school library to support diverse learning needs. Includes professional ethics and the principles of intellectual freedom. 3 credits.

SCHOOL LIBRARIANSHIP 520. *Library Resources for Children.* Survey of children's literature in multiple formats and of resources used to support and promote reading for information, reading for pleasure, and reading for lifelong learning. 3 credits.

SCHOOL LIBRARIANSHIP 530. *Library Resources for Young Adults.* Survey of young adult literature in multiple formats and of resources used to support and promote reading for information, reading for pleasure, and reading for lifelong learning. 3 credits.

SCHOOL LIBRARIANSHIP 560. *Information Sources and Services.* Survey of information sources and services, instruction for efficient and ethical information-seeking behavior, and equitable access to information in a variety of formats in school libraries. 3 credits.

SCHOOL LIBRARIANSHIP 570. *Curriculum and Instructional Procedures for School Librarians.* Exploration of best practices in education through the lens of a school librarian. Includes field experiences at the elementary, middle, and secondary levels. This course is required for individuals who do not hold a valid Virginia Collegiate Professional License or equivalent from another state. Prerequisite: SLIB500; and EDUC245, EDUC521, or COUN507; and EDUC487 or EDUC550; and EDUC506 or undergraduate equivalent; and EDUC430 or EDUC530; or equivalent courses from another institution; or permission of instructor. 3 credits.

SCHOOL LIBRARIANSHIP 595. *Special Topics.* Topics will vary from semester to semester. May be repeated for credit when topics change. 1-3 credits.

SCHOOL LIBRARIANSHIP 600. *Emerging Trends in School Librarianship.* Examination and evaluation of emerging trends in school library research and practice. 3 credits.

SCHOOL LIBRARIANSHIP 610. *Promotion of School Libraries.* Study of strategies and techniques used to promote school library programs. 3 credits.

SCHOOL LIBRARIANSHIP 620. *Instructional Design in School Libraries.* Design and implementation of effective instruction and professional development, assessment of and for student learning, and integration of current and emerging technologies in the school library to support diverse learning needs. 3 credits.

SCHOOL LIBRARIANSHIP 630. *Organization of Information.* Procedures and techniques essential for organizing and providing access to all types of materials in school libraries. Prerequisite: completion of at least 15 SLIB credit hours or permission of instructor. 3 credits.

SCHOOL LIBRARIANSHIP 670. *Administration of School Libraries.* Management of the school library including planning, developing, and evaluating programs, facilities, personnel, and budgets; professional ethics; leadership and advocacy for school library programs, resources, and services. Prerequisite: completion of at least 18 SLIB credit hours or permission of instructor. 3 credits.

SCHOOL LIBRARIANSHIP 680. *Research Methodology for School Librarians.* Study of quantitative, qualitative, and mixed method research methodologies and their application in school library research. 3 credits.

SCHOOL LIBRARIANSHIP 685. *Research Study in School Libraries.* Practical application of research methodology. Continuous enrollment required until completion. Grading is Pass (P)/Satisfactory Progress (SP)/Not Pass (NP). Prerequisite: SLIB680 within the last five years or permission of instructor. Variable credit 1-3 credits; total of 3 credits required.

SCHOOL LIBRARIANSHIP 689. *Supervised Experience in School Libraries.* A minimum of 300 clock hours in a school library supervised by a faculty advisor (100 each in elementary, middle, and high school settings), including taking an active role in the teaching of classes. Candidates will need to apply to the Office of Professional Services. Prerequisite: EDUC245, EDUC521, or COUN507; and EDUC487 or EDUC550; and EDUC506 or undergraduate equivalent; and EDUC430 or EDUC530; or equivalent courses from another institution; and completion of 33 SLIB credit hours. Supervisory fee - \$300.00. 5 credits.

SCHOOL LIBRARIANSHIP 690. *Clinical Experience in School Libraries.* A minimum of 150 clock hours in a school library supervised by a faculty advisor, including taking an active role in the teaching of classes. Two credits are required. Continuous enrollment required until completion. Maximum of 2 credits counted toward total required credit hours. Prerequisite: Completion of at least 15 SLIB credit hours or permission of instructor. Supervisory fee—\$25.00 per credit hour. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). 1-2 credits.

SCHOOL LIBRARIANSHIP 691. *Professional Portfolio.* Development and presentation of professional portfolio to document mastery of program standards and to highlight growth throughout the program. Culminating experience and exit requirement completed during final semester of enrollment. Prerequisite: Permission of instructor. Grading is Pass/Not Pass. 1 credit.

SCHOOL LIBRARIANSHIP 695. *Advanced Special Topics.* Advanced study in special topics. Topics will vary from semester to semester. May be repeated for credit when topics change. 1-3 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 Theory.* An historical analysis of the theories that have been developed to explain crime. Beginning with Cesare Beccaria's *An Essay on Crimes and Punishment* published in 1764; other writers to be considered include but are not limited to Lombroso, Durkheim, Marx, Weber, Merton, the Chicago School scholars and Chesney-Lind. The discussion will focus on both the causes of "street" and white collar crimes. 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 distri-

butions, 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 sub-cultures 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 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. Grading is pass/satisfactory progress/not pass. 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 settings objectives and identifying benefits and costs; and agency fiduciary responsibility and budgetary processes. 3 credits.

SOCIOLOGY 526. *Writing in the Social Sciences.* This course is designed to teach students how to develop and write scholarly papers and professional articles. Students will learn how to effectively and efficiently conduct research for literature reviews, organize materials, and produce scholarly works including these and papers for publication. Students also will be introduced to basic grant writing skills. 3 credits.

SOCIOLOGY 527. *Administrative Issues in Criminal Justice.* This course examines the structure and process of criminal justice administration in contemporary American society. Topics include the police, courts, and corrections. Special attention will be given to administration and leadership practices and challenges in these criminal justice organizations, inter-organizational relations, and public relations issues. 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. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Continuous enrollment required until completion. 3-6 credits, 6 credits required.

SOCIOLOGY 695. *Special Topics.* This course investigates selected special topics in sociology. The topics may vary from semester to semester. It may be repeated for credit when topics change. Descriptions will be available from departmental offices. Prerequisite: Permission of Instructor. 1-3 credits.

SOCIOLOGY 699. *Comprehensive Examination.* Prerequisite: 30 credit hours. Course fee - \$35.00. 0 credits.

SPANISH (SPAN)

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.

SPECIAL EDUCATION (SPED)

SPECIAL EDUCATION 511. *Assistive Technology and Augmentative Communication in the General Curriculum.* Students will develop an understanding of low tech and high tech Augmentative/Alternative Communication (AAC) systems and Assistive Technology (AT) systems. Study will include federal and state laws related to the provision of AT/AAC and funding for devices. Students will learn to assess for, design, and apply AT and AAC to facilitate success in the lives of persons with disabilities. 3 credits.

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 519. *Instructional Phonics.* This course covers the principles of decoding and word identification skills. The emphasis will be on phonological and phonemic awareness, on alphabetic principles and explicit phonics instruction, and on morphemic analysis to build vocabulary. Effective practices to promote fluency with decoding skills and to improve comprehension will also be included. Students will be expected to master phonics concepts and skills and informal assessment of these skills. 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 525. *Evidence Based Language Arts Instruction.* All teachers, especially special educators, must demonstrate proficiency not only with the components of evidence based Language arts instruction, but they must also be proficient in their delivery and monitoring of this instruction. This course will systematically teach the skills needed for an individual teacher to deliver evidence based language arts programs. 3 credits.

SPECIAL EDUCATION 540. *Curriculum and Methods for Exceptional Learners: General Curriculum.* This course focuses on effective (research-based) adaptations and modifications of general educational materials and curricula for exceptional learners. Planning for individualized education programs (IEP's) across the grade levels is also included. 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. Prerequisites: SPED 202 or 489 or 515 or permission of instructor. Fee required - \$15.00. 3 credits.

SPECIAL EDUCATION 550. *Introduction to Autism Spectrum Disorders.* This course will provide an overview of autism spectrum disorders with an emphasis on autism and Asperger syndrome. At the end of this course, students will demonstrate knowledge and skills related to historical perspectives, definition, characteristics, related legislations, identification and placement alternatives, and intervention methods. 3 credits.

SPECIAL EDUCATION 555. *Promoting Social and Communicative Competence in Individuals with Autism Spectrum Disorders.* This course is designed to provide students with an understanding of the normal language acquisition, language components and social skills instruction for individuals with Autism Spectrum Disorders (ASD). Assessment tools and practical and effective strategies and solutions that can be used across a variety of settings and routines will be covered. Prerequisite: SPED 550. 3 credits.

SPECIAL EDUCATION 560. *Strategies and Interventions for Supporting Individuals with Autism Spectrum Disorders in School, Home, and Community.* This course will create a framework for understanding and implementing effective interventions in school and at home. Students will be exposed to collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches to assessment and intervention. Prerequisite: SPED 550. 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 Exceptional Learners in the General Curriculum.* An in-depth study of preparatory skills for vocational opportunities for exceptional learners within the general curriculum. An overview of social, leisure and recreational opportunities and assistive technology for exceptional learners in the general curriculum. 3 credits.

SPECIAL EDUCATION 580. *Internship in Autism Spectrum Disorders.* This course is designed for students to synthesize previously learned information from didactic course work in their field experiences. The application and implementation of these skills are assessed through written products and classroom performance focusing on systematic instructional programming, advocacy, environmental manipulation and design, and adaptive instruction. Fee Required. Prerequisites: SPED 550, 555, and 560. 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. Students must complete three credit hours for the degree requirement and must remain continuously enrolled in at least one credit hour until completion. Students must be enrolled in the semester scheduled for graduation. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Prerequisites: EDUC 502 and SPED 689. 1-3 credits, 3 credits required.

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 either an article submitted for pos-

sible publication in a professional journal or a product approved by the faculty committee. Students must complete three credit hours for the degree requirement and must remain continuously enrolled in at least one credit hour until completion. Students must be enrolled in the semester scheduled for graduation. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Prerequisites: EDUC 502 and SPED 689. 1-3 credits, 3 credits required.

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.* Students enrolled must complete their internship in a public or private agency, supervised by a faculty advisor, in diagnosis, consultation, or research. 200 clock hours are required. Continuous enrollment is required until completion. Students may re-enroll as many times as needed to earn the required 3 credit hours. Grading is Pass/Satisfactory Progress/Not Pass. Prerequisite: EDUC 406. Fee required. 1-3 credits, 3 credits required.

SPECIAL EDUCATION 692. *Special Education Graduate Professional Semester.* Students will be supervised in a classroom student teaching experience of at least 350 clock 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 II and the Virginia Communication and Literacy Assessment (VCLA) and apply to the Office of Professional Services. Prerequisites: EDUC 506, 521, MAED 623, SPED 515, 516, 520, 540, 545, 565, 575, and 682. Supervisory fee - \$300.00. 6 credits.

SPECIAL EDUCATION 693. *Graduate Professional Semester for Licensed Teachers.* Students will be supervised in a classroom student teaching experience of at least 225 clock hours during their semester of classes. The course is designed for those who have an initial teaching license and are seeking endorsement in special education general curriculum. Students must apply to the Office of Professional Services. Prerequisites: EDUC 502, SPED 511, 515, 516, 520, 525, 540, 545, 565, 575, 682, and 689. Up to two of these courses may be completed as co-requisites. In addition, EDUC 506 and 521 or evidence that undergraduate or graduate course in Foundations of Education and Human Growth & Development have been taken. Supervisory Fee required - \$150.00. 3 credits.

SPECIAL EDUCATION 695. *Special Topics.* This course investigates selected special topics in special education. The topics may vary from semester to semester. It may be repeated for credit when topics change. Descriptions will be available in departmental offices. Prerequisite: Permission of Instructor. 1-3 credits.

Administration (2015-2016)

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Program Manager, Discovery Logic, McLean, VA

MARIANNE M. RADCLIFF '92

Vice President, Kemper Consulting, Inc., Richmond, VA

BRAD E. SCHWARTZ '84

Chief Executive Officer, Monarch Bank, Chesapeake, VA

LUCIA ANNA "PIA" TRIGIANI

Attorney, Mercer Trigiani, Alexandria, VA

SHELBY JONES WALKER '93, *Secretary*

Librarian, Randolph-Henry High School, Charlotte County, VA

LACY WARD, JR.

Executive Director, The International Civil Rights Center & Museum, Greensboro, NC

HONORABLE ROBERT S. WERTZ, JR. '85, *Vice Rector*

Commissioner of Revenue, Loudoun County, Leesburg, VA

ADMINISTRATION

DR. W. TAYLOR REVELEY, IV, *President*

MR. TROY AUSTIN, *Director of Athletics*

MR. KENNETH COPELAND, *Vice President for Administration and Finance*

MS. M. COURTNEY HODGES, *Vice President for Institutional Advancement*

MS. VICTORIA KINDON, *Vice President for Strategic Operations*

DR. JOAN NEFF, *Provost and Vice President for Academic Affairs*

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

DR. JENNIFER M. APPERSON, *Interim Dean, Cook-Cole College of Arts and Sciences*

DR. PAUL BARRETT, *Dean, College of Business and Economics*

DR. PAUL H. CHAPMAN, *Dean, College of Education and Human Services*

MS. ABIGAIL H. O'CONNOR, *Assistant Dean and MBA Coordinator, College of Business and Economics*

DR. JEANNINE R. PERRY, *Dean, College of Graduate and Professional Studies*

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

The governance structure of graduate studies is part of the University faculty governance as outlined in the Faculty Policy and Procedures Manual. The following are the existing graduate level committees:

GRADUATE COUNCIL

The duties of the Graduate Council shall include:

- a) To formulate, review, establish, approve and forward to the Faculty Senate all academic policies for graduate education.
- b) To establish guidelines and approve policy for graduate student admissions.
- c) To establish guidelines and approve policy for requirements for all graduate degrees subject to approval by the Committee on Educational Policy.
- d) To receive reports from the Graduate Curriculum Committee.
- e) To develop policy for graduate student support.
- f) To participate in periodic qualitative reviews of graduate programs.
- g) To encourage research and teaching efforts at the graduate level.
- h) To review and recommend nominees for the Graduate School awards as appropriate.
- i) To provide for long-range academic planning related to graduate education.
- j) To receive reports from the Graduate Petitions Committee.
- k) To represent the interests of the Graduate Faculty and graduate students in the university.
- l) To advise the Dean of the College of Graduate and Professional Studies on matters related to graduate education at the university.

Membership includes one representative from each graduate major, two at-large representatives from the Graduate Faculty, one representative from the library, and one graduate student representative. Council members must be current members of the graduate faculty. Ex-Officio Members (non-voting) are the Dean and Assistant Dean(s) of the College of Graduate and Professional Studies. Elected members serve staggered three year terms and may be reelected. Each representative of a graduate major is elected by the graduate faculty in that major. The two at-large representatives are elected by the graduate faculty as a whole. The library representative is elected by the library faculty. The student representative is elected by the Graduate Student Advisory Council. The Chair is elected by the Graduate Council members at the last meeting each spring.

GRADUATE CURRICULUM COMMITTEE

The Graduate Curriculum Committee reviews proposals for new and revised graduate courses and graduate degree programs and makes recommendations to the Committee on Educational Policy. Members shall consist of the Graduate Program Coordinators or their designee in the event they are the elected Graduate Council member. Ex-Officio Members (non-voting) are the Dean and the Assistant Dean(s) of the College of Graduate and Professional Studies. Committee members must be current graduate faculty. Each Program Coordinator is appointed by the Chair of the department responsible for the program (following departmental bylaws) and may serve on the Graduate Curriculum Committee as long as their term as Graduate Program Coordinator. The Chair is elected by the Graduate Council at the last meeting each spring.

GRADUATE PETITIONS COMMITTEE

The responsibility of the Graduate Petitions Committee shall be to handle appeals from students requesting exemptions or variations from any university-wide academic rule or regulation.

Membership includes one graduate faculty member from each graduate major, one alternate in case of conflict of interest and the Chair of Graduate Council. Ex-officio members (non-voting) are the Assistant Dean of the

College of Graduate & Professional Studies and the Registrar. Committee members must be a current graduate faculty. Members are appointed by Graduate Council, serve staggered three year terms and may be reappointed. The Chair is elected by the committee.

GRADUATE FACULTY (2015-2016)

The primary responsibility for designating Graduate Faculty rests with the chairs of the academic departments. In order to be qualified to teach a graduate course, a faculty member must be classified as Graduate Faculty and must either have an earned doctorate/terminal degree in the teaching discipline or related discipline or the requisite professional experience. Department chairs must provide written justification for the appointment of graduate faculty who do not hold the terminal degree. Appointments to the Graduate Faculty must be agreed upon by the appropriate College Dean and by the Dean of the College of Graduate and Professional Studies. The Dean of the College of Graduate and Professional Studies will maintain a current list of Graduate Faculty with their classifications as Full Graduate Faculty, Associate Graduate Faculty, or Graduate Instructor and with their terms of appointment. Each year, the Graduate Dean will provide each College Dean and Department Chair with this current list. Each Department Chair may then recommend reappointment of Graduate Faculty whose term has expired, recommend the appointment of new Graduate Faculty who qualify for a particular membership classification, and recommend removal of Graduate Faculty who are no longer at Longwood University or who no longer qualify for Graduate Faculty membership. These recommendations will be forwarded to the appropriate College Dean and to the Dean of the College of Graduate and Professional Studies for final concurrence. There shall be three designations:

- A. Graduate faculty - expected to actively engage in the graduate program of the university and pursue professional activities consistent with that participation. The term for Full Graduate Faculty membership is six years. Reappointment to additional terms is unlimited.
- B. Associate Graduate Faculty - expected to actively engage in the graduate program of the university and to pursue professional activities consistent with that participation. The term for Associate Graduate Faculty membership is a maximum of three years. Reappointment to additional terms is unlimited.
- C. Graduate Instructors – expected to assume graduate responsibilities as specified at the time of appointment. The term for Graduate Instructor membership is a maximum of three years. Reappointment to additional terms is unlimited.

*Graduate faculty membership does not correlate with the terminology of faculty rank (Professor, Associate Professor, Assistant Professor, etc.)

Depending on the above designation, the faculty may

- Instruct students at the graduate level;
- Chair or serve on graduate theses, projects, seminar papers, comprehensive examinations, or dissertation committees;
- Supervise graduate internships, practica or clinical,
- Serve as a representative on the Graduate Council and/or graduate committees;
- Supervise graduate directed or independent studies;
- Advise graduate students; or
- Serve as graduate program coordinator

CHERYL L. ADKINS, Professor of Management (2000)

B.S., Longwood College, M.B.A., Salisbury State University; Ph.D., University of South Carolina

QUENTIN R. ALEXANDER, Assistant Professor of Counselor Education (2015)

B.A., M.Ed., University of North Carolina – Chapel Hill; M.Ed., North Carolina State University; Ph.D., Virginia Polytechnic Institute and State University

PEGGY C. AGEE, Associate Professor of Communication Sciences & Disorders (1999)

B.S., Longwood College; M.Ed., University of Virginia; SLP.D., NOVA Southeastern University

JENNIFER M. APPERSON, Interim Dean of the Cook-Cole College of Arts and Sciences and Professor of Psychology (1985)

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

FRANK W. BACON, Professor of Finance (1990)
 B.S., University of Richmond; M.S., Ph.D., Virginia Commonwealth University

AYSE N. BALAS, Assistant Professor of Marketing (2009)
 B.S., Hacettepe University; M.B.A., Wright State University; Ph.D., Old Dominion University

BRIAN D. BATES, Professor of Anthropology (1998)
 B.S., Longwood College; M.A. and Doctorate, University of London Institute of Archaeology

VIRGINIA ROTHWELL BEARD, Assistant Professor of Criminal Justice and Sociology (2010)
 B.S., Virginia Polytechnic Institute and State University; M.A., Argosy University;
 Ph.D., Virginia Polytechnic Institute and State University

XUN BIAN, Assistant Professor of Finance and Real Estate (2011)
 B.A., Illinois Western University; Ph.D., Pennsylvania State University

LEE D. M. BIDWELL, Professor of Sociology (1990)
 B.S., Maryville College; M.A., Ph.D., University of Tennessee

ANGELICA D. BLANCHETTE, Assistant Professor of Education (2014)
 B.A., M.Ed., University of Virginia

JOSEPH CHARLES BLAUVELT, Associate Professor of Physical Education (1988)
 B.A., Michigan State University; M.Ed., Springfield College; Ph.D., Michigan State University

RAYMOND T. BRASTOW, Professor of Economics (1987)
 B.A., M.A., Ph.D., University of Washington

GRETCHEN L. BRAUN, Professor of Education (2002)
 B.A., University of Michigan; M.S., Longwood College; Ph.D., Virginia Commonwealth University

RHONDA BROCK-SERVAIS, Professor of English (2000)
 B.A., University of Wisconsin-Parkside; M.A., Georgia Southern University;
 Ph.D., University of South Carolina

STEPHANIE BUCHERT, Associate Professor of Psychology (2004)
 B.A., Bloomsburg University of Pennsylvania; M.A., Ph.D., Kent State University

WILLIAM BURGER, Professor of Sociology (1988)
 B.A., John Jay College of Criminal Justice; M.A., Ph.D., New School for Social Research

MARY A. CARROLL-HACKETT, Associate Professor of English (2003)
 B.A., M.A., East Carolina University; M.F.A., Bennington College

JOHN A. CASTEN, Assistant Professor of Criminal Justice (2014)
 B.S., M.A., Ph.D., Old Dominion University

CRAIG C. CHALLENGER, Professor of English (1983)
 B.A., Bethel College; M.A., Wichita State University; Ph.D., University of Oklahoma

AUDREY P. CHURCH, Professor of School Librarianship (2000)
 B.A., Bridgewater College; M.S., Longwood College; Ph.D., Virginia Commonwealth University

KARLA B. COLLINS, Assistant Professor of School Librarianship (2012)
 B.A., James Madison University; M.A. ED., College of William and Mary; Ph.D., Old Dominion University

ALLISON 'VONNIE' Y. COLVIN, Professor of Physical Education (2004)
 B.S., Radford College; M.S., James Madison University; M.Ed., Ed.D., University of Virginia

JUSTIN C. CONTAT, Visiting Professor of Economics (2015)
 B.S., University of Florida; M.S., Ph.D., University of North Carolina – Chapel Hill

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 B.A., Elon College; M.A., Ph.D., University of North Carolina at Greensboro

KEVIN S. DOYLE, Assistant Professor of Counselor Education (2012)
 B.A., College of William and Mary; Ed.S., James Madison University; Ed.D., University of Virginia

SUZANNE M. DONNELLY, Assistant Professor of Science Education (2010)
 B.S., University at Albany - State University of New York; M.S., University of Illinois at Urbana-Champaign; Ph.D., University at Albany - State University of New York

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

STEVEN P. FAULKNER, Assistant Professor of English (2006)
 B.A., M.A., Ph.D., University of Kansas

FRANCISCO JAVIER FERNANDEZ URENDA, Associate Professor of Spanish (2005)
 B.A., M.A., Ph.D., Universidad de La Rioja, Spain

JOHN N. GASKINS, Associate Professor of Marketing and Chair of the Department of Management, Marketing, Retailing, Information Systems Assurance and Business Education (2003)
 B.A., Ohio State University; M.B.A., Ph.D., University of Houston

DANETTE C. GIBBS, Assistant Professor of Psychology (2011)
 B.A., Harding University; M.A., Ph.D., University of Toledo

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

KELLYN D. HALL, Associate Professor of Communication Sciences and Disorders (2015)
 B.S., M.S., Baylor University; Ph.D., University of Illinois

BLAIN C. HARRISON, Assistant Professor of Exercise Science (2011) (ATC, CSCS, CNS, HFS, PES)
 B.A. University of Virginia; M.Ed., University of Virginia; M.AT. Virginia Commonwealth University, Ph.D., University of Virginia

CARL A. HARVEY, II, Instructor of School Librarianship (2015)
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JAMES C. HAUG, Associate Professor of Management (2007)
 B.S., Columbia University; M.B.A., University of California at Berkeley;
 D.B.A., The George Washington University

CHENE HEADY, Associate Professor of English (2005)
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 B.S., Ferrum College; M.S., Longwood College; M.L.S., Florida State University

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 B.S., Indiana University of Pennsylvania; M.A., University of Connecticut;
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 B.S., Kent State University; M.Ed., Ed.D., University of Virginia

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 B.A., University of Illinois; M.A., Kent State University; Ph.D., University of Toledo

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 B.S., Ferris State University; M.S., Wayne State University; Ph.D., University of Nebraska at Omaha

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 B.S., College of Charleston; J.D., University of South Carolina Law School;
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LINDA K. LAU, Associate Professor of Information Management Systems (2000)
 B.S., M.B.A., Illinois State University; Ph.D., Rensselaer Polytechnic Institute

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 B.S., Christopher Newport College; M.S., Ph.D., Virginia Polytechnic Institute and State University

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 B.A., State University of New York at Fredonia; M.A., Ph.D., The Pennsylvania State University

HEATHER LETTNER-RUST, Assistant Professor of English (2010)
 B.A., Mary Washington College; M.A., Ph.D., Old Dominion University

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 B.S., Longwood College, M.I.S., Virginia Commonwealth University; Ph.D., University of Virginia

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 B.B.A., Lingnan University; M.Phil., City University of HongKong;
 Ph.D., University of Wisconsin-Madison

DAVID LOCASCIO, JR., Associate Professor of Education (2004)
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MATTHEW D. LUCAS, Associate Professor of Physical Education (2006)
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ROBERT LEE LYNCH, Associate Professor of English (1991)
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DAVID E. MAGILL, Associate Professor of English (2009)
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 B.S., M.S., Ph.D., Texas A & M University

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 Ph.D., Louisiana State University

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

WENDY H. SMITH, Associate Professor of Mathematics Education (2008)
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WENDY MANN SNOW, Assistant Professor of Education (2012)
 B.A., M.T., Ph.D., University of Virginia

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

GENA DAWN SOUTHALL, Associate Professor of English (2006)
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KIMBERLY STERN, Assistant Professor of English (2010)
 B.A., Reed College; M.A., Ph.D., Princeton University

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

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ARTHUR GORDON VAN NESS, III, Professor of English (1987)
 B.A., Hampden-Sydney College; M.A., University of Richmond;
 Ph.D., University of South Carolina

BENNIE D. WALLER, Professor of Information Systems and Finance and
 Chair of the Department of Accounting, Economics, Finance and Real Estate (2003)
 B.S.B.A., Longwood College; M.B.A., University of North Carolina at Wilmington;
 Ph.D., University of Mississippi

WALLS-MCKAY, MAUREEN J., Assistant Professor, Graduate Instructor of Psychology (1996)
 B.A., Indiana University of Pennsylvania; M.A., Towson State University;
 Psy.D., Indiana University of Pennsylvania

SCOTT A. WENTLAND, Associate Professor of Economics (2009)

B.A., M.A., Miami University of Ohio; Ph.D. George Mason University

CHARLES D. WHITE, Associate Professor of Management (2010)

B.A., The Baptist College of Florida; M.A., Ph.D., University of Alabama

LAUREN S. WYNNE, Assistant Professor of Counselor Education (2014)

B.S., M.Ed., Ed.S., University of Florida; Ph.D., Georgia State University

LING YANG, Assistant Professor of Accounting (2013)

B.M.A., Nanjing University; M.S., Manchester Metropolitan University, UK; M.A., Ph.D.,
Virginia Commonwealth University

AFFILIATED GRADUATE INSTRUCTORS (2015-2016)

- BRAXTON L. APPERSON**, Affiliated Faculty in Sociology (2004)
B.S., Virginia Polytechnic Institute; M.A.P.A., University of Virginia; Ph.D., Virginia Commonwealth University; Director, Department of Social Services, Buckingham County, Virginia
- KAREN H. FEATHERS**, Affiliated Faculty in Special Education (2010)
B.A., Virginia Polytechnic Institute and State University; M.S., Longwood University; Founder and Director of the Ukraine Special Needs Orphanage Fund
- DIANE C. LEIGHTY**, Affiliated Faculty in Mathematics Education (2015)
B.A., Grove City College; M.A., University of Virginia; Consultant with the University of Virginia Outreach Center for Mathematics and Retired Mathematics Coordinator with Powhatan County Public Schools
- FILIP T. LONCKE**, Affiliated Faculty in Communication Sciences & Disorders (2005)
B.A., M.A., Universiteit Gent; M.A., Free University of Brussels; Ph.D., University of Brussels; Associate Professor of Speech Pathology & Audiology at the University of Virginia
- GAIL E. LOVETTE**, Affiliated Faculty in Reading, Literacy and Learning (2015)
B.S., State University of New York – College at Geneseo; M.A., George Washington University; Ph.D., University of Virginia; Education and Outreach Specialist at the McGuffey Reading Center of the University of Virginia
- HERMAN R. LUKOW, II**, Affiliated Faculty in Counselor Education (2013)
B.S., Western Illinois University; M.Ed., Ph.D., The College of William & Mary
- ROBERT MAYO**, Affiliated Faculty in Communication Sciences & Disorders (2005)
B.A., George Washington University; M.A., Ohio State University; Ph.D., Memphis State University; Professor & Director of Diversity Initiatives for the School of Health & Human Services at the University of North Carolina at Greensboro
- RACHEL T. MATHEWS**, Affiliated Faculty in Special Education (2015)
B.S., University of Kerala, India; M.Ed., College of William and Mary;
Ed.D., University of San Diego; Retired Professor of Special Education from Longwood University
- TAMMY MANN PARLIER**, Affiliated Faculty in Reading, Literacy and Learning (2014)
B.S., James Madison University; M.A., Pacific Lutheran University, Principal of New London Academy, Bedford County Public Schools
- TAMARA LEE SLATER**, Affiliated Faculty in Reading (2002)
B.S., Buffalo State College; M.S., Nazareth College; Reading Coach in Hanover County Public Schools
- LINDA M. TOWNSEND**, Affiliated Faculty in Education (2007)
B.S., James Madison University; M.S., Longwood College; Ph.D., Virginia Polytechnic Institute and State University; Assessment Coordinator of Longwood University Assessment & Institutional Research
- E. M. WRIGHT**, Affiliated Faculty in Sociology (2007)
B.S., Richmond College of the University of Richmond; M.S., Longwood College;
J.D., University of Richmond; Prosecuting Attorney for Buckingham County
- MELINDA M. YOUNGER**, Affiliated Faculty in School Library Media (1998)
B.S., James Madison University; M.L.S., Vanderbilt University; Retired School Librarian from Lynchburg Public Schools