

LONGWOOD

UNIVERSITY



2011-2012 GRADUATE CATALOG

NOTICE

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

ASSESSMENT

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

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

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

STUDENT RESPONSIBILITY

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

The Longwood University Graduate Catalog was published in July 2011. The Catalog and related announcements remain in effect until July 1, 2012. The official copy of the 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 cursive script that reads "Patrick Finnegan".

Patrick Finnegan
President

2011-2012 Academic Calendar

FALL SEMESTER 2011

August 19	Final registration
August 22	Classes begin at 8:00 a.m.
August 29	Last Day to Add/Drop an on-campus class – 5:00 p.m.
September 5	Labor Day Holiday – no classes, University closed
September 6	Classes resume 8:00 a.m.
September 8	Convocation
October 10-11	FALL BREAK
October 12	Classes resume at 8:00 a.m.
October 12	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 15	Fall Graduate Comprehensive Examination Administration
November 7	Advising and Pre-Registration Begins for Spring & Winter Intersession 2012
November 18	Advising and Pre-Registration Ends for Spring & Winter Intersession 2012
November 24-25	Thanksgiving holiday – no classes, University closed
November 28	Classes resume at 8:00 a.m.
December 2	Classes end, All Graduate Incompletes Due for Spring and Summer 2011
December 3	Reading day
December 5-9	Final Examinations
December 12	All grades due at 8:30 a.m.
December 21-31	University Closed

SPRING SEMESTER 2012

January 2	University Reopens
January 16	Martin Luther King, Jr. Holiday - no classes, University closed
January 17	Final registration
January 17	Classes begin at 4:00 p.m.
January 24	Last Day to Add/Drop an on-campus Class - 5:00 p.m.
March 3	Spring Graduate Comprehensive Examination Administration
March 6	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 12-16	SPRING BREAK - University Closed March 12th
March 19	Classes resume at 8:00 a.m.
March 22	Advising and Pre-Registration Begins for Fall 2012, Registration Begins for Summer 2012
April 4	Advising and Pre-Registration Ends for Fall 2012
April 27	Classes end, All Graduate Incompletes Due for Fall 2011
April 28	Reading day
April 30-May 4	Final Examinations
May 7	All grades due at 8:30 a.m.
May 12	Commencement

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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 Services 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
434.395.2707
434.395.2750 fax
877.267.7883 toll free
www.longwood.edu/graduatestudies
graduate@longwood.edu

Ruffner Hall, Rooms 130-138

LONGWOOD UNIVERSITY

LONGWOOD UNIVERSITY MISSION

To transform capable men and women into citizen leaders, fully engaged in the world around them.

Approved by the Board of Visitors

March 24, 2007

VISION

Longwood 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.

Approved by the Board of Visitors

June 15, 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 7,000; 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 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. In addition, the library provides over 280,000 titles, 14,000 DVDs, 4,000 CDs, 900 print journal subscriptions, and over 150 electronic databases with access to 25,000+ full text electronic journals. The library also provides integrated technology for information retrieval from libraries throughout the world. This state-of-the-art 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 affectionately as "Joanie on the Stony," was also restored recently and returned to its place of honor on the main floor beneath the Rotunda. The bigger-than-life sculpture is a reproduction of the famous 1870 original created by French sculptor Henri-Michel-Antoine Chapu. The statue was a gift of the Class of 1914 and symbolizes Joan of Arc as the patron saint of Longwood.

Ruffner Hall was reconstructed in the classic style based on the original blueprints and drawings from the state archives in Richmond. The 83,143 square foot building houses 22 classrooms, four academic departments, the offices of the PVICE 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 gradu-

ate 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, juice bar, 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 Village. 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.

UNIVERSITY LIBRARY AND RESOURCES

The Greenwood Library, occupied in 1991 and conveniently located near the center of the campus, is open for use 98 hours each week during regular sessions. Entry off Brock Commons is through a two-story atrium, which facilitates visual orientation to each of the major service points of the Library. The Library collections offer 288,000 cataloged titles. The Library currently subscribes to 1,000 journals and has access to 30,000 electronic journals. Some 720,000 microform units, 14,000 DVD's/videos and 4,00 CD's supplement the book and journal collections. Students/faculty have access to over 150 periodical/information databases via the Web and additional resources from other libraries through its Interlibrary Loan Department. Access to and control of its collections are through the Library's online catalog and circulation system, which can be consulted from any point on the campus network or the Internet. The Library's Information Center, with 66 workstations, complements the Library's collections by providing users access to electronic information found throughout the Internet and by making selected information more accessible through the Library's World Wide Web offerings. To aid users in finding information expeditiously and in gaining expertise for information literacy, the Library provides a variety of reference services, including individual reference assistance, virtual chat and e-mail reference, and group bibliographic instruction.

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 Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404.679.4501) to award bachelor's and master's degrees; the National Council for Accreditation of Teacher Education; the Virginia State Board of Education; the Music Program by the National Association of Schools of Music; the undergraduate Social Work Program by the Council on Social Work Education; the undergraduate Therapeutic Recreation Program by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation; the Business Administration Program by AACSB - International, the Association to Advance Collegiate Schools of Business; the undergraduate Theatre Program by the National Association of Schools of Theatre and the graduate program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology (CAA) and Speech Language Pathology of the American Speech-Language-Hearing Association (ASHA). Accreditation documents may be viewed during normal business hours in the Office of Academic Affairs.

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

GRADUATE STUDIES AT LONGWOOD UNIVERSITY

Graduate instruction began at Longwood in the summer of 1952 as a cooperative program with the University of Virginia. This arrangement allowed the College to offer courses, mostly in elementary education, to be transferred to the University of Virginia for credit toward the Master of Education degree.

The College proposed to the State Board of Education of Virginia a graduate program leading to the Master of Arts and Master of Science degrees in 1954. The College was authorized to grant master's degrees beginning in August 1955, and awarded its first graduate degree in August 1956. The MBA degree was authorized beginning in August 2006.

The legacy that began in 1839 continues today as Longwood offers small classes, personal attention, and a meaningful learning environment to over 3,950 undergraduate and 725 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, and the Master of Business Administration. In the Education major, areas of concentration include Community and College Counseling, Curriculum and Instruction Specialist in Algebra & Middle School Mathematics, Curriculum and Instruction Specialist in Elementary & Middle School Mathematics, Curriculum and Instruction Specialist in Music; Curriculum and Instruction Specialist in Spanish, Curriculum and Instruction Specialist in Special Education General Curriculum, Educational Leadership, Health and Physical Education, Literacy and Culture, School Counseling, and School Library Media. In the English major, areas of concentration include Creative Writing, Literature, and English Education and Writing. In the Sociology major, the area of concentration is Criminal Justice. In the Business Administration major, the areas of concentration are General Business, 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, Spanish or ESL (English as a Second Language) PreK-12, and School Library Media PreK-12. Graduate Professional Endorsement programs leading to additional endorsements to an existing full professional license are available in Educational Leadership, Reading Specialist, School Library Media, or Special Education General Curriculum. In addition, three graduate certificate programs are offered in Autism Spectrum Disorders, 21st Century Learning and Leadership, and Social Policy and Administration.

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

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

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

As part of the mission of a comprehensive institution of higher education supported by public funds, Longwood University is committed to serving the needs of the Commonwealth of Virginia and particularly the

Southside and Central Virginia regions. Graduate programs at Longwood support the continuation and development of diverse, innovative programs by building on existing strengths and emerging opportunities.

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

OFF-CAMPUS OFFERINGS

Graduate classes are regularly offered at off-campus locations. A variety of non-traditional course formats are used to meet the needs of the adult student including weekends and nights. All Longwood graduate rules and regulations govern these courses. Registration takes place in the Registration Office by regular mail, by fax, 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 Central Virginia Criminal Justice Academy (CVCJA) is the site for the Master's program in Sociology/Criminal Justice. Located in downtown Lynchburg, Virginia, the complete program is offered here by Longwood University. For schedules, registration materials or general information, contact the College of Graduate and Professional Studies at 434.395.2707, 877.267.7883 (toll free), or e-mail at graduate@longwood.edu.
2. The Longwood Powhatan Center is located at Powhatan County High School, 1800 Judes Ferry Road. Graduate education courses for a degree, licensure renewal or personal enrichment are offered. For schedules, registration materials or general information, please call the Center at 804.598.5710, ext. 307 or contact the College of Graduate and Professional Studies at 434.395.2707, 877.267.7883 (toll free) or e-mail at graduate@longwood.edu.
3. The Southern Virginia Higher Education Center (HEC) is located in South Boston, Virginia and offers complete graduate programs in Education as well as individual courses for licensure renewal or personal enrichment. For schedules, registration materials or general information, please call the HEC at 434.572.5446 or 800.283.0098 (toll free) or contact the College of Graduate and Professional Studies at 434.395.2707, 877.267.7883 (toll free), or e-mail at graduate@longwood.edu.
4. Graduate classes are also available online via the Internet. For schedules, registration materials and general information, go to www.longwood.edu/online or www.longwood.edu/registrar or call 434.395.2707 or 877.267.7883 (toll free) or email 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.

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 (434.395.2707) 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 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 *English/Education & Writing, Literature, or 6-12 Initial Licensure* programs 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: $\text{GMAT} + \text{GPA} (200) \geq 1100$.

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.** (Longwood transcripts need not be submitted since 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, professional contacts, or faculty members who are not on the graduate admission committee. 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.**
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 I, OR an equivalent SAT or ACT score, OR passing scores on the VCLA plus passing Praxis I Mathematics or equivalent SAT mathematics or equivalent ACT mathematics, if applying to any of the five initial licensure programs.
9. Applicants to the *English/Creative Writing* program must submit a writing sample of not less than ten (10) and not more than twenty (20) pages in the genre of their choice. (10 pages of poetry **OR** 15 pages of prose/fiction or non-fiction **OR** 20 pages of drama)
10. Applicants to the *Education/Curriculum & Instruction Specialist in Music* program must submit a 15-30 minute video (VHS or DVD) of their teaching or rehearsal.
11. 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. Applicants who hold a master's degree are exempt from this requirement.

12. Applicants to the *Business Administration* program must submit scores from the GMAT.
13. 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, official transcripts from **all** colleges/universities attended, a copy of your teaching license if applicable, a copy of Praxis I or equivalent SAT or ACT or VCLA scores if applicable, a copy of GRE scores if applicable, a copy of GMAT scores if applicable, writing sample if applicable and a video/DVD 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.)
14. 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 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 or Retail Management**, *Communication Sciences & Disorders*** and *Education/Curriculum & Instruction Specialist in Music****. However, for optimum consideration for all programs but the three exceptions, completed applications **should** be submitted by the deadlines listed below. Failure to meet the published deadlines could lead to difficulties with admission to the requested term, financial aid and/or course selection.

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

When all application materials have been received and the file is complete, it is forwarded by the College of Graduate and Professional Studies to the appropriate program admissions committee for review. Each program's admissions committee reviews applications once monthly beginning around the middle of the month. Once the committee has rendered a decision, the College of Graduate and Professional Studies sends prompt, written notification to the applicant.

* Applications to the online *Business Administration/General Business 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 the *Communication Sciences and Disorders* program are due annually by February 1st for consideration for admission to the subsequent fall semester. 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.

*** Applications to the *Education/Curriculum and Instruction Specialist in Music* are due by February 1st for consideration for admission to the subsequent summer semester cohort. 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 April 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 (434.395.2707) 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 \$50.00 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.**

SPECIAL 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 continuing education special 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 continuing education special 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 'Forms' 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* that includes a \$50.00 fee. 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 fee along with the \$50.00 *Application for Graduate Admission fee* (both payable to Longwood University) should be submitted directly to the Office of Cashiering. The *Application for Graduate Degree* form is then filed in the Office of 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. In addition to possessing the equivalent of an undergraduate degree and a 2.75 cumulative GPA (on a 4.0 scale) (higher in individual programs), 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 Services, Longwood University, Farmville, Virginia 23909, U.S.A. or e-mail: pottsmm@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 Services office. Prior to pre-registration for the second semester, students must furnish documented evidence, provided by a licensed health professional or health facility, of diseases for which the student has been immunized, the numbers of doses given, the dates when administered, and any further immunizations indicated. These immunizations include diphtheria, tetanus, poliomyelitis, measles (rubeola), German measles (rubella), mumps, and meningitis according to the guidelines of the American College Health Association. Tuberculosis screening within the past year is also required. Any student who fails to furnish this information will not be eligible for registration for the second semester.

CAMPUS SECURITY

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

EXPENSES AND FINANCIAL POLICY

The fees indicated are estimated for the 2011-2012 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 charge.

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus	Online	Off-Campus	Intersession
In-State Graduate Tuition	\$264.00	\$264.00	\$264.00	\$264.00
Student Activity Fee	6.00	0.00	0.00	0.00
Comprehensive Fee	114.00	0.00	36.00	36.00
Registration Fee	2.00	2.00	2.00	2.00
Capital Outlay Fee	0.00	0.00	0.00	0.00
Online Fee	0.00	36.00	0.00	0.00
Total Cost Per Registered Credit Hour:	\$386.00	\$302.00	\$302.00	\$302.00

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 charge.

Description of Charge:	Course Type / Method of Instruction*:			
	On-Campus	Online	Off-Campus	Intersession
Out-of-State Graduate Tuition	\$734.00	\$734.00	\$734.00	\$734.00
Student Activity Fee	6.00	0.00	0.00	0.00
Comprehensive Fee	114.00	0.00	36.00	36.00
Registration Fee	2.00	2.00	2.00	2.00
Capital Outlay Fee	22.00	0.00	0.00	22.00
Online Fee	\$0.00	\$40.00	\$0.00	\$0.00
Total Per Registered Credit Hour	\$878.00	\$772.00	\$772.00	\$794.00

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	\$196.00	\$196.00	\$196.00	\$196.00
Student Activity Fee	6.00	0.00	0.00	0.00
Comprehensive Fee	147.00	0.00	36.00	36.00
Registration Fee	2.00	2.00	2.00	2.00
Capital Outlay Fee	0.00	0.00	0.00	0.00
Online Fee	0.00	36.00	0.00	0.00
Total Cost Per Registered Credit Hour:	\$351.00	\$234.00	\$234.00	\$234.00

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	\$569.00	\$569.00	\$569.00	\$569.00
Student Activity Fee	6.00	0.00	0.00	0.00
Comprehensive Fee	147.00	0.00	36.00	36.00
Registration Fee	2.00	2.00	2.00	2.00
Capital Outlay Fee	22.00	0.00	0.00	22.00
Online Fee	0.00	36.00	0.00	0.00
Total Cost Per Registered Credit Hour:	\$746.00	\$607.00	\$607.00	\$629.00

* **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, technology-assisted courses, student teaching and internship assignments, and/or independent study assignments.

Online rates apply to Internet and hybrid course sections beginning with “B” (for Blackboard).

Off-campus rates apply only to course sections numbered 90 and above.

Off-campus and **Online** rates apply to those types of courses regardless of the term.

Intersession rates apply only 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 students, including student interns, student teachers, and students earning credit hours for independent study. Required fees included in the above tables are:

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

Comprehensive Fee - The comprehensive fee includes charges for Safety Initiatives, Building Repair & Maintenance, Campus Beautification & Grounds Maintenance, Student Health & Wellness Services, LCVA Center for the Visual Arts, Farmville Area Bus Service, Athletics, Student Union/Programming, and other services.

Registration Fee / Online Registration Fee - The registration fee is used to support the registration process and myLongwood.

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

Online Fee - The Online fee supports online course management system (Blackboard), hardware, software, instructional design & delivery training, and technology support services for online courses.

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

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.

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.

Commencement Fee: A fee of \$50 is charged for a Master's diploma. This non-refundable fee is payable to Longwood University at the time the Application for Graduate Degree is due and filed.

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 Public Safety web-site: <http://www.longwood.edu/police/> , and select the options: Parking Services, and Parking Rules and Regulations.

Returned Item Fee: For payments posted by paper check or electronic (ACH) draft, a \$50.00 fee will be assessed to the student account if the item is returned unpaid by the bank for any reason.

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

The fees indicated are estimated for the 2011-2012 academic year and are subject to change by the Board of Visitors at any time.

QUALIFYING FOR VIRGINIA TUITION RATES

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

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

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.

Military Personnel

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

The dependent child of a military person and a non-military spouse who are not domiciled in Virginia may nevertheless qualify for in-state rates through the military exception provision. Pursuant to Section 23-7.4:2, in-state tuition may be granted to the child of a military parent stationed and residing in Virginia if, for at least one year immediately prior to the date of intended enrollment, the non-military parent has resided in Virginia, been employed full-time and claimed the student as a dependent on federal and resident Virginia income tax returns.

At the present time, full-time employment is defined as an annual earned income of at least \$10,300.00. Entitlement under this provision continues only so long as the requirements continue to be met. Under this provision the non-military parent is not required to demonstrate his or her intent to be domiciled in Virginia.

Procedures

Applicants

Upon application for admission, the Application for In-State Tuition is submitted to the 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 Assistant Dean for Student Affairs. If the student does not agree with this decision, the student may petition the Circuit Court.

Current Students

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

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

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

INFORMATION CONCERNING ON-CAMPUS RESIDENCY

Residential (campus) housing is not provided to graduate students. However, if residence hall/Longwood leased housing space is available, special consideration may be made to offer very limited housing to graduate students. Graduate students wishing to apply for limited housing should contact the Office of Residential & Commuter Life for information concerning the availability of on-campus housing and the application process.

BILLING AND PAYMENT SCHEDULE

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: If applicable, E-BILLS ARE SENT TO THE STUDENT'S LONGWOOD E-MAIL ADDRESS. 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 (for Degree-Seeking Undergraduate Students and Pre-registered Graduate Level Students, Only):

Fall Semester: For the fall semester, degree-seeking undergraduates (and pre-registered graduate level students with unpaid charges) will be E-billed on or about July 10th, and payment will be due on or about August 1st. 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: For the spring semester, degree-seeking undergraduates (and pre-registered graduate level students with unpaid charges) will be E-billed on or about December 1st, and payment will be due on or about January 2nd. 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/20657.htm>

Lump Sum Payments:

Online payments: Currently-enrolled students and authorized users may log into myLongwood/My Student Account to view their most recent billing statements and see all current account activity. Students and authorized users may submit lump sum payments, online, using (credit or debit) MasterCard, Discover, or American Express, 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 at no cost to the user. On-line payments (myLongwood) are posted immediately to the appropriate student account.

Important notes concerning online payments:

1. If your online payment choice is an ACH draft from a bank account, please obtain the correct format for your bank account number from your bank. Lines of credit, money market accounts, mutual fund accounts, trust funds, etc typically cannot be electronically drafted. Please check with your financial institution to verify that your account can be electronically drafted. A \$50.00 Returned Item Fee will be charged to the student account for any returned items.
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 on-line mid to 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 your 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 your monthly payments as activity on the student account changes and will notify the student and/or authorized user (s) via email. Please login to MY STUDENT ACCOUNT periodically, view the details of your payment plan in comparison to your student account balance. Some charges may not be financed on the plan and may need to be paid in addition to your payments. If your student account balance at any point is zero, your payment plan is satisfied. If additional charges are then assessed to the account, they must be paid at the time incurred.

The payments are automated using an ACH 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.** Debit/credit cards are not acceptable payment methods for the payment plan.

IMPORTANT NOTES:

1. Please obtain the correct format for your account number from 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. A \$50.00 Returned Item Fee will be charged to the student account for any returned items.

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.

IMPORTANT NOTE: YOUR BILLING STATEMENT WILL NOT REFLECT YOUR SCHEDULED PAYMENT PLAN BALANCE. YOU MAY VIEW YOUR PAYMENT PLAN SCHEDULE USING THE PAYMENT PLAN TAB.

If you need additional assistance, please contact Kathy Motley at 434.395.2268 OR email motleykr@longwood.edu.

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, Private loan, and/or Stafford loan checks upon notification from the Office of Financial Aid/Students Accounts. Parent borrowers are responsible for endorsing and returning (endorsed) Parental Plus loan checks upon notification. 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 special, 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 50 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 TELEPHONE ACCOUNTS

Students are responsible for the security of their PBN (Personal Billing Number) and will be liable for any charges made with their PBN. All students are required to pay LancerNet accounts within 30 days of the billing date. Failure to pay will result in a hold flag being placed on the student's record. This will prevent registration, adding or dropping of classes, processing of transcripts, and awarding of diploma. The student's PBN will also be deactivated, preventing any additional long distance calls. Returned 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 50 percent of the then unpaid balance. Requesting or accepting services will be deemed to be acceptance of these terms.

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

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

HOLD FLAGS, FUTURE REGISTRATIONS, AND RELEASE OF TRANSCRIPTS

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

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-seeking or special, non-degree-seeking) must contact the College of Graduate and Professional Studies
2. Degree-seeking undergraduate-level students must contact the appropriate Academic Deans office (based upon the student's major course of study)
3. Undeclared and/or special, non-degree-seeking undergraduate-level students must contact the College of Arts & Sciences

Withdrawal is not considered official until a student has completed withdrawal paperwork with the appropriate office listed above.

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 Blackboard, 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 an Academic Dean's office or the College of Graduate and Professional Studies.

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 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/acadpol.htm#Adding%20or%20Dropping%20Courses>.

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, technology-assisted 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, technology-assisted 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 between the first day of the academic semester and the census date for the semester/term, will be assessed a percentage of 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 on a percentage basis—determined by the week of school during which the official withdrawal takes place. For purposes of this policy,

the week begins with the Monday on which (full semester, On-campus) classes begin and extends through the following Sunday.***

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 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 Application Forms may be obtained from the Office of Student Accounts or the Office of Financial Aid or online at the following Web address:

<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 & Board Assessed = 5%
During Second Week of Classes:	Tuition & Required Fees Assessed = 25% If Applicable, Room & Board Assessed = 25%
During Third Week of Classes or Fourth Week of Classes:	Tuition & Required Fees Assessed = 50% If Applicable, Room & Board Assessed = 50%
During Fifth Week of Classes:	Tuition & Required Fees Assessed = 75% If Applicable, Room & Board Assessed = 75%
After the Fifth Week of Classes 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 his/her Academic Dean’s office.

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

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 \$10 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; the Virginia National Guard; or the Virginia National Guard Reserves

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 Required 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.

Effective Fall 2007: Virginia Military Survivors and Dependents Education Fund (VMSDEF) may provide up to a \$1,500 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; 270 Franklin Road SW, Room 503; Roanoke, Virginia 24011-2215.

Students who consider themselves eligible should contact the Department of Veterans services or may seek assistance from the Director of Admissions at Longwood. 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 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-degree seeking student, a maximum of three courses may be taken per semester.

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

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/>). The priority filing date for an electronically submitted FAFSA is 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.

The FAFSA may be completed and submitted in advance of being accepted. However, an offer of admission to a Longwood University degree or licensure program must be made before your financial aid application will be processed. Federal and State aid are NOT available for students who are not degree seeking or in an initial licensure program. Students seeking certificates or endorsements are encouraged 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 returns, and/or other supporting documents must be provided. After reviewing the documentation, any necessary corrections will be made before your financial aid eligibility is determined. A financial aid notification will be provided after verification is complete. In addition, other documents or actions may be required to accept the offered financial aid.

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 concept of an honor system is one of the oldest traditions at Longwood University. The following procedures apply to students involved in the graduate program and to students enrolled in courses for graduate credit offered either on-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. It is an Honor Code offense to lie, to cheat (including plagiarism) and to steal, in connection with class activities and other course requirements established by the instructor. All work so specified by the instructor should include the following pledge: "I have neither given nor received help on this work nor am I aware of any infraction of the Honor Code." (signed)

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

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

HONOR SOCIETIES

Longwood University sponsors chapters in several national honor societies. 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.

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

1. Maintain a minimum cumulative grade point average of 3.0.
2. File an *Application for Graduate Degree* no later than the completion of 24 credit hours for programs requiring 30 to 39 total hours; no later than the completion of 36 credit hours for programs requiring 45 to 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.)
3. Complete the number of credit hours required for a specific degree program.
4. Complete the thesis, the comprehensive examination, the collaborative research, the teacher research, the lecture/recital, the professional portfolio, or the external experience.
5. Complete all degree program requirements within five years from the term of admission.
6. 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.

PROFESSIONAL ENDORSEMENT REQUIREMENTS

1. Maintain a minimum cumulative grade point average of 3.0.
2. 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.)

3. Complete the number of credit hours required for a specific endorsement program.
4. Complete all professional endorsement program requirements within five years from the term of Admission.
5. 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.

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.

GRADUATION

Only those students who have completed the degree requirements established by Longwood University will participate in commencement ceremonies. Commencement is held once a year in May. Students completing a degree program in August or December may choose to participate in the following May commencement ceremony. Participating students must buy from the university bookstore the caps, gowns, and hoods required for the commencement exercises.

Diplomas for all degree recipients will be mailed after the term of degree completion.

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 or teacher research, lecture/recital, 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-Teacher Research – Graduate Students are required to satisfactorily complete the minimum number of credit hours in thesis or collaborative-teacher research as established by their program, but must remain continuously enrolled in at least one credit hour 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.)

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 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); or 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; or by myLongwood.com 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 in person with their advisor; by regular mail (Office of the Registrar, Longwood University, 201 High Street, Farmville, VA 23909); or 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; or by myLongwood.com; or in person in the Office the Registrar (Barlow Hall). In addition to the official course offerings schedule available on the Office the

Registrar web page, www.longwood.edu/registrar/, the College of Graduate and Professional Studies can be contacted for more details. The registration deadline for all off-campus courses is two weeks prior to the first day/night of class which may or may not be the first face-to-face meeting. 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 abbreviated term, inter-session 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.

GRADES

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

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

A: Excellent (4 quality points)

B: Good (3 quality points)

C: Passing (2 quality points)

F: Failure (0 quality points)

I: Incomplete. The grade of "I" indicates that because of illness or for good reason, the work of the semester has not been completed. 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 the end of the drop period (first six class days) through noon on the thirty-fifth (35th) day of full term fall and spring classes and for other documented withdrawals. See paragraph on Withdrawal Policy.

AU: Audit (0 quality points). Automatic grade assigned for GRAD 698 – *Continuous Enrollment*. For other graduate course offerings, participation on a noncredit basis by students who meet certain minimum standards set by the course instructor. Students wishing to audit must have permission from the chair of the department in which the course is offered and are subject to the same tuition and fees as students enrolled for credit.

The grades of AU, I, P, SP, NP, and W are not calculated in the grade point average. The Pass/Satisfactory Progress/Not Pass grading option will be used in all thesis research, collaborative special education research, teacher research, lecture/recital, 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. Each credit hour of a grade of A is assigned 4 points; a grade of B - 3 points; a grade of C - 2 points; and a grade of F - 0 points.

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

REPEATING COURSES

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

GRADE APPEALS

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

However, should a student feel the final course grade received was unfairly or inaccurately awarded, the student first should see the instructor involved for an explanation of why the grade was assigned. If the student continues to feel the grade is unfair, the student may file a written appeal with the department chair, giving the reasons why the grade should be changed with any available supporting evidence. The Department Chair 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 the faculty member, the student, and the Office of Registration, who will record the grade. The review must be completed so that the grade will be final by the end of the eighth full week of classes.

Should the appeal involve a grade assigned by a department chair, the Dean of the appropriate school will assume the role normally assigned the chair. Should the appeal involve a grade assigned by the Dean, the Provost 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 becomes part of the learning process itself. Final examinations may be one of the most important components of the evaluation of student learning, and they may also be effective in promoting learning. Final examinations may, for example, enable students to demonstrate mastery of course content and the ability to organize what they have learned. The overarching purpose of final examinations at Longwood University, however, is to facilitate learning in a manner consistent with the pedagogy of each course and in a way that is appropriate to the subject matter of each course. Other valid means of promoting and assessing student learning may

be appropriate in some courses, including term papers, project reports, take-home research examinations, and oral presentations.

Final Examination Policies

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

COURSE SUBSTITUTIONS

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

The student should discuss substitutions with the advisor and submit in writing the reason(s) why the substitution is necessary. The advisor will then complete the 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

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.

If the student is withdrawing from the University, he/she 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.

To withdraw and receive a grade of W in any off-campus class (course sections numbered 90 and above), students must submit a letter of withdrawal to the Dean of the College of Graduate and Professional Studies post-marked before the mid-point of the class. Students may not withdraw during the second half of the class except for medical or other non-academic emergencies. A student who needs to withdraw for medical reasons from the University or from a class after the deadlines cited above must, by noon of the last class day, 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.

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;
- c) the thesis defense takes place;
- d) the thesis director submits written notification to the Registrar of the successful defense including the thesis title;
- e) the thesis director awards the final grade in Thesis Research;
- f) the graduate student delivers the thesis and required copies to the Library for binding;
- g) the Library submits written notification to the Registrar of the receipt of and payment for the binding of the thesis; and
- h) the graduate student submits the abstract to the College of Graduate and Professional Studies.

COLLABORATIVE RESEARCH / TEACHER RESEARCH

Collaborative research or teacher research is an option for the C&I Specialist in Music and Special Education General Curriculum Fifth Year programs. Students should check the programs 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.

Teacher Research (C&I Specialist in Music program)

The General format of the written document should be the same as described above in "Thesis." In addition the student is responsible for including both a video recording of the presentations and an additional copy of any visuals (PP, etc.) used in the presentation. The timelines for completion of the research and document are included in the course syllabus. The required public presentation will be scheduled by the Department of Music for a date in March, and all members of the Cohort who are completing their projects during that year will make their presentations at that time as a Symposium. After the public presentation the candidate will prepare three copies of the materials, submit them to the library, and pay the binding fee to the Library.

Procedures for culmination of the process: These vary significantly between the programs.

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.

Teacher Research (C&I Specialist in Music program)

- A. Required public presentations are scheduled for a March date by the Department of Music, and students should indicate their intent to participate to the program coordinator by the previous September.
- B. The written document is due to the committee by mid January.
- C. 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.
- D. The public presentation will be recorded and made available to the student.
- E. The advisor will submit written notification to the Registrar and to the College of Graduate and Professional Studies of the project grade and the title of the project.
- F. The graduate student delivers the written document, the video recording of the presentation and a copy (electronic or print) of any visual aids used during the public presentation to the Library for binding.
- G. The Library submits written notification to the Registrar of the receipt of and payment for the binding of the research.
- H. The graduate student submits the abstract to the College of Graduate and Professional Studies.

LECTURE/RECITAL

The lecture/recital option is available only in the C&I Specialist in Music Program. Students will enroll in four (4) credits and may receive the grade of 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.

General Requirements: Students should consult their advisors and the handbook for specific requirements. The General format of the written document should be the same as described above in "Thesis." In addition the student is responsible for including both a video recording of the lecture/recital and an audio recording of the performance part complete with bands separating the various pieces and identification of the bands. The timelines for completion of the research and document are included in the course syllabus. The required public presentation will be scheduled by the Department of Music for a date in March, and all members of the Cohort who are completing their projects during that year will offer their presentations/performances at that time as a Symposium.

Procedures for culmination of the process:

- A. Required public presentations are scheduled for a March date by the Department of Music, and students should indicate their intent to participate to the program coordinator by the previous September.
- B. The written document is due to the committee by mid January.
- C. 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.
- D. The public presentation will be recorded and copies made available to the student.
- E. The advisor will submit written notification to the Registrar of the grade and the title of the project.
- F. The graduate student delivers the written document, the video recording of the presentation and an audio recording of the musical portion to the Library for binding.
- G. The Library submits written notification to the Registrar of the receipt of and payment for the binding of the research.
- H. A copy of an abstract of not more than 400 words must be submitted to the College of Graduate and Professional Studies.

PROFESSIONAL PORTFOLIO

The professional portfolio option is available only in the Literacy and Culture Program. 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 the *Guide for Professional Portfolio* distributed in Education 646 for all 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 as a reading specialist and coach. 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 in the field of literacy education. The Portfolio will be evaluated by the program faculty and presented to a panel of faculty and program peers.

Procedures for culmination of the process:

- A. Portfolio completed under instructor supervision during Education 646 – Practicum II: Leadership in Literacy.
- B. Student registers for Education 647 – Professional Portfolio.
- 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 Education 647 semester.
- E. The advisor will submit written notification to the Registrar of the grade.

NOTE:

Grades will be awarded after the oral defense, the public presentation, or the synopsis. Graduation can occur only after the Library notifies the Registrar of the completion of the binding requirements and 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 Portfolios are exempt from the Library binding and 400-word abstract requirements.

COMPREHENSIVE EXAMINATION

The comprehensive examination, if required by the program, will normally be taken in the last semester of the program. Students must have completed or be enrolled to allow for completion of 30-40 semester hours of course work depending on specific program requirements, students must have a B average (3.0 GPA) in all courses completed, and students must have already filed the *Application for Graduate Degree* to be eligible to enroll in the comprehensive examination. Students who complete a thesis, collaborative research, teacher research, or lecture/recital, or professional portfolio requirement do not take a comprehensive exam.

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

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

The grading system for the evaluation of the examination will be pass (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 UNIVERSITY POLICY ON STUDENT RECORDS AND ANNUAL NOTIFICATION

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

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

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

1. Directory information which may include the student's name, birth date, sex, ethnicity, nationality, local address, permanent address, e-mail address, telephone number, digitized photo (as appears on student University ID), parent's name, major field of study, classification, participation in officially- recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational institution attended by the student, dates of field experience, and other similar information. A student may inform the Office of Registration in writing that any or all directory information may not be released without prior written consent. A student who desires to restrict directory information from the public must complete the Student Directory Information Restriction form (available in the Office of Registration) at the time of registration for the current academic year. Forms received after the last day to add a class for any semester, including summer, will not become effective until the following semester.

2. To the students themselves.
3. To parents or a financial institution where financial support of the student is in evidence as defined in Section 152 of the IRS Code of 1970.
4. To authorized University personnel (administrative officers, faculty, or their designees) who have legitimate educational interests as determined by the University, such as instruction, advising or educational research, or in performance of other duties promoting necessary functions and management of the University as approved by the records access control officer.
5. To a third-party agency as expressly designated in writing by the student.
6. As required by judicial order or court subpoena, or as may be required or permitted by law.
7. In a situation of emergency in which the knowledge of confidential student information is necessary to protect the immediate health or safety of a student or other persons.
8. Student arrest and charge information classified as public information.

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

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

Eligible students are permitted to inspect and review educational records of which the student is the sole subject. University policy regarding the inspection and disclosure of educational records is in compliance with the federal statute. To obtain a copy of the Family Rights and Privacy Act of 1974 (Section 438) or a copy of the university's policy on student records, contact the Office of the Registrar, Longwood University, 201 High Street, Farmville, VA 23909.

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

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

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

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

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

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

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

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

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

Academic Records/Transcripts – Office of the Registrar, Barlow Hall
Disciplinary Records – Office of Honor & Judicial Programs, Lancaster Hall
Financial Records – Office of Student Accounts, Lancaster Hall
Financial Aid Records – Office of Financial Aid, Lancaster Hall
Medical/Health Records – Office of Student Health, Health & Fitness Center
Mental Health Records – Office of Counseling Services, Health & Fitness Center

RELEASE OF TRANSCRIPTS

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

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

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

Master of Business Administration

Dr. John N. Gaskins, Chair

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

434.395.2216, gaskinsjn@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 two online concentrations: General Business, 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, 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, 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, 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)
- CIMS 570 Information Technology (3)
- ECON 509 Managerial Economics (3)
- FINA 550 Financial Management (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)

Retail Management:

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

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)
- CIMS 695 Special Topics (1-3)
- ECON 695 Special Topics (1-3)
- FINA 695 Special Topics (1-3)
- FINA 697 Cases in Finance (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)

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 (CAA) and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).



ADMISSION

Applicants to this program must have either an undergraduate degree in Communication Disorders or an undergraduate degree in an unrelated discipline plus complete the following speech-language pathology prerequisites 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, and Introduction to Clinical Practice. Students who have not successfully completed Speech Science, Neurology of Human Communication, and Introduction to Clinical Practice, may take them after admission to the graduate program; however, these courses must be taken for graduate credit. 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 Longwood Center for Communication, Literacy and Learning. To meet ASHA accreditation requirements, all students must complete a minimum of 325 hours of supervised clinical experience at the graduate level and a minimum of 400 hours, including 25 observation hours, from the combined undergraduate and graduate programs. The 400 hours will include experience in the evaluation and treatment of children and adults and with a variety of types and severities of disorders of speech, language and hearing. Completion of at least 30 graduate clinic hours is recommended in the Longwood Center for Communication, Literacy and Learning prior to off-campus practicum placement. Students must complete a minimum of two off-campus practicum experiences approved by the Communication Sciences and Disorders program.

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

A minimum letter grade of B- must be earned in each CSDS practicum and externship course in order to count the clinical clock hours. To graduate with a Master's degree in Communication Sciences and Disorders, a minimum of 13 credit hours of practicum/externship must be completed with a maximum of 16 credit hours allowed (CSDS 580, 680 & 685*). Each student will plan practicum experiences with an advisor; however, each student will assume responsibility for the accumulation of the necessary ASHA clock hours.

Effective fall 2006, any student participating in a Longwood 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 515	Aphasia and Right Hemisphere Disorders (2)
CSDS 520	Language Disorders in Infants and Preschool Children (3)
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 565	Public School Methods in a Diverse Society (2)
CSDS 575	Fluency Disorders (2)
CSDS 580	Initial Practicum in Speech-Language and Hearing (2)*
CSDS 610	Feeding and Swallowing Disorders Across the Lifespan (3)
CSDS 620	Traumatic Brain Injury and Dementia (2)
CSDS 625	Voice Disorders (3)
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 (1-4)*
CSDS 685	Externship in Speech-Language and Hearing, and/or Dysphagia (3-6)*
CSDS 600	Thesis (3)
OR CSDS 699	Comprehensive Examination (0)
EDUC 502	Research Design (3)
TOTAL HOURS REQUIRED	48/54

Master of Science - Education

Dr. Peggy L. Tarpley, Chair
Department of Education and Special Education
434.395.2337, tarpleypl@longwood.edu

Within the Department of Education and Special Education, there are fifteen areas of concentration leading to the Master of Science degree in Education. They are Community & College Counseling; Curriculum & Instruction Specialist/Algebra & Middle School Mathematics; Curriculum & Instruction Specialist/Elementary & Middle School Mathematics; Curriculum & Instruction Specialist/Music; Curriculum & Instruction Specialist/Spanish; Curriculum & Instruction Specialist/Special Education General Curriculum; Educational Leadership; Elementary Education PreK-6 Initial Licensure, Health & Physical Education, Literacy & Culture; School Counseling; School Library Media; School Library Media PreK-12 Initial Licensure; Spanish or ESL PreK-12 Initial Licensure and Special Education General Curriculum K-12 Initial Licensure. In addition, the M.S. degree is awarded to Longwood students enrolled in the Special Education General Curriculum Liberal Studies five-year program. Four graduate professional endorsement programs for those who already hold a valid teaching license are offered in Educational Leadership, Literacy & Culture/Reading Specialist and School Library Media, and Special Education General Curriculum. In addition, the department offers two certificate programs in Autism Spectrum Disorders and 21st Century Learning and Leadership.

GRADUATE PROFESSIONAL SEMESTER FOR INITIAL LICENSURE

Students in the Elementary Education PreK-6 Initial Licensure concentration, School Library Media PreK-12 Initial Licensure concentration, Spanish or ESL PreK-12 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:

1. Completing the online Graduate Studies Teacher Preparation Program application on the Office of Professional Services (OPS) website.
2. Meeting GPA admission requirement to the graduate program.
3. Completing the online Child Abuse Recognition and Intervention Training Module and submit a the link to the certificate to OPS@longwood.edu.

The College of Graduate and Professional Studies will provide the following items from the teacher candidate's Application for Graduate Admission:

1. Passing scores on one of the following tests:
 - a. SAT composite score of 1100, 530 or higher on both the math and verbal sections of the test (prior to 1995, SAT composite score of 1000 with no less that 450 verbal and 510 math) or
 - b. ACT composite score of 24, math minimum 22, reading and English total 46 or
 - c. Praxis 1: composite score of 532
 - d. Virginia Communication and Literacy Assessment (VCLA) Reading subtest score 235 and Writing subtest score 235 and SAT Mathematics score 530 or

- e. Virginia Communication and Literacy Assessment (VCLA) Reading subtest score 235 and Writing subtest score 235 and ACT Mathematics score 22 or
- f. Virginia Communication and Literacy Assessment (VCLA) Reading subtest score 235 and Writing subtest score 235 and Praxis I Mathematics score 178

2. Official transcripts from all colleges and universities attended.

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:

1. Completing the online Graduate Studies Professional Semester application on the OPS website.
2. Requesting positive faculty recommendation(s) as specified by the program area. Faculty complete the recommendations online, using the faculty tab of “myLongwood,” and will need your full name and L-# to submit the recommendation on your behalf. It is your responsibility to follow up with OPS to confirm receipt.
3. Maintaining a GPA of 3.0. The OPS will verify upon receipt of application.

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

4. Submitting to OPS at own expense copies of the following documents as a complete packet:
 - a. Criminal background check (instructions on the OPS website)
 - b. Negative tuberculosis test results
 - c. Automobile insurance form (download this from the OPS website)

NOTE: All three 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. Please consult with OPS to obtain this information. 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. This includes:

5. Submitting to OPS a copy of the score reports for Praxis II (if applicable), the Virginia Reading Assessment 'VRA' (if applicable), the Reading for Virginia Educators 'RVE' (if applicable), and the Virginia Communication and Literacy Assessment 'VCLA'. Consult your program area about these assessments and the recommended timing for completion.
6. Completing all course work. Consult your graduate catalog for specific program requirements.

Other Information:

- Attend the Student Teaching Seminar Day which is scheduled prior to the professional semester and Wrap-Up Day which is scheduled at the end of the professional semester. The specific dates for both will be announced and posted on the OPS website. If you have a provisional license, you are not required to attend Wrap-Up Day.

- 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 their 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 Curriculum and Instruction Specialist/Music concentration and 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/TEACHER RESEARCH/LECTURE-RECITAL

The writing of acceptable research or a lecture is an option for the Curriculum and Instruction Specialist/Music concentration and Special Education/Liberal Studies 5-year concentration. The collaborative research or teacher research or lecture-recital proposal will summarize the proposed study and give research methodology or critical framework for the study. The student in consultation with a faculty member either conducting similar research or willing to support the student's research formulates the collaborative research or teacher research proposal. It is then submitted to the student's research committee. The student's research committee will be composed of three graduate faculty members; adjunct faculty will not serve on this committee. The Longwood University Human and Animal Subjects Research Review committee must approve the proposal prior to commencement of the research. 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. Lecture-Recital grading system will be 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.

PROFESSIONAL PORTFOLIO

The production of an acceptable portfolio is a requirement for the Literacy and Culture degree and professional endorsement concentrations. The portfolio development provides each candidate opportunities for reflection and self-evaluation with the graduate program as well as within his/her professional position that demonstrates proficiency as a reading specialist and coach. Compiling and presenting the Portfolio will provide a capstone experience for each candidate in the Literacy and Culture program. It will demonstrate integrated graduate level learning and evidence of essential professional dispositions, and will reflect the candidate's growth as a professional and leader. 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, teacher research, lecture-recital, or professional portfolio 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 (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 sixteen concentrations leading to the Master of Science degree in Education. In addition to earning the degree, six of the concentrations lead to a Virginia Department of Education add-on endorsement to an existing teaching license and five 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.

COMMUNITY AND COLLEGE COUNSELING

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

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

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

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

Students interested in pursuing licensure as a Professional Counselor in the Commonwealth of Virginia are advised to obtain and adhere to the regulations of the Virginia Board of Counseling. Completion of this program does not meet all of the eligibility requirements for licensure in Virginia. Information may be obtained at www.dhp.virginia.gov/counseling/counseling_forms.htm#LPC. To view Virginia state code information on the LPC license, please access the following web sites,

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-40>,

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-49>,

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-51>,

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+18VAC115-20-52>

PROGRAM REQUIREMENTS

COUN 503	Introduction to the Counseling Profession (3)
COUN 505	Theories of Counseling and Psychotherapy (3)
COUN 545	Techniques of Counseling and Psychotherapy (3)
COUN 555	Psychological Testing and Appraisal (3)
COUN 605	Group Counseling Theories and Techniques (3)
COUN 612	Counseling Strategies for Healthy Adjustment (3)
EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 521	Human Growth and Development (3)
EDUC 699	Comprehensive Examination (0)
PSYC 651	Practice and Ethics of Community and College Counseling (3)
PSYC 660	Clinical Psychopathology (3)
PSYC 680	Practicum in Community & College Counseling (3)
ELECTIVE COURSES (6). Select two from the following courses offered on a rotating basis.	
COUN 601	Counseling in a Pluralistic Society (3)
COUN 610	Career Counseling and Career Development (3)
COUN 613	Guidance & Counseling of Exceptional Students (3)
PSYC 523	Theories in Personality (3)
PSYC 540	Behavior Modification (3)
PSYC 552	Psychopharmacology (3)
PSYC 553	Psycholinguistics (3)
PSYC 595	Special Topics (3)
PSYC 622	Marriage & Family Therapy: Theories & Techniques (3)
PSYC 625	Diagnosis and Treatment of Addictive Disorders (3)
PSYC 640	Cognitive Behavioral Therapy (3)
TOTAL HOURS REQUIRED	39

CURRICULUM AND INSTRUCTION SPECIALIST IN ALGEBRA AND MIDDLE SCHOOL MATHEMATICS

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

The Algebra and Middle School Mathematics Curriculum and Instruction Specialist 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 skilful 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 and have at least two years teaching experience including mathematics curriculum.

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

EDUC 502	Research Design (3)
EDUC 699	Comprehensive Examination (0)
MAED 625	Assessment in Mathematics (3)
MAED 650	Mathematics Specialist Leadership (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)
TOTAL HOURS REQUIRED	36

CURRICULUM AND INSTRUCTION SPECIALIST IN ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS

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

The Elementary and Middle School Mathematics Curriculum and Instruction Specialist concentration is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in mathematics. Virginia teachers at the elementary and middle school levels must possess a deep understanding of the mathematics they are teaching, an understanding of how it connects to higher levels of mathematics, and a skilful use of methods to guide students in the learning. Well-prepared teacher leaders in a specialist's role can have a significant influence on strengthening content, pedagogical, and assessment knowledge of those classroom teachers who are inadequately prepared to deliver significant mathematics programs. They can also provide the professional development that is critical for improving instruction and student learning. Applicants to this program must hold a valid Virginia Collegiate Professional Teaching License or equivalent from another state 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

EDUC 502	Research Design (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 671	Supervision and Evaluation of Instruction and Instructional Programs (3)
EDUC 699	Comprehensive Examination (0)
MAED 623	Instructional Design in Mathematics for Grades K-8 (3)
MAED 625	Assessment in Mathematics (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)

TOTAL HOURS REQUIRED 33

CURRICULUM AND INSTRUCTION SPECIALIST IN MUSIC

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

The Music Curriculum and Instruction Specialist concentration offers three tracks: lecture/recital, teacher research and thesis. The thesis track allows students to develop music research tools, focus on an area of study pertinent to the field, research, write, and present that body of work. The teacher research track allows students to develop research projects in concert with their current teaching situations. The lecture/recital track allows students to select a repertoire in collaboration with an instructor, do extensive research on some aspect(s) of that repertoire, and prepare the repertoire for a graduate level public performance. All three tracks are designed for musicians currently teaching at all levels in the school system who wish to improve teaching skills and deepen their knowledge in a particular area of music. A recognized undergraduate degree in music education, a video of teaching or rehearsal and a valid Virginia Collegiate Professional Teaching License or equivalent from another state are required for admission.

PROGRAM REQUIREMENTS

EDUC 520	Literacy Development and Cultural Awareness (3)
EDUC 547	Instructional Media and Computer Technology in the Classroom (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
MUSC 513	Advanced Analysis and Aural Skills (2)
MUSC 519	M.I.D.I and Computer Applications in Music (3)
MUSC 581	Applied Music (2)
MUSC 681	Applied Music (2) (Lecture Recital track only)
MUSC 631	Research in Music (3)
MUSC 632	Research Design (1)
MUSC 646	Current Issues in Music Education (3)

Choose one:

MUSC 683	Lecture Recital (4)
MUSC 690	Thesis (6)
MUSC 691	Teacher Research (6)

REQUIRED MUSIC ELECTIVES (2-3).

MUSC 542	Conducting seminar - choral (2)
MUSC 543	Conducting seminar - instrumental (2)
MUSC 544	Music in the Integrated Curriculum (3)
MUSC 546	Vocal Pedagogy (2)
MUSC 588	Composition (2)
MUSC 595	Special Topics (1-3)
MUSC 645	Piano Pedagogy (2)
MUSC 661	Instrument Repair (1)
MUSC 681	Applied Music (2)
MUSC 688	Composition (2)
MUSC 695	Special Topics (1-3)

TOTAL HOURS REQUIRED 31 – 32

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

CURRICULUM AND INSTRUCTION SPECIALIST IN SPANISH

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

The Spanish Curriculum and Instruction Specialist concentration is designed for the classroom teacher who wants to improve instructional skills as well as expand knowledge and skills in Spanish. Completion of this program meets current eligibility requirements for the Postgraduate Professional License.

Students admitted to this program are expected to present an undergraduate major in Spanish and a valid Virginia Collegiate Professional License or equivalent from another state. Note that courses with a SPAN prefix are usually offered during summer institutes for teachers. Students should work closely with their adviser to determine their course of study.

Summer Institutes for Teachers

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

PROGRAM REQUIREMENTS

EDUC 699 Comprehensive Examination (0)

SELECT A MINIMUM OF FOUR (4) COURSES FROM AMONG THE FOLLOWING:

EDUC 506 Contemporary Social Issues in American Education (3)

EDUC 520 Literacy Development and Cultural Awareness (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 565 Teaching Students Through Their Individual Learning Styles (3)

EDUC 571 Foundations of Instruction and Learning Theory (3)

EDUC 671 Supervision and Evaluation of Instruction and Instructional Programs (3)

SELECT A MINIMUM OF SIX (6) COURSES FROM THE FOLLOWING:

SPAN 500 Approaches to Teaching Spanish (3)

SPAN 501 Advanced Grammar Through Composition and Conversation (3)

SPAN 502 Advanced Conversation and Phonetics (3)

SPAN 520 Topics in Literature (3)

SPAN 521 The Teaching of Literature (3)

SPAN 530 Topics in Culture and Civilization (3)

SPAN 531 The Teaching of Culture and Civilization (3)

SPAN 595 Special Topics (1-3)

TOTAL HOURS REQUIRED 30

CURRICULUM AND INSTRUCTION SPECIALIST IN SPECIAL EDUCATION GENERAL CURRICULUM

Dr. Wayne White, Interim Program Coordinator
434.395.2481, whitewk@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

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

EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 504	Educational Leadership (3)
EDUC 542	Curriculum Development in the Elementary School (3)
OR EDUC 543	Curriculum Development in the Middle and Secondary Schools (3)
EDUC 549	School-Community Relations and Substance Abuse (3)
EDUC 571	Foundations of Instruction and Learning Theory (3)
EDUC 572	Public School Administration (3)
EDUC 620	School Law (3)
EDUC 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 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED	36

ELEMENTARY EDUCATION PREK-6 INITIAL LICENSURE

Dr. David Locascio, Program Coordinator
434.395.2609, locasciod@longwood.edu

The Elementary Education PreK-6 Initial Licensure concentration is designed for individuals who hold a baccalaureate degree in any discipline and wish to become an elementary teacher in grades PreK-6. Passing scores on Praxis I, or equivalent SAT or ACT scores, or passing VCLA scores plus SAT or ACT or Praxis I 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

HEALTH AND PHYSICAL EDUCATION

Dr. Chrystyna Kosarchyn, Program Coordinator
434.395.2543, kosarchync@longwood.edu

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 health and physical education teacher new information and expand upon previously learned materials. You will receive a solid foundation in current trends in the discipline, utilize research effectively, and be able to implement the new knowledge immediately. Program requirements include partnering with an area school to submit a grant that could affect student health and wellness in that school. A six-credit internship will provide an opportunity to pursue an area of interest in a concentrated eight-week placement in area schools. Internship options include high school physical education, pre-school physical education, health education, or adapted physical education (working with children with special needs in 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). Successful completion of this program meets current eligibility requirements for the Virginia Postgraduate Collegiate Professional License.

PROGRAM REQUIREMENTS

EDUC 502	Research Design (3)
EDUC 550	Classroom & Behavior Management for PreK-12 Teachers (3)
EDUC 699	Comprehensive Examination (0)
HLTH525	Curriculum & Instruction in Health Education (3)
KINS 504	Principles of Coaching (3)
OR SPED 540	Curriculum & Methods for Exceptional Learners: General Curriculum (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 632	Scientific Basis of Movement (3)
ELECTIVE COURSES (6) Select six credits from the following:	
HLTH 683	Internship in Health Education (6)
KINS 680	Internship in Pre-School Health & Physical Education (6)
KINS 681	Internship in High School Physical Education (6)
KINS 682	Internship in Adapted Physical Education (6)
TOTAL HOURS REQUIRED	30

LITERACY AND CULTURE

Dr. Gretchen L. Braun, Program Coordinator
434.395.2013, braungl@longwood.edu

The concentration in Literacy and Culture is designed for teachers who wish to: (a) upgrade their knowledge and skills for teaching literacy in the PreK-12 classroom; (b) be an instructional specialist; and/or (c) work in alternative support programs. The program follows both the Standards for Reading Professionals published by the International Reading Association (IRA) and endorsed by the accreditation agency NCATE, as well as the Virginia Department of Education Licensure Regulations for School Personnel. Upon successful completion of this 36 hour program, a Master of Science in Education and eligibility to receive an endorsement as a Reading Specialist/Coach PreK-12 will be earned.

This degree provides teachers the opportunity to investigate research-based theories in reading and writing, 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 reading and writing across the curriculum within the parameters of research-based literacy techniques and assessments.

Students entering this program must possess a valid Virginia Collegiate Professional License or equivalent from another state. Applicants must also be currently employed in a school division or have a minimum of two years teaching experience under a full-time teaching contract and the capacity to work directly with students in an educational setting as they proceed through 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: Readig Specialist Assessment and at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility. Students should not attempt the RVE: Readig Specialist Assessment prior to the completion of EDUC 626.

NOTE: All applicants must meet with the program coordinator and create a course completion plan upon being admitted to the program.

PROGRAM REQUIREMENTS

EDUC 518 Teaching the Writing Process K-8 (3)
EDUC 520 Literacy Development and Cultural Awareness (3)
EDUC 524 Emergent and Early Literacy Instruction (3)
EDUC 525 Intermediate to Middle School Literacy Instruction (3)
EDUC 526 Evaluation of Literacy (3)
EDUC 527 Strategies for Students who Struggle with Literacy (3)
EDUC 530 Teaching Reading in the Content Area (3)
EDUC 531 Literacy Education: History and Issues (3)
EDUC 626 Practicum I: Analysis & Instruction in Literacy (3)
EDUC 645 Developing Leaders in Literacy (3)
EDUC 646 Practicum II: Leadership in Literacy (3)
EDUC 647 Professional Portfolio (1)
ELECTIVE COURSE (3) Select one course from the following:
EDUC 529 Teaching Comprehension Strategies (3)
EDUC 595 Special Topics (3)
OR another three-credit course approved by the advisor
TOTAL HOURS REQUIRED 37

SCHOOL COUNSELING

Dr. Frank Howe, Program Coordinator
434.395.2338, howfj@longwood.edu

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

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

PROGRAM REQUIREMENTS

COUN 503 Introduction to the Counseling Profession (3)
COUN 505 Theories of Counseling and Psychotherapy (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 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)
EDUC 502	Research Design (3) (Required during the first nine hours)
EDUC 521	Human Growth and Development (3)
EDUC 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED	39

SCHOOL LIBRARY MEDIA

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

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

PROGRAM REQUIREMENTS

EDSL 503	Media Selection and Evaluation (3)
EDSL 520	Library Resources for Children (3)
EDSL 530	Library Resources for Young Adults (3)
EDSL 548	Production of Media for Instruction (3)
EDSL 560	Informational Sources and Services (3)
EDSL 561	Technology Applications (3)
EDSL 580	Technical Processing of Materials (3)
EDSL 660	Collaborative Instructional Processes (3)
EDSL 670	Administration of School Library Media Centers (3)
EDSL 690	Clinical Experience in Library Media Services (3)
EDUC 502	Research Design (3)
EDUC 699	Comprehensive Examination (0)
ELECTIVE COURSE (3) Select one course from the following:	
EDUC 521	Human Growth and Development (3)
EDSL 595	Special Topics (3)
EDSL 610	Marketing, Public Relations, and Promotion (3)
TOTAL HOURS REQUIRED	36

SCHOOL LIBRARY MEDIA PREK-12 INITIAL LICENSURE

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

This School Library Media PreK-12 Initial Licensure program prepares individuals to meet the varied roles required of a school library media specialist in the 21st century – the roles of information specialist, instructional partner, teacher, and program administrator. It introduces methods of information management and ideas to develop fully integrated programs in school library media centers as well as the education background needed

for licensure. It culminates in a supervised professional semester in a school library/media center and a comprehensive examination designed to evaluate competency in written expression, ability to reason and skill in applying theory and research in the program area. Upon successful completion of the program and passing scores on the Virginia Communication and Literacy Assessment (VCLA), students meet current eligibility requirements for the Virginia Postgraduate Professional License with an endorsement in Library Media PreK-12 as well as earn a Master of Science degree from Longwood University.

For acceptance into the program candidates must submit passing scores on Praxis I, or equivalent SAT or ACT scores, or passing VCLA scores plus SAT or ACT or Praxis I equivalent math scores and prior to enrollment in the Graduate Supervised Experience/Professional Semester passing scores on the Virginia Communication and Literacy Assessment (VCLA) are required. An application for the Graduate Supervised Experience/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 530	Teaching Reading in the Content Area (3)
EDUC 550	Classroom & Behavior Management for PreK-12 Teachers (3)
EDUC 699	Comprehensive Examination (0)
EDSL 503	Media Selection and Evaluation (3)
EDSL 520	Library Resources for Children (3)
EDSL 530	Library Resources for Young Adults (3)
EDSL 548	Production of Media for Instruction (3)
EDSL 560	Informational Sources and Services (3)
EDSL 561	Technology Applications (3)
EDSL 580	Technical Processing of Materials (3)
EDSL 660	Collaborative Instructional Processes (3)
EDSL 670	Administration of School Library Media Centers (3)
EDSL 689	Supervised Experience in Library Media Services (6)
TOTAL HOURS REQUIRED	48

SPANISH OR ESL PREK-12 INITIAL LICENSURE

Dr. Lily A. Goetz, Program Coordinator
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The Spanish or English as a Second Language (ESL) PreK-12 Initial Licensure concentration is designed for the individual who holds a Baccalaureate degree and wishes to become a teacher of Spanish or English as a Second Language. Upon successful completion of the program, and all current Virginia Department of Education requirements for licensure, students meet eligibility requirements for the Virginia Postgraduate Professional Teaching License with an endorsement to teach PreK-12 Spanish or English as a Second Language as well as the Master of Science degree from Longwood University.

For acceptance into the program candidates must submit passing scores on Praxis I, or equivalent SAT or ACT scores, or passing VCLA scores plus SAT or ACT or Praxis I equivalent math scores and prior to enrollment in the Graduate Directed Teaching/Professional Semester passing scores on Praxis II (except for ESL candidates) and the Virginia Communication and Literacy Assessment (VCLA) are required. 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 admitted to this program are expected to present an undergraduate major or minor in Spanish or be a native speaker of the language with a Bachelor’s degree. English as a Second Language students must present

ent the equivalent of at least three upper-level undergraduate courses in a foreign language for admission, or may take these undergraduate courses during the course of their study in this program. Note that courses with a SPAN prefix are usually offered during summer institutes for teachers. Students should work closely with their advisor to determine their course of study.

Summer Institutes for Teachers

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

PROGRAM REQUIREMENTS

EDUC 506	Contemporary Social Issues in American Education (3)
EDUC 521	Human Growth and Development (3)
EDUC 530	Teaching Reading in the Content Area (3)
EDUC 550	Classroom and Behavior Management for PreK-12 Teachers (3)
EDUC 699	Comprehensive Examination (0)
PSYC 553	Psycholinguistics (3)
SPAN/TESL 500	Approaches to Teaching Spanish/English as a second language (3)
SPAN/TESL 601	Graduate Directed Teaching Spanish/English as a second language (6)
SPAN REQUIRED ELECTIVE COURSES (15). Select a minimum of five courses:	
SPAN 501	Advanced Grammar Through Composition and Conversation (3)
SPAN 502	Advanced Conversation and Phonetics (3)
SPAN 520	Topics in Literature (3)
SPAN 521	The Teaching of Literature (3)
SPAN 530	Topics in Culture and Civilization (3)
SPAN 531	The Teaching of Culture and Civilization (3)
SPAN 595	Special Topics (1-3)

ESL REQUIRED COURSES AND ELECTIVES (15). Complete three required courses and select two elective courses from the approved choices.

EDUC 520	Literacy Development and Cultural Awareness (3)
EDUC 524	Emergent and Early Literacy Instruction (3)
ENGL 579	Writing: Theory and Practice in the Middle, Secondary and College Classroom (3)
ENGLISH ELECTIVE: Select a minimum of one course.	
ENGL 541	Ethnic Literature (3)
ENGL 542	Regional Literature (3)
ENGL 543	Postcolonial Literature (3)
ENGL 544	Literature and Culture (3)
LANGUAGE ELECTIVE: Select a minimum of one course.	
FREN 595	(3)
GERM 595	(3)
SPAN 501-595	(3)
TOTAL HOURS REQUIRED	39

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

Dr. Wayne White, Interim Program Coordinator
434.395.2481, whitewk@longwood.edu

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. Wayne White, Interim Program Coordinator
434.395.2481, whitewk@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 I, or an equivalent SAT or ACT score, or passing VCLA scores plus SAT or ACT or Praxis I equivalent math socresare 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 ENDORSEMENT CONCENTRATIONS

The following pages give an overview along with the requirements of each graduate professional endorsement concentration offered in the Education major. There are four concentrations 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 699	Comprehensive Examination (0)
TOTAL HOURS REQUIRED	21

LITERACY AND CULTURE PROFESSIONAL ENDORSEMENT

(Endorsement as Reading Specialist/Coach)

Dr. Gretchen L. Braun, Program Coordinator
434.395.2013, braungl@longwood.edu

The Reading Specialist/Coach endorsement program is designed for teachers who have a Master's degree, a valid Virginia Postgraduate Professional License or equivalent from another state, and at least three years successful

teaching experience. This program 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 of this program is to produce competent teacher-leaders able to teach reading and writing across the curriculum within the parameters of research-based literacy techniques and assessments.

Admission to this endorsement program is on the same basis as admission to the graduate degree program in Literacy and Culture at Longwood University. Applicants must also be currently employed in a school division and have the capacity to work directly with students in an educational setting as they proceed through 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 reading was an important responsibility. Students should not attempt the RVE: Reading Specialist Assessment prior to the completion of EDUC 626.

NOTE: All applicants must meet with the program coordinator and create a course completion plan upon being admitted to the program.

PROGRAM REQUIREMENTS

- EDUC 518 Teaching the Writing Process K-8 (3)
- EDUC 524 Emergent and Early Literacy Instruction (3)
- EDUC 526 Evaluation of Literacy (3)
- EDUC 527 Strategies for Students who Struggle with Literacy (3)
- EDUC 626 Practicum I: Analysis & Instruction in Literacy (3)
- EDUC 645 Developing Leaders in Literacy (3)
- EDUC 646 Practicum II: Leadership in Literacy (3)
- EDUC 647 Professional Portfolio
- ELECTIVE COURSE (3) Select one course from the following:
 - EDUC 529 Teaching Comprehension Strategies (3)
 - EDUC 595 Special Topics (3)
- OR another three-credit course approved by the advisor
- TOTAL HOURS REQUIRED 25**

SCHOOL LIBRARY MEDIA PROFESSIONAL ENDORSEMENT

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

The School Library Media 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. The program introduces methods of information management and ideas to develop fully collaborative library media programs in today's schools. Successful completion of this program meets current eligibility requirements for an endorsement as a school library media specialist in grades PreK-12.

PROGRAM REQUIREMENTS

- EDSL 503 Media Selection and Evaluation (3)
- EDSL 520 Library Resources for Children (3)
- EDSL 530 Library Resources for Young Adults (3)
- EDSL 548 Production of Media for Instruction (3)
- EDSL 560 Information Sources and Services (3)
- EDSL 580 Technical Processing of Materials (3)

EDSL 660	Collaborative Instructional Processes (3)
EDSL 670	Administration of School Library Media Centers (3)
EDSL 690	Clinical Experience in Library Media Services (3)
TOTAL HOURS REQUIRED	27

SPECIAL EDUCATION GENERAL CURRICULUM PROFESSIONAL ENDORSEMENT

Dr. Wayne White, Interim 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 once 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 CERTIFICATE CONCENTRATIONS

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

AUTISM SPECTRUM DISORDERS

Dr. Rachel Mathews, Program Coordinator
434.395.2532, mathewsr@longwood.edu

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

Dr. Manorama Talaiver, Program Coordinator
434.517.0717, mano@ittip.us

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 ARTS - ENGLISH

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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. 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.

In addition, the department offers courses in support of the Master of Science in Education/Curriculum and Instruction Specialist/Spanish, and the Master of Science in Education/Spanish or English as a Second Language (ESL) PreK-12 Initial Licensure. See pages 63 and 69-70 for program requirements.

ADMISSION

Creative Writing

Students admitted to the Creative Writing concentration are expected to have at least an undergraduate minor in English and a cumulative undergraduate GPA of 2.75 (4.0 scale). Consideration will be given to those having the equivalent of 18 hours beyond the general education level, but such consideration will depend on the courses taken. More undergraduate preparation may be required at the discretion of the departmental graduate committee. Applicants must submit a writing sample of not less than ten (10) and not more than twenty (20) pages in the genre of their choice. (10 pages of poetry; or 15 pages of prose/fiction or non-fiction; or 20 pages of drama) Final admission to the concentration is granted based on the quality and potential of the work submitted as determined by the Creative Writing Reading Committee.

Literature

Students admitted to the Literature concentration are expected to have an undergraduate major in English literature (30 hours) and a cumulative undergraduate GPA of 3.00 (4.0 scale). Consideration will be given to those having an English minor (18 credit hours), depending on the courses taken, but more undergraduate preparation may be required at the discretion of the departmental graduate committee.

English Education and Writing

Students admitted to the English Education and Writing concentration are expected to have an English major, minor or equivalent and a cumulative undergraduate GPA of 3.00 (4.0 scale).

English 6-12 Initial Licensure

Students admitted to the English 6-12 Initial Licensure concentration are expected to have an undergraduate major or at least a minor (18 credit hours) in English with courses in grammar and linguistics required and a

cumulative undergraduate GPA of 3.00 (4.0 scale). Survey courses in American, British, and world literature are preferred and additional undergraduate preparation may be required at the discretion of the departmental graduate committee. All applicants must have passed the Praxis I or have the equivalent SAT or ACT scores.

GRADUATE PROFESSIONAL SEMESTER FOR INITIAL LICENSURE

Students in the English 6-12 Initial Licensure program must complete a professional semester to meet state licensing requirements. This professional semester is designed as the capstone course in this program.

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:

1. Completing the online Graduate Studies Teacher Preparation Program application on the Office of Professional Services (OPS) website.
2. Meeting GPA admission requirement to the graduate program.
3. Completing the online Child Abuse Recognition and Intervention Training Module and submit the link to the certificate to OPS@longwood.edu.

The College of Graduate and Professional Studies will provide the following items from the teacher candidate's Application for Graduate Admission:

1. Passing scores on one of the following tests:
 - a. SAT composite score of 1100, 530 or higher on both the math and verbal sections of the test (prior to 1995, SAT composite score of 1000 with no less than 450 verbal and 510 math) or
 - b. ACT composite score of 24, math minimum 22, reading and English total 46 or
 - c. Praxis I: composite score of 532
 - d. Virginia Communication and Literacy Assessment (VCLA) Reading subtest score 235 and Writing subtest score 235 and SAT Mathematics score 530 or
 - e. Virginia Communication and Literacy Assessment (VCLA) Reading subtest score 235 and Writing subtest score 235 and ACT Mathematics score 22 or
 - f. Virginia Communication and Literacy Assessment (VCLA) Reading subtest score 235 and Writing subtest score 235 and Praxis I Mathematics score 178
2. Official transcripts from all colleges and universities attended.

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:

1. Completing the online Graduate Studies Professional Semester application on the OPS website.
2. Requesting positive faculty recommendation(s) as specified by the program area. Faculty complete the recommendations online, using the faculty tab of "[MyLongwood](#)," and will need your full name and L-# to submit the recommendation on your behalf. It is your responsibility to follow up with OPS to confirm receipt.

3. Maintaining a GPA of 3.0. The OPS will verify upon receipt of application.

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

4. Submitting to OPS at own expense copies of the following documents as a complete packet:
 - a. Criminal background check (instructions on the OPS website)
 - b. Negative tuberculosis test results
 - c. Automobile insurance form (download this from the OPS website)

NOTE: All three 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. Please consult with OPS to obtain this information. 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. This includes:

5. Submitting to OPS a copy of the score reports for Praxis II (if applicable), the Virginia Reading Assessment 'VRA' (if applicable), the Reading for Virginia Educators 'RVE' (if applicable), and the Virginia Communication and Literacy Assessment 'VCLA'. Consult your program area about these assessments and the recommended timing for completion.
6. Completing all course work. Consult your graduate catalog for specific program requirements.

Other Information:

- Attend the Student Teaching Seminar Day which is scheduled prior to the professional semester and Wrap-Up Day which is scheduled at the end of the professional semester. The specific dates for both will be announced and posted on the OPS website. If you have a provisional license, you are not required to attend Wrap-Up Day.
- 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 their 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 mem-

bers 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 information). 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:

THESIS: (6)

ENGL 600 Thesis (6)

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

ENGL 570 Professional Writing & Editing (3)

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

ENGL 603 Teaching Creative Writing (3)

ENGL 604 The Business of Creative Writing (3)

WORKSHOP: (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: (9) Complete:

ENGL 562 Literary Criticism (3)

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

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 522 Major Figures in Fiction (3)

ENGL 523 Major Figures in Poetry (3)

ENGL 525 Studies in Shakespeare (3)

ENGL 531 Arthurian Literature (3)

ENGL 532 Women and Literature (3)

ENGL 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 581 Literature for Young Adults (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

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

ENGL 570	Professional Writing Editing
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, Secondary & College Classroom (3)
ENGL 581	Literature for Young Adults (3)
ENGL 584	Evaluating and Tutoring Writing (1-3)

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

ENGL 511	The Epic (3)
ENGL 512	Poetry (3)
ENGL 513	The Novel (3)
ENGL 514	Short Story (3)
ENGL 515	Drama (3)
ENGL 516	The Bible as Literature (3)
ENGL 522	Major Figures in Fiction (3)
ENGL 523	Major Figures in Poetry (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 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 538	Studies in World Literature (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 522	Major Figures in Fiction (3)
ENGL 523	Major Figures in Poetry (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 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)
EDSL 560	Informational Sources and Services (3)
SPED 515	Survey of Exceptional Students (3)
TOTAL HOURS REQUIRED: 36	

LITERATURE

PROGRAM REQUIREMENTS

REQUIRED COURSE:

ENGL 600 Thesis (6)

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

ENGL 511 The Epic (3)

ENGL 512 Poetry (3)

ENGL 513	The Novel (3)
ENGL 514	Short Story (3)
ENGL 515	Drama (3)
ENGL 516	The Bible as Literature (3)
ENGL 522	Major Figures in Fiction (3)
ENGL 523	Major Figures in Poetry (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 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)

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

ENGL 570	Professional Writing & Editing
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, Secondary & College Classroom (3)
ENGL 581	Literature for Young Adults (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: (30)

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

ENGL 581	Literature for Young Adults (3)
ENGL 601	Graduate Directed Teaching in the Middle and Secondary Classroom (6)
ENGL 603	Teaching Creative Writing (3)
ENGL 699	Comprehensive Examination (0)
ELECTIVE ENGLISH COURSES: (9) Select two of the following 500-level courses and one 600-level course.	
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 522	Major Figures in Fiction (3)
ENGL 523	Major Figures in Poetry (3)
ENGL 525	Studies in Shakespeare (3)
ENGL 531	Arthurian Literature (3)
ENGL 532	Women and Literature (3)
ENGL 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. A \$50 commencement fee must accompany the application that is paid in the Office of Cashiering.

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

Dr. Brian D. Bates, Chair

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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.

The mission of graduate sociology is an extension of the general mission of Longwood University. The goal is to develop in our students qualities of the citizen-leader by providing graduate-level education that emphasizes the applied use of sociological theories and methods. Students have the opportunity to learn how to apply sociology through practica, real life experience in their professional fields. With a program designed to serve students who are already in a service profession related to sociology and those seeking positions in these fields, we offer the kind of education that will encourage professional growth and enhance leadership ability. The student interested in the many fields of criminal justice will benefit from our program's well-developed ties to various criminal justice and related institutions throughout the region.

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

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

COMPLETION OF THE PROGRAM

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

COMPREHENSIVE EXAMINATION

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

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

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

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

The student must then 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.

CERTIFICATE IN SOCIAL POLICY AND ADMINISTRATION

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

SOCIOLOGY/CRIMINAL JUSTICE, THESIS

PROGRAM REQUIREMENTS

REQUIRED COURSES. (18)

- SOCL 501 Sociological Theory (3)
- SOCL 502 Criminological 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 509 Comparative Family Systems (3)
- SOCL 510 Sociology of Criminal Law and Civil Liberties (3)
- SOCL 511 Ethnic and Racial Groups in the United States (3)
- SOCL 512 Corrections for Special Populations (3)
- SOCL 513 Demography (3)
- SOCL 514 Police and the Community (3)
- SOCL 515 Juvenile Delinquency (3)
- SOCL 516 Administration and Leadership in Organizations(3)
- SOCL 517 Small Group Dynamics (3)
- SOCL 518 Contemporary Social Problems and Policies (3)
- SOCL 519 Revolution and Terrorism (3)
- SOCL 520 Victimization (3)
- SOCL 521 White Collar Crime (3)
- SOCL 522 Field Practicum (3, 3)
- SOCL 523 Women and Crime (3)
- SOCL 524 Family Violence and the Criminal Justice System (3)
- SOCL 525 Social Policy Formulation and Implementation (3)
- SOCL 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)
PSYC 540 Behavior Modification (3)
TOTAL HOURS REQUIRED: 33

SOCIOLOGY/CRIMINAL JUSTICE, COMPREHENSIVE EXAMINATION

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 509 Comparative Family Systems (3)
SOCL 510 Sociology of Criminal Law and Civil Liberties (3)
SOCL 511 Ethnic and Racial Groups in the United States (3)
SOCL 512 Corrections for Special Populations (3)
SOCL 513 Demography (3)
SOCL 514 Police and the Community (3)
SOCL 515 Juvenile Delinquency (3)
SOCL 516 Administration and Leadership in Organizations (3)
SOCL 517 Small Group Dynamics (3)
SOCL 518 Contemporary Social Problems and Policies (3)
SOCL 519 Revolution and Terrorism (3)
SOCL 520 Victimization (3)
SOCL 521 White Collar Crime (3)
SOCL 522 Field Practicum (3, 3)
SOCL 523 Women and Crime (3)
SOCL 524 Family Violence and the Criminal Justice System (3)
SOCL 525 Social Policy Formulation and Implementation (3)
SOCL 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 twenty-four (24) credits required above:

COUN 505 Theories of Counseling and Psychotherapy (3)
EDUC 521 Human Growth and Development (3)
PSYC 540 Behavior Modification (3)
TOTAL HOURS REQUIRED: 36

SOCIOLOGY/CRIMINAL JUSTICE FIVE YEAR

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 appli-

cation 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 3.0 GPA, complete a departmental application (forms available in the Department Office), and submit a 1000-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 satisfy all graduate studies admissions requirements.

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)

REQUIRED ELECTIVE COURSES: (18) Select six* courses from the following:

- SOCL 505 Issues in Criminal Justice (3)
- SOCL 506 Sociology of Policing (3)
- SOCL 507 Corrections (3)
- SOCL 508 Urban and Rural Culture (3)
- SOCL 509 Comparative Family Systems (3)
- SOCL 510 Sociology of Criminal Law and Civil Liberties (3)
- SOCL 511 Ethnic and Racial Groups in the United States (3)
- SOCL 512 Corrections for Special Populations (3)
- SOCL 513 Demography (3)
- SOCL 514 Police and the Community (3)
- SOCL 515 Juvenile Delinquency (3)
- SOCL 516 Administration and Leadership in Organizations (3)
- SOCL 517 Small Group Dynamics (3)
- SOCL 518 Contemporary Social Problems and Policies (3)
- SOCL 519 Revolution and Terrorism (3)
- SOCL 520 Victimization (3)
- SOCL 521 White Collar Crime (3)
- SOCL 522 Field Practicum (3, 3)
- SOCL 523 Women and Crime (3)
- SOCL 524 Family Violence and the Criminal Justice System (3)
- SOCL 525 Social Policy Formulation and Implementation (3)
- SOCL 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 eighteen (18) credits required above:

- COUN 505 Theories of Counseling and Psychotherapy (3)
- EDUC 521 Human Growth and Development (3)
- PSYC 540 Behavior Modification (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 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, 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.

ART (ART)

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

COMMUNICATION SCIENCES AND DISORDERS (CSDS)

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 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.

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 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 565. *Public School Methods in a Diverse Society.* This course is a study of service delivery and administrative requirements for public school speech-language pathology programs. The course includes a history of special education; review and application of federal and state requirements associated with special education; language and communication expectations of the classroom; collaborative service delivery approaches; and cultural competency needed to work with diverse students. Fee required. 2 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 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 610. *Feeding and Swallowing Disorders Across the Lifespan.* Assessment and treatment strategies for infants, children, and adults with feeding and/or swallowing disorders. This course is designed to build on knowledge acquired in an aphasia course. Prerequisite: CSDS 515. Fee required. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS 620. *Traumatic Brain Injury and Dementia.* Assessment and treatment of traumatic brain injury and dementia. Fee required. 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. 3 credits.

COMMUNICATION SCIENCES AND DISORDERS 630. *Craniofacial Anomalies.* Etiology and management of communication disorders related to cleft lip, cleft palate and associated disorders with emphasis on interdisciplinary management. Fee required. 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: CSDS 580 and successful application to the CSDS Clinical Affairs Committee. May be repeated to a maximum of 8 credits. Fee required per credit. 1-4 credits.

COMMUNICATION SCIENCES AND DISORDERS 685. *Externship in Speech-Language and Hearing, and/or Dysphagia.* Directed fieldwork with individuals with communication and/or swallowing disorders.

Prerequisites: CSDS 680, completion of 150 clinical clock hours and successful application to the CSDS Clinical Affairs Committee. May be repeated to a maximum of 9 credits. Grading is Pass(P)/Satisfactory Progress(SP)/Not Pass(NP). Fee required per credit. 3-6 credits.

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

COMPUTER INFORMATION MANAGEMENT SYSTEMS (CIMS)

COMPUTER INFORMATION MANAGEMENT SYSTEMS 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.

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

COUNSELING (COUN)

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 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 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. 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 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 505, 545, 555, 605, 610 and 612. Supervisory fee - \$75.00. 1-3 credits, 3 credits required.

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 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 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. 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 518. *Teaching the Writing Process K-8.* This course focuses on the writing development of primary through middle school children, and on ways teachers can encourage and respond to student writing, assess writing and writing growth, and use writing as a means of learning. Selections from a variety of genre, including children's and young adult's literature, will be examined as exemplary models of writing and as classroom resources. 3 credits.

EDUCATION 520. *Literacy Development and Cultural Awareness.* This course is designed to help teachers and/or reading specialists in the PreK-12 classroom view literacy practices as social and cultural interactions, values, and beliefs as well as reading, writing, listening, speaking and viewing experiences. Culture and its impact on successful literacy development will be emphasized. 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 525. *Intermediate to Middle School Literacy Instruction.* Examining current research of the developmental, cognitive, and instructional variations in grades 4 through 9, teachers will learn how to meet the unique needs of adolescent learners in reading, writing, speaking, listening and viewing. 3 credits.

EDUCATION 526. *Evaluation of Literacy.* Focusing on using benchmarks within the literacy developmental process, teachers and/or reading specialist/coaches will learn how to authentically assess literacy and how to use assessment to design effective instruction. Various assessments that are conducive to the classroom will be examined and applied. Prerequisites: at least six (6) credit hours from the Literacy and Culture program requirements or permission from advisor. This course should be taken the semester prior to taking EDUC 626. 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 531. *Literacy Education: History and Issues.* The focus of this course is to study the historical and philosophical perspectives of literacy educational practices. Past and current literacy issues, and their historical and philosophical roots, will be discussed. Key researchers in the field of literacy education will be examined. Prerequisites: at least six (6) hours from the Literacy & Culture program requirements or permission of advisor. 3 credits.

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

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

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

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

EDUCATION 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 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 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 626. *Practicum I: Analysis & Instruction in Literacy.* This is a supervised literacy practicum requiring teachers and/or reading specialists/coaches to utilize specific literacy assessments learned in EDUC 526 to design and implement instruction for a selected child. An emphasis will be placed on the instructional practices and professional decision making used for competency in assisting struggling readers and writers. Graduate candidates conduct this instruction in their own classrooms or in specified field settings. Prerequisites: 524 and 526. It is highly recommended that EDUC 526 be taken the semester immediately prior to taking this course. 3 credits.

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

EDUCATION 645. *Developing Leaders in Literacy.* This course explores the evolving role of the reading specialist/coach in schools. Current research, procedures, and requirements for exemplary reading programs will be analyzed. Theoretical principles and practices for effective program development and leadership in the field of literacy that include assessment, staff development, community outreach, reading material selection, and the evolving roles and responsibilities of reading personnel will be addressed. Prerequisite: EDUC 626. 3 credits.

EDUCATION 646. *Practicum II: Leadership in Literacy.* This course is designed to build upon the content of EDUC 645 and prepare reading specialists/coaches for their role as school leaders in literacy. With a focus on the International Reading Association's Standards for Reading Professionals, graduate candidates will demonstrate skills in professional development, literacy program design and supervision, coaching teachers in design and implementation of effective literacy instruction, and professional leadership in the area of literacy. Prerequisite: EDUC 626. 3 credits.

EDUCATION 647. *Professional Portfolio.* Each candidate in the Literacy and Culture program will present a Professional Portfolio as the program exit requirement and culminating experience. Candidates will enroll in one (1) credit. Continuous enrollment is required until completion with a maximum of one credit with the grade of P counted toward degree requirements. Grading is Pass (P)/Satisfactory Progress (SP)/ Not Pass (NP). Prerequisite: EDUC 626. 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 699. *Comprehensive Examination.* Prerequisite for all concentrations: 30-36 hours depending on specific program requirements and 3.0 GPA. Prerequisites for the Community and College Counseling and School Counseling concentrations: COUN 503, 505, 545, 555, 605, and 612, EDUC 502 and 521, and either COUN 637 or PSYC 651 or PSYC 660. Course fee - \$35.00. 0 credits.

EDUCATION/SCHOOL LIBRARY MEDIA (EDSL)

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

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

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

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

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

EDUCATION/SCHOOL LIBRARY MEDIA 561. *Technology Applications.* Using existing and emerging technologies for instruction, acquisition, and administration in school library media centers, including tools and methodologies for data management and for the integration of technology into the information literacy curriculum. Previous computer experience, including familiarity with Microsoft Office, is required. Prerequisite: EDSL 548 or permission of instructor. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 580. *Technical Processing of Materials.* The procedures and techniques essential for organizing and providing access to all types of materials in library catalogs. Prerequisite: completion of at least 15 EDSL credit hours or permission of instructor. 3 credits.

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

EDUCATION/SCHOOL LIBRARY MEDIA 610. *Marketing, Public Relations, and Promotion.* Theories and concepts used in marketing, public relations, and promotion for school library media centers. Provides school library media specialists with the knowledge, skills, and dispositions necessary to develop effective marketing plans, implement strategies for good public relations, and design activities and materials for promotion of their program in order to increase use of resources and facilities and improve awareness of the role of the school library media specialist in student learning. 3 credits.

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

EDUCATION/SCHOOL LIBRARY MEDIA 670. *Administration of School Library Media Centers.* A critical review and study of philosophies, policies, and procedures essential to the administration, organization, management, and assessment of resources, programs, staff, and facilities. Topics include professionalism, ethical issues, professional affiliation, communication skills, leadership, effective public relations, budgeting, and resource sharing. Prerequisites: Completion of at least 18 EDSL credit hours including EDSL 660 or permission of instructor. 3 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 689. *Supervised Experience in Library Media Services.* A minimum of 300 clock hours in a school library media center supervised by a faculty advisor (100 each in elementary, middle, and high school settings), including taking an active role in the teaching of classes. Students will need to apply to the Office of Professional Service. Restricted to candidates enrolled in School Library Media Initial Licensure Program. Prerequisite: Permission of instructor. Supervisory fee - \$300.00. 6 credits.

EDUCATION/SCHOOL LIBRARY MEDIA 690. *Clinical Experience in Library Media Services.* Three credits are required and can be earned by completing a minimum of 200 clock hours in a school library media center supervised by a faculty advisor. Prerequisite: Completion of at least 15 EDSL credit hours or permission of instructor. Supervisory fee--\$25.00 per credit hour. Continuous enrollment required until completion. Maximum of 3 credits counted toward total required credit hours. Grading is Pass(P)Satisfactory Progress(SP)/Not Pass(NP). 1-3 credits.

ENGLISH (ENGL)

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

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

Descriptions are available prior to registration for the following courses which may be repeated for credit when the topic changes: ENGL 511, 512, 513, 514, 515, 522, 523, 525, 531, 532, 538, 540, 541, 542, 543, 544, 545, 562 and all 600 level courses except ENGL 600, 601, 602, 603 and 604.

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

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

ENGLISH 525. *Studies in Shakespeare*. Extended study of specific themes and topics in Shakespeare's works. Topics may include, but will not be limited to: studies of a specific genre (comedy, tragedy, or history), studies of Shakespeare's Roman plays or history plays, or studies in Shakespearean stage or film history. 3 credits.

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

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

ENGLISH 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 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, Secondary and College Classroom.* A study of theories and strategies for improving writing. Includes a discussion of analyzing subject matter, determining purpose and audience, drafting, revising, editing (including using correct mechanics), and evaluating the elements of effective writing instruction at the middle, secondary and college levels. This course will also contain a field-based component in an actual classroom setting when students will examine current pedagogical practices in the teaching of writing. 3 credits.*

ENGLISH 580. *The Teaching of English.* A study of current practices with emphasis on specific techniques and materials. Co-requisite: EDUC 573. 3 credits.*

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

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

ENGLISH 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 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 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: ACCT 540, FINA 550, MANG 564 and MARK 588. 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 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 the student with the knowledge and skills necessary to develop effective curriculum and select age-appropriate learning strategies for health education. Included will be an overview of comprehensive/coordinated school health programs, behavioral change theory, leadership skill development, community partnership development, program planning and administration. The course will provide a "hands-on" learning environment where knowledge is used and skills are practiced. 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.

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.

KINESIOLOGY (KINS)

KINESIOLOGY 504. *Principles of Coaching.* This course provides the student with a basic understanding of the theoretical and practical applications related to coaching. The principles and problems of the future interscholastic coach, developing a coaching philosophy, and utilizing basic pedagogy, sport psychology, sport medicine, and sport physiology within coaching will be addressed. 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, this certification 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. 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. 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 biomechanics, 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 High School Physical Education.* The purpose of the high school 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 high 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.

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 multifaceted 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 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. Prerequisite: MANG 564. 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: MANG 564, 575 and MARK 588. 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, CIMS 570, ECON 509, FINA 550, 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, CIMS 570, ECON 509, FINA 550, 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 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, CIMS 570, ECON 509, FINA 550, 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: MANG 564 and MARK 588. 3 credits.

MATHEMATICS (MATH)

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

MATHEMATICS 653. *Rational Numbers and Proportional Reasoning for K-8 Teachers.* This course will cover the basic number strands in fractions and rational numbers, decimals, percents, ratios, and proportions in the school curriculum. Instruction will cover interpretations, computations, and estimation with 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 EDUCATION (MAED)

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. Prerequisite: MAED 623. 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

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

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

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

MUSIC 546. *Vocal Pedagogy.* Study of the principles of voice production, voice training, and the history of vocal pedagogy. 2 credits.

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

MUSIC 581. *Applied Music.* One-hour individual lessons or equivalent each week. Applied Fee - \$278.00. 2 credits.

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

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

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

MUSIC 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. *Teacher Research.* The student will design, conduct, evaluate, discuss and disseminate results of his/her research project that is developed in collaboration with a Longwood Music professor. The product of this research will be an article submitted for possible publication in a professional journal. Prerequisite: MUSC 631; Research topic must be approved prior to beginning of this course. See music handbook for application form. 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 540. *Behavior Modification.* Research on the use of behavioral techniques for modifying human behavior in the clinical setting will be explored. Methods for working with child and adult cases will be covered. Self-management techniques and methods for working with group behavior will also be reviewed. The student will learn how to monitor case progress through the use of single case designs. 3 credits.

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

PSYCHOLOGY 553. *Psycholinguistics.* This course surveys the psychological foundations of language. Topics will range from basic issues such as the structure of language, language development, language comprehension, and language production, to special issues such as the relationship between language and thought, the relationship between language and the brain, bilingualism, and learning a second language. 3 credits.

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

PSYCHOLOGY 622. *Marriage and Family Therapy: Theories and Techniques.* 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. Offered on a rotating basis. 3 credits.

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

PSYCHOLOGY 640. *Cognitive Behavioral Therapy.* An introduction to the theoretical framework and selected approaches of Cognitive Behavioral Therapy. Application of specific approaches will be emphasized that address a wide variety of disorders. 3 credits.

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

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

PSYCHOLOGY 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. Students pursuing licensure as a Professional Counselor must familiarize themselves with Board requirements which are more stringent. Failure to follow Board requirements will result in students receiving credit toward the degree but not toward licensure. Prerequisites: COUN 503, 505, 545, 555, 605 and 612. Grading is Pass/Satisfactory Progress/Not Pass. Continuous enrollment required until completion. 1-9 credits, 3 credits required.

SCIENCE EDUCATION (SCED)

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

SOCIOLOGY (SOCL)

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

SOCIOLOGY 502. *Criminological 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 distributions, t-Test, Chi Square, ANOVA, and regression. All of these tests will be conducted on computer using SPSSx or SAS. 3 credits per semester.

SOCIOLOGY 505. *Issues in Criminal Justice.* A survey course which examines the core components of the criminal justice system. An examination of causes of criminal behavior, statistics on the incidence of crime from both official sources and victimization studies, specific agencies within the system including those charged with enforcement, adjudication and correction. 3 credits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOCIOLOGY 522. *Field Practicum.* Supervised opportunity to apply knowledge, skills and abilities within an agency setting. An original research paper is required, as well as regularly scheduled conferences with a faculty supervisor. Strongly encouraged for the student with no experience in the criminal justice field. 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 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 699. *Comprehensive Examination.* Prerequisite: 30 credit hours. Course fee - \$35.00. 0 credits.

SPANISH (SPAN)

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

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

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

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

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

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

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

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

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

SPANISH 601. *Graduate Directed Teaching in the Elementary and Secondary Classroom.* Required of students seeking PreK-12 teaching licensure in Spanish. Each student is assigned to work with qualified cooperating teachers in a selected elementary school setting and a selected secondary school setting off campus, for six weeks

in each setting. The student teaching intern follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum of 350 hours total in the schools. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of their current teaching position. Students will need to pass Praxis II and the Virginia Communication and Literacy Assessment (VCLA) and apply to the Office of Professional Services. Prerequisites: Completion of all coursework for the degree, and a minimum cumulative GPA of 3.0. Supervisory fee - \$300.00. 6 credits.

SPECIAL EDUCATION (SPED)

SPECIAL EDUCATION 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 and SPED 375 or 520. 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. 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. 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. 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 possible 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 - \$15.00. 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 has been taken. Supervisory Fee required - \$150.00. 3 credits.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

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

TEACHING ENGLISH AS A SECOND LANGUAGE 601. *Graduate Directed Teaching in the Elementary and Secondary Classroom.* Required of students seeking PreK-12 teaching licensure in English as a Second language. Each student is assigned to work with qualified cooperating teachers in a selected elementary school setting and a selected secondary school setting off campus, for six weeks in each setting. The student teaching intern follows the schedule of each cooperating teacher and will take over all duties under the supervision of the cooperating teacher. The schedule involves a minimum of 350 clock hours total in the schools. For those who are already teaching under a Provisional License, the Directed Teaching semester will be a mentorship of their current teaching position. Students will need to pass Praxis II and the Virginia Communication and Literacy Assessment (VCLA) and apply to the Office of Professional Services. Prerequisites: Completion of all coursework for the degree, and a minimum cumulative GPA of 3.0. Supervisory fee - \$300.00. 6 credits.

Administration (2011-2012)

LONGWOOD BOARD OF VISITORS 2011-2012

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EDWARD I. GORDON, MD
Pediatric and Family Practice, Farmville, VA
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President, Thomas A Johnson Furniture Company, Lynchburg, VA
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MR. RONAL OLSWYN WHITE
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DR. KENNETH B. PERKINS, *Interim Vice President for Academic Affairs*
DR. FRANCIS X. MOORE, III, *Vice President for Information and Instructional Technology Services*
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DEANS

DR. PAUL BARRETT, *Dean, College of Business and Economics*
DR. DENESE L. R. JONES, *Dean, College of Education and Human Services*
DR. JEANNINE R. PERRY, *Dean, College of Graduate and Professional Studies*
DR. CHARLES D. ROSS, *Dean, Cook-Cole College of Arts and Sciences*

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 first fall meeting.

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 first fall meeting.

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 (2011-2012)

The primary responsibility for designating Graduate Faculty rests with the chairs of the academic departments. 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.

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

PAM AERNI, Assistant Professor of Education (2010)

B.S., Virginia Polytechnic Institute and State University; M.Ed., Virginia State University; Ph.D., College of William and Mary

PEGGY C. AGEE, Assistant Professor of Communication Sciences & Disorders (1999)

B.S., Longwood College; M.Ed., University of Virginia; SLP.D., NOVA Southeastern University

LAURA E. AGNICH, Assistant Professor of Criminal Justice and Sociology (2011)

B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Virginia Polytechnic Institute and State University

JENNIFER M. APPERSON, 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

JOHN W. BARBREY, Assistant Professor of Criminal Justice and Sociology (2008)

B.A., Clemson University; M.P.A., Clemson University/University of South Carolina; Ph.D., University of Tennessee-Knoxville

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

CHRISTOPHER A. BJORNSEN, Professor of Psychology (1995)
 B.A., Randolph-Macon College; M.S., Ph.D., Virginia Commonwealth University

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, Associate Professor of Education (2002)
 B.A., University of Michigan; M.S., Longwood College; Ph.D., Virginia Commonwealth University

NORMAN J. BREGMAN, Professor of Psychology (1997)
 B.A., Kean University; M.A., Stephen F. Austin University; Ph.D., University of Southern California

RHONDA BROCK-SERVAIS, Associate Professor of English and
 Chair of the Department of English and Modern Languages (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

RUTH L. BUDD, Associate Professor of Spanish (1996)
 B.A., M.A., James Madison University; Ph.D., University of North Carolina at Chapel Hill

WILLIAM BURGER, 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

CRAIG C. CHALLENGER, Professor of English (1983)
 B.A., Bethel College; M.A., Wichita State University; Ph.D., University of Oklahoma

AUDREY P. CHURCH, Associate Professor of School Library Media (2000)
 B.A., Bridgewater College; M.S., Longwood College; Ph.D., Virginia Commonwealth 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

GAYLE H. DALY, Clinical Director and Instructor of Communication Sciences and Disorders (1998)
 B.A., University of Rhode Island; M.S., James Madison University

GLENN S. DARDICK, Associate Professor of Information Systems (2003)
 B.S.B.A., University of Florida; Ph.D., Virginia Commonwealth University

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

MARY A. FLANIGAN, Professor of Accounting (1990)
 B.A., College of Notre Dame of Maryland; B.S., Towson State University;
 M.B.A., Loyola College in Maryland; Ph.D., Virginia Commonwealth University; C.P.A.

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

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 B.A., Ohio State University; M.B.A., Ph.D., University of Houston

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

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 D.B.A., The George Washington University

CHENE HEADY, Associate Professor of English (2005)
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 B.S., Cabrini College; M.L.S., Syracuse University

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 B.A., East Carolina University; M.A., University of New Brunswick (Canada);
 Ph.D., Oklahoma State University

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

JAMES W. JORDAN, Professor of Anthropology and Sociology (1978)
 B.S., Indiana University of Pennsylvania; M.A., University of Connecticut;
 Ph.D., University of Georgia

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

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

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

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

CHRYSTYNA KOSARCHYN, Professor of Health Education (1987)
 B.A., University of Illinois; M.A., Kent State University; Ph.D., University of Toledo

CLAIRE R. LAROCHE, Associate Professor of Business Law and Legal Environment (1998)
 B.S., College of Charleston; J.D., University of South Carolina Law School;
 M.B.A., College of William and Mary

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 B.S., Christopher Newport College; M.S., Ph.D., Virginia Polytechnic Institute and State University

CASIE R. LEGETTE, Assistant Professor of English (2010)
 B.A., M.A., University of Georgia; Ph.D., University of Michigan

DAVID L. LEHR, Associate Professor of Economics (2001)
 B.A., State University of New York at Fredonia; M.A., Ph.D., Pennsylvania State University

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 B.A., Mary Washington College; M.A., Ph.D., Old Dominion University

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 B.S.B.A., Longwood College; M.B.A., University of North Carolina at Wilmington;
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