

WILLIAM & MARY

SCHOOL OF EDUCATION
GRADUATE PROGRAMS
2010-2011



education.wm.edu

School of Education Graduate Programs

CURRICULUM AND INSTRUCTION – C & I

Areas of Specialization	Master's Level Program	Specialist Level Program	Doctorate Level Program
Elementary Education	M.A.Ed.		
Secondary Education	M.A.Ed. with concentrations in English, Mathematics, Foreign Languages, Science, and Social Studies		
Special Education	M.A.Ed. in General Curriculum or Collaborating Master Educator		
Gifted Education	M.A.Ed. Program		
Reading, Language and Literacy Education	M.A.Ed. Program		
Secondary Education (Math/Science)	M.A.Ed.(for licensed teachers)		
Math Specialist	M.A.Ed. (for licensed teachers)		

EDUCATIONAL POLICY, PLANNING AND LEADERSHIP – EPPL

Areas of Specialization	Master's Level Program	Specialist Level Program	Doctorate Level Program
Administration and Supervision PreK-12	M.Ed.		Ed.D./Ph.D./Executive Ed.D.
Gifted Education Administration			Ed.D./Ph.D
Higher Education Administration	M.Ed.		Ed.D./Ph.D
Special Education Administration			Ed.D./Ph.D
Curriculum Leadership			Ed.D./Ph.D
Curriculum and Educational Technology			Ed.D./Ph.D

SCHOOL PSYCHOLOGY AND COUNSELOR EDUCATION - SPACE

Areas of Specialization	Master's Level Program	Specialist Level Program	Doctorate Level Program
Counseling	M.Ed. with concentrations in Community; Community & Addictions; School; and Family		Ph.D in Counselor Education
School Psychology	M.Ed.	Ed.S.	

Administration

Chancellor of the College

Sandra Day O'Connor

President of the College

W. Taylor Reveley III, President

Board of Visitors

(as of July 1, 2010)

Officers:

Henry C. Wolf '64, J.D. '66 - Rector

John W. Gerdelman '75 - Vice Rector

Janet M. Brashear '82 - Secretary

Virginia Beach, VA

Williamsburg, VA

Virginia Beach VA

Members:

Charles A. Banks III

Colin G. Campbell

Timothy P. Dunn '83

Edward L. Flippen, M.B.A. '67, J.D. '74

Laura L. Flippin '92

R. Philip Herget III

Kathy Y. Hornsby '79

Dennis H. Liberson '78

Anita O. Poston, J.D. '74

L. Clifford Schroeder, Sr.

Robert E. Scott, J.D. '68

Michael Tang '76

John Charles Thomas

Jeffrey B. Trammell '73

Gloucester, VA

Williamsburg, VA

Rectortown, VA

Richmond, VA

Arlington, VA

Alexandria, VA

Williamsburg, VA

Great Falls, VA

Norfolk, VA

Richmond, VA

New York, NY

Elk Grove Village, IL

Richmond, VA

Washington, DC



2010-2011 Faculty Representatives:

Alan J. Meese '86

Steven E. Martin

College of William and Mary

Richard Bland College

2010-2011 Student Representatives:

Christina E. Scott

Johnathan R. Malbon

College of William and Mary

Richard Bland College

William & Mary At A Glance

General

State-supported, primarily undergraduate, four-year co-educational residential university of moderate size with approximately 8,000 students of whom approximately 6,000 are undergraduates. The Graduate School of Education offers a comprehensive program of graduate study, enrolling approximately 600 graduate students, of which 200 are full-time.

Location

Historic Williamsburg, Virginia, 150 miles from Washington, D.C., 50 miles from Richmond, 5 miles from Newport News. Accessible by air, ground, and rail transportation.

History

Chartered February 8, 1693, by King William III and Queen Mary II as the second college in the American Colonies. Severed formal ties with Britain in 1776. Became State-supported in 1906 and co-educational in 1918. Achieved modern university status in 1967. Phi Beta Kappa, founded here in 1776, and the Honor System of conduct are among the College's contributions to higher education tradition.

Campus

Approximately 1,200 acres including Lake Matoaka and picturesque College Woods; 40 major buildings, including the Sir Christopher Wren Building, the nation's oldest classroom building in continuous use, where three presidents (Jefferson, Monroe, and Tyler) studied.

Cost

Tuition and fees: \$10,768 annually for full-time in-state students; \$24,638 for full-time non-residents. Part-time tuition and fees: \$345 per semester hour for state students; \$920 per semester hour for out-of-state residents. These are rates for graduate education students.

Schools

Arts and Sciences, Business Administration, Education, Law, and Marine Science.

Departments

American Studies, Anthropology, Applied Science, Biology, Chemistry, Classical Studies, Computer Science, Economics, English Language and Literature, Fine Arts, Geology, Government, History, International Studies, Kinesiology, Mathematics, Military Science, Modern Languages and Literatures, Music, Philosophy, Physics, Psychology, Public Policy, Religion, Sociology, and Theatre and Speech.

Graduate Degrees

Master's

American Studies, Anthropology, Applied Science, Biology, Chemistry, Computer Science, History, Physics, Psychology, Public Policy, Business Administration (M.B.A.), Law (J.D., M.L.&T.), and Marine Science.

M.A.Ed.

Curriculum & Instruction with concentrations in Elementary Education, Secondary Education, Gifted Education, Reading, and Special Education (initial certification and Collaborating Master Educator).

M.Ed.

Counseling; Educational Leadership; and School Psychology.

Educational Specialist

School Psychology.

Doctorate

Computer Science, Education (Counselor Education and Education Policy, Planning and Leadership), History, Marine Science, Physics, and Psychology (through the Virginia Consortium).

Getting to W&M

By Plane

Newport News/Williamsburg Airport is approximately 30 minutes from campus. Williamsburg is also easily accessible from Richmond International and Norfolk International Airports, each one hour away. Several ground transportation companies at all three airports provide limousine or shuttle service to the College.

By Bus or Train

Nationwide service by Greyhound/Trailways serves Richmond and Norfolk, with connections to Williamsburg. Visitors may use direct AMTRAK service to Williamsburg from Boston, New York, Philadelphia, Baltimore, and Washington, D.C. The combined bus and train station is located less than one mile from the College. Taxi service to campus is available.

By Car

Williamsburg is located 150 miles south of Washington D.C., approximately midway between Richmond and Norfolk on Interstate 64. From Richmond, take I-64 to Exit 234, which is Route 199 to Lightfoot and Williamsburg. Continue on Route 199 to the Route 321 exit for Monticello Avenue and stay to the left following the signs toward The College of William and Mary. Continue on Monticello Avenue until you get to the 5th stoplight. Turn right to enter the School of Education Building. Parking is located to the right and left of the building. The Office of Academic Programs is located on the first floor of the building. Visitor parking is permitted where designated on the School of Education campus only. From Norfolk/Virginia Beach on I-64, take Exit 242A, Route 199. Turn right at Route 321, the Monticello Avenue exit, and stay to the right. Continue on Monticello Avenue until you get to the 5th stop light. Turn right to enter the School of Education Building.

Policy Statements

Statement of Purpose *

The College of William and Mary, a public university in Williamsburg, Virginia, is the second-oldest institution of higher learning in the United States. Established in 1693 by British royal charter, William and Mary is proud of its role as the Alma Mater of generations of American patriots, leaders and public servants. Now, in its fourth century, it continues this tradition of excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university. Its moderate size, dedicated faculty, and distinctive history give William and Mary a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers.

The university's predominantly residential undergraduate program provides a broad liberal education in a stimulating academic environment enhanced by a talented and diverse student body. This nationally acclaimed undergraduate program is integrated with selected graduate and professional programs in five faculties—Arts and Sciences, Business, Education, Law, and Marine Science. Master's and doctoral programs in the humanities, the sciences, the social sciences, business, education, and law provide a wide variety of intellectual opportunities for students at both graduate and undergraduate levels.

At William and Mary, teaching, research, and public service are linked through programs designed to preserve, transmit, and expand knowledge. Effective teaching imparts knowledge and encourages the intellectual development of both student and teacher. Quality research supports the educational program by introducing students to the challenge and excitement of original discovery, and is a source of the knowledge and understanding needed for a better society. The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research, and public service are all integral parts of the mission of William and Mary.

Goals

In fulfilling its mission, The College of William and Mary adopts the following specific goals:

- to attract outstanding students from diverse backgrounds;
- to develop a diverse faculty which is national and internationally recognized for excellence in both teaching and research;
- to provide a challenging undergraduate program

with a liberal arts and sciences curriculum that encourages creativity, independent thought, and intellectual depth, breadth, and curiosity;

- to offer high quality graduate and professional programs that prepare students for intellectual, professional, and public leadership;
- to instill in its students an appreciation for the human condition, a concern for the public well-being, and a life-long commitment to learning; and
- to use the scholarship and skills of its faculty and students to further human knowledge and understanding, and to address specific problems confronting the Commonwealth of Virginia, the nation, and the world.

*Approved by all College Faculties in Spring 1994.

Religious Accommodations

The College of William and Mary urges its administrators, faculty members, and staff to be sensitive to the religious holidays of organized religions. All persons should be able to participate in the essential practices of their faith without conflict with academic requirements as long as such practices are in accordance with state and federal regulations and consistent with the safety regulations of the College. The College offers the following guidelines.

1. As soon as possible and no later than the end of the drop/add period, each student has the responsibility to inform his or her instructor of religious observances that are likely to conflict directly with classes and other required academic activities. Each student has the responsibility to arrange his or her course schedule to minimize conflicts. It is understood that when scheduling options exist for religious observances, the student has the responsibility to minimize conflicts.
2. Based upon prior agreement between the instructor and student, a student who misses a class meeting because of a scheduling conflict with religious observances should be allowed, whenever possible, to complete without penalty the work missed because of such absences. A student who is absent from a test or presentation because of the observance of a religious holiday should be able to reschedule it without penalty. Absence from a final examination requires that the examination be rescheduled through the established process for rescheduling of final examinations by the Associate Dean for Academic Programs.
3. If a scheduling conflict with a student's planned absence cannot be resolved between the instructor and the student, graduate students should contact the Dean.

4. Faculty members and administrators in charge of scheduling campus wide events should avoid conflicts with religious holidays as much as possible.

Equal Employment Opportunity

Within the limits of its facilities and obligations as a state university, The College of William and Mary extends the possibility of admission to all qualified students without regard to sex, race, color, age, religion, national origin, sexual orientation, or disability. The facilities and services of the College are open to all enrolled students on the same basis, and all standards and policies of the institution, including those governing employment, are applied accordingly.

The College of William and Mary does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies in the Office of Equal Opportunity and Affirmative Action:

Director of EO/AA
Hornsby House
The College of William and Mary
P.O. Box 8795
Williamsburg, VA 23187-8795
(757) 221-2615 (Voice), (757) 221-2613 (TDD)
(757) 221-2614 (FAX), (800) 343-6866 (Toll Free).

Being an equal opportunity/affirmative action employer, The College of William and Mary strongly encourages admission applications from members of underrepresented groups, including people of color, people with disabilities, Vietnam veterans, and women.

Disability Services

The University will seek to provide reasonable accommodations to qualified individuals with disabilities. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The College of William and Mary welcomes a widely diverse population of students including students with disabilities. In order to provide an accessible educational environment and to meet the individual learning needs of students, we invite self-declaration of disabilities to the College's Assistant Dean of Students for Disability Services, Campus Center 109, College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795, (757) 221-2510 (Voice), (757) 221-2538 (Fax).

Documentation of disability need not precede arrival on campus, but must be filed with Disability Services before reasonable accommodation will be considered. Please refer to the Disability Services website for specific details

related to documentation criteria (<http://www.wm.edu/offices/deanofstudents/services/disabilityservices/index.php>). All documentation will be handled confidentially and shared only with the student's express written permission for accommodation purposes.

Senior Citizens

Senior citizens of Virginia who wish to take advantage of fee waiver privileges for attending courses in the School of Education are invited to contact the University Registrar for full details.

Honor System

The Honor System established at William and Mary in 1779 places upon each student responsibility for maintaining the honor of the student body. Lying, cheating and stealing constitute unacceptable conduct.

The College reserves the right to change the regulations, charges, curricula, course offerings and schedules listed herein at any time.

Student Right to Know

Persons interested in statistics involving campus crime may contact the office of Campus Police at (757) 221-4596.

Statement on Diversity

The College of William and Mary in Virginia is a community of teachers, students, and staff who share our national ideals of human equality, democracy, pluralism, and advancement based on merit. We give life to these principles and prepare young women and men to be citizens of the wider world when we value diverse backgrounds, talents, and points of view.

As a community, William and Mary believes that cultural pluralism and intellectual diversity introduce us to new experiences, stimulate original ideas, enrich critical thinking, and give our work a broader reach. We cannot accomplish our mission of teaching, learning, discovery, and service without such diversity.

William and Mary belongs to all Virginians, to the nation, and to the world. Yet our College, like our country, failed for many years to open the door of opportunity to all people. In recent decades, William and Mary has made itself a more diverse community, and thus a better one. Structures and habits that create injustices, however, have yet to be fully banished from American society. We are committed to eliminate those injustices at the College and beyond.

The College of William and Mary, a university on a human scale, strives to be a place where people of all backgrounds feel at home, where diversity is actively embraced, and where each individual takes responsibility for upholding the dignity of all members of the community.

Conceptual Framework

The Conceptual Framework of the School of Education at the College of William and Mary incorporates a shared view of how to best prepare our graduates to deliver services to children, schools, families, and communities in a manner that will promote educationally and psychologically healthy environments in a pluralistic society. This framework embodies the essential elements for our programs, courses, teaching, student and faculty scholarship, and student performance. As an integrative whole, the framework is comprised of the four main strands of the Content Expert, the Reflective Practitioner, the Educational Leader, and the Effective Collaborator, which we believe constitute a highly qualified professional who will positively and productively contribute to the lives of students, clients, community, and the profession.

CONTENT EXPERT

We believe fundamentally that professionals must have specific knowledge to learn in context and problem solve throughout a career. A profound understanding of disciplinary subject matter is vital. Content knowledge must be accompanied by pedagogical content knowledge for educational practitioners to be able to interpret, communicate, and construct knowledge that promotes learning (Shulman, 1987; Abell, Rogers, Park, Hauscin, Lee, & Gagnon, 2009) and to understand the role of identity in knowledge construction (Tatum, 1999). The value of our long-standing commitment to intellectualism by our faculty is confirmed by recent research conducted by Hill, Rowen and Ball (2005), Krauss, Brunner, Kunter, et al., (2008), Goldhaber and Anthony (2003), and Griffen, Jitendra, and League (2009) that validates the need for intellectual rigor in subject matter. The role of our programs is to provide opportunities and a local, national, and international context for students to build and evaluate knowledge that equips them to work in a diverse global society (Banks, 2008). To accomplish this goal, we encourage students to master content appropriate to their disciplinary foci, consider diverse perspectives, participate in engaged learning, reflect on their actions, and generate responses based on research and best practice. The organization and transfer of knowledge and skills across these experiences results in deeper learning for our students and those whom they will serve.

REFLECTIVE PRACTITIONER

Our beliefs and preparation programs emanate from the continuing scholarship on reflective practice by Dewey (1901, 1933), Schon (1983, 1987), Kolb (1984), Johns (1994), Zeichner and Liston (1996), Newman (1999), Sherwood (2005), and others. We believe that ideal professional preparation produces an educator who can “reflect-in-action” and “reflect-on-action.” According to research-based principles of reflective practice, learning does not occur through direct transmission of knowledge from instructor to student. Instead, instruction provides students in all fields of education with multiple opportunities to articulate their own ideas, experiment with these ideas, construct new knowledge, and make connections between their professional studies and the world in which they live and work. To this end, the School of Education cultivates a style of reflective practice that embraces the role of data, active inquiry, careful analysis, and thoughtful decision-making that leads to effective and culturally responsive pedagogy (Gay, 2000; Ladson-Billings, 1994). This reflective practice begins with self-examination of one’s own identity and the myriad ways that identity and life experiences influence one’s view of the world. We believe that teaching is a cognitive process that involves decision making (Sergiovanni & Starratt, 1993), and we hold that our responsibility is, in large part, to educate our students to reason soundly and to perform skillfully. Although students in our programs prepare for specialized roles, we focus overall on the development of analytic and creative practices through which they can approach new issues and problems in a proactive way throughout their educational careers.

EDUCATIONAL LEADER

Given the strengths of our students and preparation programs, we expect that our graduates will assume leadership roles in a variety of educational and societal settings. We broadly define educational leadership to include traditional positions such as preK-12 and university administrative assignments, as well as emerging and expansive roles such as leaders in research and scholarly positions, teacher-leaders, and leaders in the counseling and school psychology professions. To prepare our graduates for these varied roles within their respective specializations and career settings, we aspire to equip them with the essential skills and dispositions requisite for successfully supporting innovation and excellence across the field of education (Fullan, 2005; Fullan, Bertani, & Quinn, 2004; Hattie, 2009). Among the important abilities that will inform the leadership practices of our graduates are research-based technical skills, conceptually

sound decision making, thoughtful and informed problem solving, and clear and inclusive communication. We expect our students to embrace and model ethical principles in all aspects of their work. As reflected in these ideals, we hope our graduates develop a personal sense of competence and confidence in leadership roles that encourages resilience in coping with and promoting desired change within the context of a globally connected environment (Zhou, 2009). Further, we expect our graduates to conduct and apply research for the public good through their schools, clinics, and community and state organizations (Anyon, 2005; Ladson-Billings & Tate, 2006). Ultimately, we believe that our graduates will contribute significantly to the educational organizations in which they work and thereby improve the quality of life of the students and other individuals they serve (Hallinger & Heck, 1996; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005).

EFFECTIVE COLLABORATOR

Finally, we promote and develop the use of a collaborative style for working effectively and cooperatively in professional communities, no matter how broadly or narrowly defined. As Glaser (2005) states, a collaborative style empowers individuals and groups to make changes necessary for improvement. We find the evidence compelling that partnerships among professionals, as well as between academic and non-academic realms, are critical for the successful education of all students, as such collaboration allows students to take full advantage of their schools' academic opportunities (Baker et al, 2009). Collaboration aids in the interpretation of data, the development of goals and interventions, and the measurement of progress (Camizzi, Clark, Yacco, & Goodman, 2009; INTASC, 2007), which are all integral to understanding students and meeting their individual needs. In addition to professional partnerships, it is vital for educators to build positive and effective relationships with the racially, culturally, economically, and linguistically diverse families and communities we serve (Delpit, 1995; Sleeter, 2008). We believe that programs that prepare individuals who will assume roles of teaching, service, and leadership must expect graduates not only to demonstrate effective collaborative skills but also to model these skills for their students (INTASC, 2007).

A DYNAMIC AND CORE FRAMEWORK

The Conceptual Framework of the School of Education must be adaptable to the experience and background of the candidates within programs, the relative importance of the four strands within program areas, and to the external forces of our society. The dynamic nature of the framework is most clearly demonstrated by the relative emphasis placed on the four strands by each program. While all of our graduates embody the core qualities of the Content Expert, Reflective Practitioner, Educational Leader, and Effective Collaborator, we recognize and account for the valid and important degrees of emphasis, distinction, and definition that these core concepts take not only in a program area, but also with regard to the unique strengths and weaknesses of each student and over the duration of the professional life of a graduate and beyond.

Ultimately, the Conceptual Framework reflects the core elements of a graduate of the School of Education and, as such, it provides a structure for our programs and a process for generating and responding to new knowledge. The framework guides the experiences we require of students in their programs. The framework also provides the basis for the expectations and the evaluation of candidates and their programs. Through the process of candidate and program evaluation, we expect that our programs will produce highly qualified professionals and continuously evolve in response to our students' experiences within the program and our graduates' contributions to the profession as practitioners.

Administration & Faculty

Administrative Staff*

Virginia K. McLaughlin (1995, 1985), *Chancellor Professor and Dean*—A.B., The College of William and Mary; M.A., Vanderbilt University; Ed.D., Memphis State University.

Thomas J. Ward (1995, 1989), *Professor and Associate Dean for Academic Programs*—B.A., LaSalle College; M.S. and Ph.D., The Pennsylvania State University.

Christopher R. Gareis (2008, 2002), *Associate Professor and Associate Dean for Teacher Education*—B.A., Washington and Lee University; M.A. Ed., Ed.S., and Ed.D., The College of William and Mary.

Suzanne J. Anglim (2007), *Assessment Coordinator*—B.S., Norfolk State University; M.S., Cambridge College.

Christine M. Baron (2007), *Development Associate*—B.A., University of Minnesota.

Rebecca Beasley (2007), *Director, Learning Resources Center*—B.A., University of Southern California; M.S., Florida State University.

Susan D. Burns (2008), *Assistant Director of Admission*—B.S., Old Dominion University.

Renea Eubanks (2007), *Faculty Secretary*.

Donna Gill (2001), *Fiscal Specialist*.

Jennifer Hay (2006), *Assistant to the Dean*—B.S. and M.S., University of Charleston.

Dean Neff (2009), *Director of Fiscal Operations*—B.S., Old Dominion University.

Patty Purish O'Neill (2007), *Director of Development*—B.A., University of Central Florida; M.S. Florida State University, Ph.D., The College of William and Mary.

Dorothy S. Osborne (2006), *Assistant Dean for Admission*—B.A., North Carolina State University; M.Ed., University of Oklahoma.

Gwendolyn Pearson (1992), *Graduate Registrar*—B.A., Christopher Newport College.

Jan Rozzelle (1998), *Executive Director, School Leadership Institute*—B.A., West Georgia College; M.A., Appalachian State University; Ed.D., The College of William and Mary.

Diane Shelton (2005), *Fiscal Specialist*—A.B., The College of William and Mary.

Deborah Walker (1995), *Director, Professional Services*.



Dean Virginia McLaughlin

Faculty*

Virginia M. Ambler (2009), *Executive Assistant Professor*—B.A. and Ph.D., The College of William and Mary; M.A., Ohio State University.

James P. Barber (2010, 2010), *Assistant Professor*—B.A., Grand Valley State University; M.A., Bowling Green State University; Ph.D., University of Michigan.

George M. Bass, Jr. (1982, 1976), *Associate Professor*—B.A., Yale University; Ph.D., University of Minnesota.

James W. Beers (1986, 1977), *Professor*—B.A., Johns Hopkins University; M.A. and Ph.D., University of Virginia.

Brian W. Blouet (1989, 1989), *Fred Huby Professor of Geology and International Education*—B.A. and Ph.D., University of Hull.

Bruce Bracken (2000, 2000), *Professor*—B.S., College of Charleston; M.A. and Ph.D., University of Georgia.

Johnston M. Brendel (2006), *Clinical Associate Professor*—B.A., Virginia Tech; M.Ed., Virginia Commonwealth University; Ed.S. and Ed.D., The College of William and Mary.

Tracy Cross (2009, 2009), *Jody and Layton Smith Professor of Psychology and Gifted Education*—B.S., M.S., Ed.S., and Ph.D., University of Tennessee, Knoxville.

Sharon H. deFur (2008, 1998), *Professor*—A.B., The College of William and Mary; M.Ed., Loyola College; Ed.D., George Washington University.

Michael F. DiPaola (2008, 1998), *Chancellor Professor*—A.B., The College of William and Mary; M.Ed., William Paterson College; M.A., Montclair State College; Ed.D., Rutgers, The State University.

James K. Donnor (2010, 2010), *Assistant Professor*—B.A., Washington State University; M.A., Ohio State University; Ph.D., University of Wisconsin-Madison.

Pamela L. Eddy (2008, 2008), *Associate Professor*—B.S., Allegheny College; M.S., Cornell University; Ph.D., Michigan State University.

* The first date indicates the year when the present rank was attained; the second date the year when the individual was first appointed to the instructional staff.

- Dorothy E. Finnegan (1999, 1993), *Associate Professor*—B.A., William Penn College; M.A., Ball State University; D.A., Western Colorado University; Ph.D., The Pennsylvania State University.
- Victoria A. Foster (2005, 1992), *Professor*—B.A. and M.A., University of Alabama at Tuscaloosa; Ed.D., North Carolina State University.
- Nanette S. Frischmann (2010, 2010), *Assistant Professor*—B.S. and M.B.A., Woodbury College; M.S., California State University; Ph.D., University of Kansas.
- Leslie W. Grant (2008), *Visiting Assistant Professor*—B.A., James Madison University; M.S.Ed., Old Dominion University; Ed.S., The George Washington University; Ph.D., The College of William and Mary.
- Charles F. Gressard (2010, 1993), *Professor*—B.A., Wittenberg University; M.Ed., Kent State University; Ph.D., University of Iowa.
- Gail B. Hardinge (2008), *Clinical Associate Professor*—B.S., Virginia Commonwealth University; M.Ed., Ed.S. and Ed.D., The College of William and Mary.
- Judith B. Harris (2002, 2002), *Robert D. & Patricia Lee Pavey Chair in Educational Technology, Professor*—B.A., University of Pennsylvania; M.Ed., Beaver College; Ph.D., University of Virginia.
- Mark Hofer (2009, 2005), *Dorman Family Term Distinguished Associate Professor of Education*—B.A., Notre Dame University; M.S., Butler University; Ph.D., University of Virginia.
- C. Denise Johnson (2006, 2005), *Associate Professor*—B.S., Kansas State University; M.Ed., University of Texas at Tyler; Ph.D., University of Memphis.
- Kyung H. Kim (2008, 2008), *Assistant Professor*—B.S., Kyungpook National University; M.S. and Ph.D., Korea University; Ph.D., University of Georgia.
- Lori A. Korinek (1997, 1985), *Professor*—B.S., University of Wisconsin at Madison; M.A.Ed., The College of William and Mary; Ph.D., University of Florida.
- John F. Lavach (1976, 1967), *Professor*—A.B., Montclair State College; M.A., Fairleigh Dickinson University; Ed.D., Duke University.
- Marguerite M. Mason (2000, 1997), *Professor*—B.A., Knox College; M.S., Western Illinois University; Ph.D., University of Iowa.
- Juanita Jo Matkins (2008, 2004), *David and Carolyn Wakefield Term Distinguished Associate Professor of Education*—B.S., Towson State University; M.Ed. and Ed.D., University of Virginia.
- Charles R. McAdams (2010, 1997), *Professor*—B.S., M.Ed., and Ed.D., North Carolina State University.
- Gail A. McEachron (2004, 1987), *Professor*—B.A. and M.A., Arizona State University; Ph.D., University of Texas at Austin.
- John Noell Moore (2010, 1999), *Professor of Education*—A.B., The College of William and Mary; M.A., Radford University; Ph.D., Virginia Polytechnic Institute and State University.
- James M. Patton (1997, 1987), *Professor*—B.A., Kentucky State University; M.Ed., University of Louisville; Ed.D., Indiana University.
- Patricia A. Popp (2005), *Clinical Associate Professor*—B.A., Boston University; M.Ed., Virginia Commonwealth University; Ph.D., The College of William and Mary.
- Deborah L. Ramer (2008), *Instructor*—B.A., James Madison University; M.Ed. and Ed.S., University of Virginia.
- Gene A. Roche (2002), *Executive Professor and Director of Academic Information Services*—A.B., Hamilton College; M.S. and Ed.D., Syracuse University.
- M. Ann Shillingford (2009, 2009), *Assistant Professor*—B.S., Strayer University; M.Ed., Bowie State University; Ph.D., University of Central Florida.
- Steven R. Staples (2008), *Executive Professor*—A.B. and M.Ed., The College of William and Mary; Ed.D., Virginia Polytechnic Institute and State University.
- Jeremy Stoddard (2006, 2006), *Assistant Professor*—B.A., Hamline University, M.S., and Ph.D., University of Wisconsin-Madison.
- James H. Stronge (1995, 1989), *Heritage Professor*—B.S. and M.A., University of Alabama at Birmingham; Ph.D., University of Alabama at Tuscaloosa.
- Lea A. Theodore (2009, 2009), *Associate Professor*—B.A., State University of New York at Binghamton; M.A., St. John's University; M.A. and Ph.D., University of Connecticut.
- Carol Tieso (2008, 2005), *Class of 1964 Term Distinguished Associate Professor of Education*—B.A., University of California, Berkeley; M.A., California State University, Stanislaus; Ph.D., University of Connecticut.
- Shannon Trice-Black (2009, 2009), *Assistant Professor*—B.A., The College of William and Mary; M.Ed. and Ph.D., University of Virginia.
- Megan Tschannen-Moran (2006, 2000), *Associate Professor of Education*—B.S., Northwestern University; M.Ed. and Ph.D., The Ohio State University.
- Sandra B. Ward (2003, 1990), *Professor*—B.S., The College of William and Mary; M.S. and Ph.D., The Pennsylvania State University.

Kelly Whalon (2005, 2005), *Sharpe Assistant Professor of Civic Renewal*—
B.A., Rhode Island College; M.A.,
Florida Gulf Coast University; Ph.D.,
Florida State University.

Brenda T. Williams (2005, 1993),
Professor—B.S. and M.A., Hampton
Institute; Ed.D., The College of William
and Mary.

Adjunct Faculty

Carol Beers
Esther Benoit
Laura Bitto
Lori Bland
Judy Brown
Virginia Carey
Kimberley Chandler
Linda Colbert
Rachael Cofer
Mary Creasy
Jennifer Cross
Janet Dannemiller-Parker
Courtney Dowell
Julie Eng
Rosann Gatski
Sandra Gillerie
Wandalyn Glover
Bonnie Gobble
Kevin Goff
Deborah Griesinger
Gail Hardinge
John Hilkert
Catherine Huemer
Dana Johnson
James Lindsay
Frances Lockard
Anita Morgan
Jennifer Parish
Emily Pease
Susan Pongratz
Patricia Popp
Karen Richardson
Janice Robbins
Laurie Rokutani
W. Samuel Sadler
Lee Schuster
Kristin Schweitzer
Lucia Sebastian
Sheila Smith
Robert Sulzberger
Nicole Throckmorton
Kristi Wagner
John Williams
Lois Williams

University Supervisors

Judy Brown
Linda Colbert
Rosann Gatski
Sandra Gillette
Bonnie Gobble

Kevin Goff
Deborah Griesinger
John Hilkert
Bill Lindsey
Frances Lockard
Janet Parker
Debbie Ramer
Lee Schuster
Janie Smith
Robert Sulzberger
Bill Williams

Clinical Faculty

Bunny Akers *
Susan Alis
Richard Ambler *
Lorraine Arduini
Kerry Armbruster
Karen Armstead
Melissa Baldwin
Julie Barrett
Kathleen Barrett
Melissa Bonta-McAdams
Judy Bristow
Amy Brown *
Gene Bruss *
Robin Burford
Katherine Burgoyne
Kathryn Burns
Jason Burns
Patricia Byrd-Pritchett
Barbara Cahill
Joan Cannon
Griselda Carlsen
Martha Caruso
Linda Cavanaugh *
Melissa Chai *
Pat Chappell
Heather Cline
Ashley Clouser
Bryan Cole
Leslie Coleman
Jodi Consoli
Pam Crowley
Thomas Dagley
Diane Danks
Emil Davis
Lynda Davis
Anne Dell
Tiffany Dormire
Amy Doss
Leah Duckworth
Julie Durrant
Bonnie Ellis
Matthew Ellis
Deborah Erwin
Janet Evans
David Fahey
Tama Ferrara
Emily Finerfrock
Dawn Florence
Barbara Flynn
Robin Ford
Noel Gardner
Sherrie Geyer

Kathy Gibbs *
Karen Golden
Grayce Goodwin
Melissa Green
Wallace Green
Melinda Griffin
Suzan Griffin
Christopher Hailey
Pamela Hammond
Mary-Lyons Hanks
Jane Harding
Craig Harker
Davondra Harper
Shante` Harvey
Lynda Heath *
Barbara Henning
Eric Hetzel
Lisa Hill
Leigh Ann Hinsch
Melinda Hodges
Veronica Hodges
Scott Holland
Megan Holland
Catherine Holloway
Susan Holmes
Ana Honeycutt
Maggie Hosmer
Diane Howell
Cindy Hrkman
Kimberley Hundley
Mary Lou Hunt
Merle Ivey *
Jamie Jacobsen
Gloria Johnson *
Marjie Johnson
Beth Johnston
Robin Jones
Tracey Jones
Sherry Jones
Amber Kaczmarczyk
Kelly Anne Kelly *
Rebecca Ketter
Laura Kindley *
Katie Knaul
Robert Knowles
April Knowles
R. Brigham Lampert
Lara Lansford
Vicki Lewis
Sarah Lichtel
Kathleen Linthwaite
Julie Lipscomb
Jessie Logan
Al Lovelace
Deborah MacDowell
Donna Madison
Karen Marrow
Donna Marshall
Julie Martin
Karen Mason
Liz Massaro
Pamela Mathias
Beth Maxwell
Pamela McCants
Dorothy McClellan
Carol Meier

Lisa Meier
Wendy Melzer
Steven Miller
Wendy Miller
Cynthia Miller
Jessica Mistr
Tish Mitchell
Sylvia Mitchell
Robert Moff
Robyn Mooney
Robyn Moore
Martha Mullendore
Sandi Murawski
Monica Murphy
Janell Nickols
Caroline Noffsinger
Kathryn Norment
Martha Nunley
Judith Old
Robyn O'Neal *
Kelly Pastirik
Gloria Peratsakis *
Janice Perger
Rachael Persinger
Krista Peters
Kathy Poe
Virginia Price
Dawn Marie Quinn-Stokes
Leonora Reiley
Monica Rettig
Trudi Reynolds
Paul Rice *
Susan Roberts
Ann Marie Robinson *
Cathryn Robinson
Glen Roettinger
Timothy Rowe
Judith Salzman
Irma Santiago
Renee Savedge
Kathleen Schutte
Dianne Scullary
Roger Searles
Patty Seftas *
Susan Sharp
Linda Sidebottom *
Kate Sikes
Gina Simon *
Maria Slavin
Joanne Smith
Kelly Sowden
John Spence
Kelly Stewart *
Marcia Swanson
Jayne Taylor
Marjorie Thrash
Leigh Todd
Howard Townsend, IV
Heather Trueblood
Monica Underwood
Lynnette Vaughan
Ann Vinson
Linda Vulcan
Bonnie Wade
Helandra Waiters
Rebecca Walker

Lynn Walls
Valerie Way
Michael Weinstein
Christine White
Margaret Wiggins *
Elizabeth Williams
Linda Woodard *
Deborah Wright
Mallory Young
Debbie Zanca
Kristen Zoby
**Denotes Lead Clinical Faculty*

Cooperating Teachers

Susan Alis
Joan Altonen
Richard Ambler
Kerry Armbruster
Bonnie Ellis
Karen Breen
Scott Brown
Robin Burford
Stephanie Carlisle
Griselda Carlsen
Martha Caruso
Linda Cavanaugh
Selena Chamblee
Sylvia Coats
Katherine Cole
Pam Crowley
Tom Dagley
Emil Davis
Ann Dell
Gretchen DeWall
Tiffany Doremire
Leah Duckworth
Sharon Elam
Amy Eubank
Kathy Faron
Dawn Florence
Jean Fox
Bev Frankel
Sherry Geyer
Kathy Gibbs
Gurkamal Gill
Cynthia Hardesty
Davondra Harper
Shante Harvey
David Haviland
Veronica Hodges
Lindsey Horne
Diane Howell
Cindy Hrkman
Erin Hudson
Kim Hundley
Amy Hunter
Gloria Johnson
Laura Kindley
Robert Knowles
Vicki Lewis
Daniel Liebler
Melanie Matselboba
Carol Meier
Steve Miller

Sylvia Mitchell
Sheila Morris
Caroline Noffsinger
Kathryn Norment
Martha Nunley
Robyn O'Neal
Krista Peters
Kathy Poe
Virginia Price
John Priest
Paul Rice
Cathy Robinson
Susan Rockwell
Tim Rowe
Marilyn Shultz
Heather Scully
Kathleen Schutte
Roger Searles
Patty Seftas
Bonnie Smith
Rachel Smith
Garrett Spitz
Kelly Stewart
Nicole Throckmorton
Theresa Till
Melissa Trainum
Monica Underwood
Lynnette Vaughan
Ann Vinson
Linda Vulcan
Helandra Waiters
Rebecca Walker
Christine White
Elizabeth Williams
Linda Woodard

School Psychology Field Supervisors

Alison Adams
Heidi Buckner
Erika Daniel
LW English
Steve Gallas
Shannon Gilliard
Kristi Hockensmith
Doug Hopper
Donna Kinney
Kelly McCrowell
Martha Montgomery
Elizabeth Montgomery
Lisa Murr
Julie Pinkard
Amy Pomer
April Simcox
Al Soulier
Leslie Bell Stanton
Wendy Straus
Katie Tanner
Melinda Thomas
Jennifer Tingley
John Wilsor

The School of Education

History

Excellent teaching is at the historic heart of The College of William and Mary. The original charter of 1693 called for creation of a “certain place of study” for the youth of Virginia to be “educated in good letters and manners.” To fulfill this mission in the Colonial era, William and Mary provided a flourishing Grammar School along with its undergraduate and advanced courses of study. Teaching and learning at all levels were interdependent, as the first Master of the Grammar School also served as Professor of Humanities. Similarly, Hugh Jones—legendary Professor of Mathematics and Philosophy—gained fame for pioneering instructional methods for teaching English grammar. And in the 1690s the College rolls included a teacher from Maryland who sought assistance to improve his professional skills—the first example of “student teaching” in America!

The College’s involvement in teaching from primary through advanced studies is well illustrated by the education of Thomas Jefferson. His first school master, James Maury, was a William and Mary alumnus; later, as an undergraduate at the College, Jefferson worked closely with Mathematics Professor William Small, of whose teaching he fondly recalled, “It was my great good fortune and what probably fixed the destinies of my life. . . .” Finally, Jefferson’s memoirs attest to the inspired, influential teaching of Professor George Wythe, with whom he read law.

William and Mary enhanced its formal role in the preparation of future educators starting in 1888 when the Virginia General Assembly appropriated substantial annual grants for the express purpose of funding the College to combine liberal education with certification of teachers for the Commonwealth’s emerging public school system. This was reaffirmed in 1906 when the Commonwealth stated that one of its primary objectives in assuming responsibility for the College as a state institution was to insure a source of well educated and trained public school teachers throughout Virginia. In subsequent decades, the College’s claim to excellence in professional education escalated due to innovations in two areas: its programs for educating school principals and superintendents; and, founding of the Matthew Whaley School, one of the most influential laboratory schools in the nation.

The School of Education was created as a distinct entity within the academic structure in 1961. During ensuing years, the traditional commitment to undergraduate education for teachers has been supplemented by a wide range of graduate degree programs, including conferral of

the first doctoral degree in Education in 1972. In the past decade the School of Education has become an institutional leader in advanced studies, as it has accounted for nearly a third of the master’s degrees and over half of the doctoral degrees awarded at William and Mary each year. Today, the School of Education continues to take pride in its fusion of liberal education and professional studies at both the undergraduate and graduate levels.

Mission

The mission of the School of Education at The College of William and Mary is the pursuit of excellence in the education of diverse learners across the life-span. The School of Education fulfills this mission through its three-fold commitment to teaching, research, and service:

- As the recognized organizational unit within the College with responsibility for initial and advanced preparation of professional educators, the School of Education prepares teachers, specialists, and administrators to be leaders in their respective roles, committed to culturally responsive, **reflective practice** and to working in partnership with others to improve educational programs.
- The School of Education engages in scholarship and research addressing critical problems in education to generate and disseminate ideas that inform and advance educational discourse, policy, and practice to benefit all learners.
- Through a variety of outreach activities, the School of Education provides model programs in direct service to children, adolescents, and their families, as well as technical assistance and professional development opportunities for educators in PreK-12, higher education, and agency settings.

Beliefs & Values

As a School of Education, we believe that...

1. Our fundamental purpose is to prepare culturally responsive and ethical professionals who are capable of engaging in reflective and collaborative practice and providing leadership in their respective disciplines.
2. Our programs must be characterized by rigorous curricula, quality instruction and clinical supervision, and a supportive environment in order to prepare these exemplary professionals.
3. The strength of our programs depends on the individual and collective contributions of diverse faculty and staff, the interdependence of these contributions with current and evolving program and unit needs, and

an ongoing commitment to faculty and staff enrichment and learning.

4. Faculty hold the unique responsibility for the development, delivery, and ongoing stewardship of our academic programs.
5. We must be a diverse learning community comprised of engaged citizens who demonstrate integrity, mutual respect, and collegiality.
6. Each faculty member must actively engage in rigorous, ongoing scholarship that is focused, substantive, and recognized.
7. Our administrative, organizational, and governance structures must be clearly articulated to support our mission and values effectively and efficiently.
8. We must actively support, impact, and be responsive to our diverse practitioner and professional communities through outreach and service to benefit all learners.
9. To excel at our mission, we must engage in ongoing and intentional evaluation, assess and respond to internal and external data, and attend and contribute to the standards of our profession.
10. We must create and sustain a collaborative culture that reflects our shared beliefs and promotes behaviors that constructively resolve inevitable dissonance.

Academic Programs

In graduate studies, the School of Education offers programs at the master's, educational specialist, and doctoral degree levels for both full-time and part-time students. At the Master of Arts in Education (M.A.Ed.) degree level, degree level students have an opportunity to continue their professional preparation in Curriculum and Instruction with the following concentrations: Elementary and Secondary Education; Reading, Language and Literacy; Gifted Education; and Special Education (initial certification and Collaborating Master Educator). A Master of Education (M.Ed.) degree is offered in Counseling (Family, School, Community and Community and Addictions concentrations), Educational Leadership (with concentrations in Higher Education and K-12 Administration), and School Psychology. At the doctoral (Ed.D./Ph.D.) level, advanced graduate students can pursue studies in Counselor Education and Educational Policy, Planning and Leadership (with concentrations in General Education, Gifted Education, Special Education, and Higher Education Administration; Curriculum Leadership, and Curriculum and Educational Technology). An Educational Specialist degree (Ed.S.) program is offered in School Psychology.

On matters related to the pre-service preparation of

elementary, secondary, and special education teachers, a Teacher Education Advisory Council has been formed to advise the Dean, Associate Deans, and Faculty of the School of Education. Membership in the Council consists of administrative and instructional staff from the School of Education, the Faculty of Arts and Sciences, and the public schools. Its charge includes serving as a forum for communicating about the content and requirements of teacher preparation programs; initiation and consideration of specific proposals for modifying existing teacher education programs and developing new ones; enhancement of collaborative relationships and cooperative activities among faculty in the School of Education, faculty in Arts and Sciences and local school system personnel; formally and informally advocating teaching as a profession and the College's teacher preparation programs; and consideration of specific needs in teacher education related to children in special populations, including minority groups, children with disabilities, and the gifted and talented.

Accreditation

Professional education programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Virginia Department of Education. The Ed.S. School Psychology program at the College of William and Mary is accredited by the National Association of School Psychologists (NASP). The Counseling and Counselor Education programs are accredited by CACREP, The Council for Accreditation of Counseling and Related Educational Programs. Through consultation with advisors in the School of Education, students can plan programs of study leading to professional certification by the Virginia Department of Education. By means of the Interstate Certification Compact, graduates who qualify for certification in Virginia may qualify for certification in 49 other states.

Enrichment & Outreach

In addition to providing a spectrum of regular degree programs, the School currently sponsors or co-sponsors a number of special enrichment and outreach programs with direct impact on local, state, and national communities. Examples of these programmatic efforts include the following:

The **Center for Gifted Education** provides a forum in which scholars and practitioners collaborate on research and development projects that enhance an understanding of gifted learners and the ways in which they can be nurtured in the home, school, and community.

Project Clarion a five-year research grant funded by the United States Department of Education and awarded to the CFGE, focused on concept development in the sciences at the primary grades within an overall goal to study the “scaling up” effects of sound principles of teaching and learning. Science curriculum development and research on low income potentially gifted learners was also researched. The dissemination of the project research and resources is ongoing through professional development opportunities provided to Virginia school districts and through the publication of curriculum units.

The **New Horizons Family Counseling Center** is a collaborative project between the College and regional school districts. At-risk students in the public school system are referred for family counseling that is provided by students who are completing clinical practica and internships. The clinic format enables students to work together in a manner similar to that of community agencies that provide multiple services under one roof.

The **Eastern Virginia Writing Project Program** provides a summer writing workshop for 20-25 teachers of language arts and other subject areas to help them increase their ability to help student writers at all grade levels and in all disciplines.

The **Virginia Institute for School Leadership** involves mid-level administrators from more than a dozen school divisions in year-long professional development opportunities to examine factors that affect children in urban school settings.

The **School-University Research Network** was created to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services.

The **Virginia Homeless Education Program** of the Virginia State Department of Education coordinates funding for sixteen localities in Virginia providing services for homeless children and youth, including tutoring, and before- and after-school programs.

The **Training and Technical Assistance Center (T/TAC)** provides a variety of request-based support services and assistance to educational professionals serving school-aged students with mild and moderate disabilities or transition needs in Eastern Virginia.

Facilities & Services

Office of Academic Programs

This office serves as the point of contact for Academic Programs (graduate admissions; financial aid, course scheduling and other curriculum and programmatic offerings; registration; course matriculation and monitoring; doctoral admissions and written and oral comprehensive examinations; degree monitoring and audits; and graduation.) Specific faculty advisors are assigned to admitted graduate students, but professionals in the Office of Academic Programs are prepared to respond to general questions regarding graduate curricular programs and academic policies and practice. For more information, please call (757) 221-2317 or send an e-mail message to graded@wm.edu.

Office of Teacher Education and Professional Services

The Office of Teacher Education and Professional Services assist students with placement and licensure. Applications for certification of teachers and other school personnel are processed through this office at no charge. By means of the Interstate Compact, graduates who qualify for certification in Virginia may qualify for certification in forty-nine other states. All completed applications for certification and all required fees should be filed with the Associate Dean for Teacher Education and Professional Services two weeks prior to graduation. The Associate Dean serves as the Certification Officer for The College of William and Mary in its relations with the Virginia Department of Education. For more information, please call (757) 221-2320 or send an e-mail message to dswalk@wm.edu.

Learning Resource Center

To supplement the resources of Swem Library, the School of Education maintains a Learning Resource Center. This Center supports the particular needs of the faculty, staff and students of the School of Education with curriculum materials, teaching aids, psycho-educational tests, and Virginia Department of Education adopted textbooks. A W&M ID Express Card operated photocopier and a variety of audiovisual equipment are available. Use of these resources by students in the School of Education may be scheduled by contacting the LRC staff at (757) 221-2311.

Counseling Center

Located in Blow Memorial Hall, the Counseling Center offers assistance to students through individual counseling/psychotherapy and groups such as those that deal with problems in relationships, eating disorders, and self-esteem. The services are free of charge, and they are provided by experienced psychologists, counselors, and social workers. Counseling is confidential. Information is never released without a student's written permission except in the case of life-threatening situations or where required by law. For more information about the Counseling Center, please call (757) 221-3620.

Office of Career Services

The mission of the Office of Career Services, located in Blow Memorial Hall, is to provide students with skills and knowledge appropriate for making career decisions. Its services are intended to foster the development of individual identity, autonomy, initiative, and responsibility. Assistance is provided through individual career counseling, career development seminars, and special programs and speakers.

The Office also offers a career placement service for School of Education students. Credential files are created and distributed for students upon their request. Assistance is offered in creating and maintaining resumes. Career Services also provides available job application forms for Virginia school systems, sponsors a variety of on-campus recruiting events, and maintains listings of current openings in institutions of higher education as well as openings in public and private educational systems throughout the nation. For more information, please call (757) 221-3231 or visit <http://www.wm.edu/career>.

The Earl Gregg Swem Library

<http://swem.wm.edu>

Located a short distance from the School of Education, the Earl Gregg Swem Library provides books, periodicals, and electronic resources to support the teaching and research needs of faculty and students in the School of Education graduate programs. The library's collection includes 1,331,018 cataloged volumes, 5,718 print periodicals and serials, 612,181 government publications, and 30,283 multi-media items. New education titles, including selected juvenile books, are added continually to the library's collections. To borrow materials, faculty, students, and staff must present a current college ID at the circulation desk. More information about circulation services appears at <http://swem.wm.edu/services/circulation/>.

Swem Library offers access to numerous electronic resources, including its online catalog, and more than 200 databases and 11,000 electronic journals, many of which feature full-text articles relevant to professional education studies. The ERIC (Educational Resources Information Center) database, the world's largest index to journal articles and documents in education, is accessible electronically through the library homepage <http://swem.wm.edu/resources/databases> and in the library's ERIC microfiche collection.

The Government Information Department is a depository for federal, state, and international documents, many of which pertain to education. The office receives publications issued by the United States Department of Education and the Virginia Department of Education. Access to electronic government resources and information about the government information department is provided on the department's homepage at <http://swem.wm.edu/resources/government-information>. There is also a "Topic Pages" link for education. Contact the Government Information Department at (757) 221-3064.

Books, journal articles, and microforms can also be borrowed from libraries across the country through Swem's Interlibrary Loan Department. For ILL instructions, visit <http://swem.wm.edu/Services/ILL>. Contact the Interlibrary Loan Department at (757) 221-3089 or swell@wm.edu.

Swem Library's Media Center production and related services are available to W&M students, staff and faculty. These studios are equipped with a wide array of software and hardware for the creation of multimedia-based projects. With a full-time staff, loanable production equipment, and the Media Studios' array of industry-standard software, the Media Center is capable of supporting a

wide range of multimedia projects from pre-production, production, post-production to digital/analog distribution. Contact the Center at <http://swem.wm.edu/services/media/or> (757) 221-1378.

There are more than one hundred computers, including laptops, available in the library. Numerous group study rooms can be used for collaborative work.

The library's electronic sources can also be accessed from any computer on campus via the campus tele-communications network. Current William and Mary faculty, students and staff can access these resources from off-campus through the campus proxy server using their email user-name and password. For details, go to <http://www.swem.wm.edu/services/proxy/guide.cfm> or call the Reference Department at (757) 221-3067.

Reference librarians are on duty most of the hours that the library is open and can help users find appropriate resources and explain how to use specific information tools. One of the reference librarians serves as the library liaison to the School of Education and specializes in working with students in SoE programs. For details about reference services, contact the Reference Department at (757) 221-3067, or at sweref@wm.edu, or by selecting the link "ask-a-librarian" on the Swem homepage.

During the regular academic year, hours for departments within the library and for branch libraries may vary. Call (757) 221-INFO twenty-four hours a day for more information or to confirm hours, especially during interim periods and the summer session. Current hours are also posted at <http://swem.wm.edu/hours.cfm>.

Information Technology

Microcomputers are available for the entire College community—students, faculty and administration. Public-access laboratories housing approximately 300 terminals and microcomputers are available in seven different buildings across campus, and several of these laboratories are open continuously, 24 hours a day, seven days a week. A variety of software is available for statistical analysis, word processing, spreadsheet or financial analysis, database management, computer language research, and electronic mail. Some software products are site licensed and others may be purchased using an educational discount. A number of platforms support E-mail services, listserv and web services, as well as the college's data warehouse of institutional data. Every student has an account (user id) and a password automatically established on the electronic mail server. For more information visit <http://www.wm.edu/offices/it/help/index.php>

College Housing

The College offers furnished apartment-style living on a limited basis to graduate students. Room rates vary in price depending on the size of the apartment. The Graduate Housing Complex, located next to the Marshall-Wythe School of Law, is available for graduate students. These two-, three-, and four-bedroom apartments feature colonial-style architecture around a landscaped courtyard. They are also conveniently located within walking distance to the College campus. Twenty percent of the spaces in the complex are available on a 12-month basis. The other 80% are leased on an academic-year basis.

Students enrolled for the first time may apply only after being notified of admission. Students should complete the housing application on-line at <http://www.wm.edu/reslife/>.

Information about off-campus housing possibilities can be obtained through the "Student Information Network" on the William and Mary World Wide Website (sin.wm.edu). Inquiries about campus family housing should be directed to the Office of Residence Life (757) 221-4314.

Bookstore

The College of William and Mary Bookstore, by Barnes & Noble, offers a vast selection of new and used textbooks, magazines, school and dorm supplies and William and Mary clothing and gifts. Both new and used textbooks can be sold back to the store through the buyback program. The Bookstore is also the source for official College class rings, graduation regalia and announcements. You can purchase books online by either clicking on our link at the course registration page OR by going directly to our website after you register for your courses. Textbooks ordered online can be packed and held at the store for easy pick-up at no additional charge. You can also choose to have your books shipped to you for an additional fee. The Textbook Department is located in the basement level of the store and opens two weeks prior to the beginning of each term. Remember to bring a copy of your course schedule so we can match you up with your correct books. The Bookstore accepts cash, personal checks with a valid ID, the William and Mary Express Card, all major credit cards, and Barnes & Noble Gift Cards.

Student Organizations

Graduate Education Association (GEA)

The Graduate Education Association strives to disseminate information regarding different programs in the School of Education and in other units of the College; promote better communication among graduate students, faculty, and administrators in the School of Education; represent the graduate students of the School of Education at official functions and on committees of The College of William and Mary; assist graduate students with such matters as the provision of a limited number of mini-grants which provide reimbursements to cover transportation, lodging, and conference registration fees; provide for an exchange of ideas among scholars of various fields; promote social activities for its members; and adjudicate student honor code infractions. All graduate students in the School of Education who have been admitted to a program and/or are enrolled in one or more classes are members. For more information visit the School of Education's website at education.wm.edu.

The Alpha Xi Chapter of Kappa Delta Pi annually offers grants and various types of scholarships and research grants to graduate student members in the School of Education who demonstrate both scholarship and outstanding professional qualities. For more information visit the School of Education's website at education.wm.edu.

Chi Sigma Iota

Chi Sigma Iota Counseling and Professional Honor Society are dedicated to promoting and recognizing excellence in scholarship, research, teaching, and the practice of counseling. The organization seeks out professionals and professionals-in-training who are dedicated to such excellence. Members become part of a network of professionals who ascribe to high standards of scholarship and practice. Inquiries about the honor society should be forwarded to the chapter advisor, Dr. Charles Gressard at cfgres@wm.edu or (757) 221-2352 or on the School of Education's website at education.wm.edu.

Kappa Delta Pi, Alpha Xi Chapter

Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Xi Chapter at The College of William and Mary was chartered in 1927. The purpose of Kappa Delta Pi is to encourage high professional intellectual and personal standards and to recognize graduates of the College for their outstanding contributions to education. To this end, the organization invites to membership persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship.

The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion and/or enrollment in at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.75.

SCHOOL OF
EDUCATION—
STUDENT
ORGANIZATIONS

Academic Policies

Students in the School of Education are subject to the academic policies of the School and of the individual programs in which they enroll as well as the rules and regulations of the College. Policies for individual programs are included in the description for that program. **In accordance with The College of William and Mary's academic policies, it is your responsibility for knowing and meeting the academic requirements of your program.** The academic policies of the School are as follows:

Academic Records, Confidentiality & Privacy

Privacy of Student Records: The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. Enrolled students have the following rights under the law:

Student Rights Under FERPA:

1. Enrolled students have the right to inspect their records within 45 days of the request for inspection and are entitled to an explanation of any information therein. "Records" refers to those files and their contents that are maintained by official units of the College. Generally, students have the right to review any official record that the College maintains on them. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:

- a) Confidential letters of recommendation placed in student's files before January 1, 1975, and those letters for which the student has signed a waiver of his or her right of access.
- b) Parent's confidential financial statements.
- c) Medical, psychiatric, or similar records "which are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice."
- d) Personal files and records of members of the faculty or administrative personnel, which are in the sole possession of the maker thereof, and which are not accessible or revealed to any person except a substitute.
- e) Records of the Office of Academic Programs concerning students admitted but not yet enrolled at the College.

f) Documents submitted to the College by or for the student will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the College, nor will copies of such documents be given to the student. Such records should be requested by the student from the originating institution.

2. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe his or her record is incorrect, a written request should be submitted to the appropriate College official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested.

3. Students have the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.

4. Students have the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

Disclosure to members of the College community:

1. "School Official" is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position; or a person or company with whom the College has contracted (such as attorney, auditor, or collection agent).

2. A school official must have a legitimate educational interest in order to review an education record. "Legitimate Educational Interest" is defined in the following manner: the information requested must be within the context of the responsibilities assigned to the School Official; the information sought must be used within the context of official College business and not for purposes extraneous to the official's area of responsibility or the College; information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of College employment.

Directory Information:

The College has designated the following information as "Directory Information" which may be released to the public without the consent of the student:

Student's Name
Current Classification
Address (permanent, local, and email)
Previous schools attended and degrees awarded
Telephone Number
Dates of Attendance
Current Enrollment Status
Degree(s) earned and date awarded
Major(s), Minor
Honors or Special Recognition
Height and weight of members of athletic teams

Students may prohibit the release of directory information by completing a 'Request for Confidentiality' form, located on the University Registrar's website at <http://www.wm.edu/offices/registrar/forms/index.php>. This request must be submitted in person to the Office of the University Registrar and will remain on file indefinitely until written notice is submitted by the student to remove it. For additional information regarding students' rights related to the release of personally identifiable information, see the University Registrar's website at <http://www.wm.edu/registrar> or the section entitled 'Statement of Rights and Responsibilities' in the Student Handbook.

Release of Academic, Judicial, and Financial Information to Parents:

Students who wish their parents, guardians, and/or spouse to have access to academic, financial or judicial information protected by FERPA may provide consent by completing the appropriate form in the Office of the Dean of Students. Students have the right to revoke this consent at any time. Parents of dependent students have the right to information about their children; however, they must provide tax documents if there is no release already on file with the College.

Advisement

Each student is assigned a program faculty advisor upon acceptance of admission to the School of Education. Students are responsible for planning a course of study with their advisor. Each graduate student and his or her advisor should work closely together to develop a program of studies that is consistent with the student's personal and professional goals; that builds effectively on previous educational experiences; that fulfills degree requirements in foundational, specialty, and emphasis

areas; and that satisfies relevant requirements for certification or licensure. **An approved program of study that indicates the specific courses the student will take as part of his or her master's, specialist, or doctoral program must be filed in the Office of Academic Programs during the initial term of enrollment following admission.** Courses completed prior to the filing of an approved program of studies may not be applicable to the degree program.

Independent Study

A required course cannot be taken as an independent study or problems in education course, unless the student petitions the Curriculum Committee and receives approval prior to registering for the course. The main purpose of an independent study course is to give the student the opportunity to learn information not taught in regular courses.

Definition of Graduate Credit/Courses

Only those courses numbered in the 500's and above in the School of Education are acceptable for credit toward a graduate degree. Some courses at the master's level have alphabetic characters rather than 5's in the hundreds place. When courses are cross-listed at the 400/500 levels, graduate students are expected to enroll at the master's level. Courses offered by other schools and departments of the College are acceptable for graduate credit upon the approval of a student's program advisor, irrespective of course number.

Courses with an *EPPL* designation fall within the Educational Policy, Planning & Leadership division, while those with a *CRIN* prefix are Curriculum and Instruction division classes. Classes with an *EDUC* prefix are foundations classes or Counseling/School Psychology classes.

Academic Standards

A degree is awarded only when a student has completed a program of studies with a grade-point average of at least a B (3.0 on a 4.0 scale).

Degree credit is granted only for coursework in which the student earns a grade of C – or above. A graduate student may repeat one course in which a grade of C + or lower is received. The grade earned initially remains a part of the student's record and is included in computations of quality-point requirements. Any student receiving more than one D or F in an approved program of studies will not be permitted to continue in that program. *All papers/projects/dissertations/thesis submitted must be*

original to each course unless the student has explicit prior permission from the instructor(s) involved.

Program Course Exemptions

Graduate students who believe they have previously met the objectives of a graduate course offered by the School of Education may request a program course exemption. Requests for this exemption should be directed to the appropriate program coordinator using a *Program Course Exemption/Advanced Placement* form, available on the School of Education's web site. The coordinator will make the necessary arrangements for an oral and/or written assessment and will report the results to the Office of Academic Programs. The Office will inform the student and the student's program advisor of the results. Semester hours of credit are not awarded for exempted courses, and the total number of required hours in a degree program will not be reduced. **Requests for program course exemptions must be made within the first semester following admission.**

Students enrolled in Master of Arts in Education (M.A.Ed.) programs in Curriculum & Instruction who have previously met the objectives of a graduate course offered by the School of Education may request a course exemption from their program. Although semester hours of credit will not be awarded for exempted courses, the total number of required credit hours in the degree program will be reduced by the number of credit hours exempted. Students who exempt one or more courses must complete a minimum of 30 graduate credit hours to be eligible M.A.Ed. recipients. Students must earn a minimum of 24 graduate credit hours **at William & Mary post admission to their current graduate program.**

Transfer Credit from Other Institutions and Work Taken at the College Prior to Admission

Students who wish to request degree credit for graduate work taken at another institution of higher education, whether completed prior to or following admission to graduate study in the School of Education, should consult with their program advisor and request concurrence. Prior coursework can be considered for transfer credit only if it was completed within four years of the date of admission to the student's current graduate program. Also, in order for a course to be considered for transfer credit from another institution, the student must have received a grade of B or better. Only graduate courses which were not part of a master's degree program may be eligible for transfer (providing the maximum number of transfer hours and the course age requirements are

met). If a student wishes to transfer a course that was not part of a prior degree, but taken in addition to and during the time in which the student was pursuing the prior degree, the student must have the transferring institution provide documentation to that effect. If approval is given, the advisor will complete an *Approved Transfer of Graduate Credit* form and forward the request to the Office of Academic Programs. Request for transfer can be considered formally only following admission to graduate study and upon receipt of an official transcript from the institution where the work was completed.

A maximum of **12 hours** of credit earned at other accredited institutions of higher education and/or credit for coursework completed at The College of William and Mary prior to admission may be applied to a master's degree and Ed.D., **15 hours** toward the Ed.S. and Ph.D.; and only upon approval and recommendation by the student's program advisor and the Associate Dean for Academic Programs. Ed.D. students must earn a minimum of 36 hours and Ph.D. students must earn a minimum of 45 hours beyond the master's level at the College of William and Mary. Courses taken during the semester in which the student receives his/her letter of admission will be counted as transfer credit.

Evaluation System

The Faculty of the School of Education uses the following grading system including plus and minus designations as appropriate to evaluate student performance in graduate courses:

- A—Performance considerably above the level expected for a student in a given program.
- B—Performance equal to expectation for acceptable performance at the student's level of study.
- C—Performance below expectation but of sufficient quality to justify degree credit.
- D—Performance unacceptable for graduate degree credit but sufficient to warrant a "passing" grade for non-degree purposes (such as teacher certification renewal).
- F—Unacceptable level of performance for any purpose.
- P—Passing level of performance (used for selected courses and practica).
- W—Notation used when a student withdraws after the add/drop period ends.
- WM—Notation used on all courses for a verified medical withdrawal from the College.
- I—Used at the discretion of the professor when a student has not completed all requirements due to illness or extenuating circumstances. An 'I' grade automatically converts to an 'F' if the work is not completed by the end of the regular semester fol-

lowing the course, or at the end of an additional semester if an extension is granted.

G—Deferred grade only used for dissertation credit.

Students are graded A, they receive 4 quality points; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, .7; and an F carries no credit and no quality points.

Add/Drop and Withdrawal

Regulations regarding dropping of courses and withdrawal from the College apply to both unclassified post-baccalaureate students and graduate students who have been formally admitted to a program in the School of Education. Failure to complete official procedures for withdrawal will result in a grade of “F.”

Transfers Between Program Areas and Within Program Areas

The three program areas are defined as (1) Curriculum and Instruction, (2) Educational Policy, Planning and Leadership and (3) School Psychology and Counselor Education. Matriculated students who wish to transfer between areas will be required to complete an abbreviated re-application process with no new application fee. The student will be considered and treated as a new applicant. The following information should be provided:

- (a) A new or revised application form to include a new essay that explains the reason for change;
- (b) updated transcripts, if applicable;
- (c) updated test scores, if applicable;
- (d) updated letters of recommendation, if applicant chooses to do so; and
- (e) any additional materials or documentation required by specific programs. After a student submits the new application, the review process will follow regular admission procedures.

For students who wish to change an emphasis within a program area, the student must receive the approval of his or her current faculty advisor, the new advisor, and the program area coordinator. Forms for a change of emphasis are available on the School of Education’s website at education.wm.edu.

Research Graduate Students

Upon the recommendation of a student’s advisor and approval of the Associate Dean for Academic Programs, a student’s eligibility for Research Graduate status is established if the following conditions are met:

1. The student has completed all required coursework.
2. The student is not employed significantly in any activity other than research and writing in fulfillment of degree requirements.
3. The student is present on campus or is engaged in approved field work.

While classified as a Research Graduate, a student may register for a maximum of 12 credit hours of research or thesis or dissertation upon payment of the part-time rate for one credit hour.

A Research Graduate student:

- (a) is not eligible for student services (e.g., student health and athletic events) unless fees are paid at the time of registration; and
- (b) may take courses other than research or thesis or dissertation only upon payment of the generally applicable additional part-time tuition.

Candidacy for Graduation

Students who have completed a planned program of studies and satisfied all of the academic standards of the School of Education are eligible to receive their degrees at the next regularly scheduled commencement exercise of the College. Exercises are scheduled only in May following the spring semester, but degrees are also awarded in August and December. Students completing degrees in summer sessions or in the fall semester may participate in the exercises the following May.

Graduate students anticipating completion of the requirements for the master’s, educational specialist, or doctorate degree must file a *Notice of Candidacy for Graduation* and an *Application for Graduation* form within the School’s established deadlines (announced on the School of Education’s web site calendar) with the Graduate Registrar located in the office of Academic Programs. Additionally, some students may be asked to complete an exit evaluation questionnaire.

Requests for Changes

To request a change of advisor, a course substitution in an approved program of studies, an extension of time

for program completion, or other exceptions to academic policies, students should direct their appeals to the School of Education Curriculum Committee, through the Associate Dean for Academic Programs of the School of Education. Petition forms for this purpose are available in the Office of Academic Programs or on the School of Education web site.

Study Abroad

Study abroad opportunities are available for elementary and secondary education students in Bath, England, through the *Advanced Studies in England Program*. Students can earn six hours of elective credit beyond their regular scheduled course work by arranging transfer credit for EDUC V91. Study abroad credits will be accepted beyond the normal 12-hour limit on transfer credit.

Academic Holds

The institution reserves the right to place an administrative hold on a student's record when students have not provided requested paperwork, have not completed course evaluations, or have not complied with the rules and regulations of the institution. Such holds typically prevent registration and/or receipt of grades or transcripts. Questions regarding the *Dean of Education* hold should be referred to the Office of Academic Programs.

Financial Information

The College reserves the right to make changes in its charges for any and all programs at any time, after approval by the Board of Visitors.

Tuition and General Fees

(per semester)

A graduate student registered for 9 hours or more will be charged the full-time rate. Tuition for summer sessions will be charged at the per credit hour rate. In addition, a one time registration fee of \$25.00 and a one time comprehensive fee of \$50.00 will be charged for summer sessions. Students auditing courses are subject to the same tuition and fees that apply to those courses taken for credit.

	In-State	Out-of-State
Full-time		
Tuition and Fees	\$5,384.00	\$12,319.00
Per credit hour	\$345.00	\$920.00

Part-time students are charged per credit hour.

The fees included in the above total are allocated to the following:

Tech Fee	\$31.00
Student Faculty Fee	\$2.50
General Fee*	\$1791.50
Facility Fee	\$344.00
HEETF Fee	\$15.00

** General Fee includes auxiliary services, Debt Service and Student Activities.*

The Executive Ed.D Program follows a different fee structure. See that section for details.

Payments

Payment of Student Account

Charges for tuition and fees, residence hall, meal plan and miscellaneous fees are payable by the first day of classes each semester. Registration is not final until all fees are paid and may be canceled if a student's account is not paid in full by the due date, as established by the Office of the Bursar. Failure to receive a bill does not waive the requirement for payment by the due date.

eBill

eBill is a service provided to College of William and Mary students. It is a convenient and reliable alternative to paper bills. Students will receive an email to their W & M email account when the student's bill is available for viewing online. Students can access their bills by clicking on the *Self Service* tab on myWWM. Select *Student Services and Financial Aid*, then *Student Account*, then *Payment History* and then the *View Bill* link. If students have provided a third party (person(s) who pays the bill) email address to the College, an email will be sent to that address that will include the billing due date and amount due. The third party will not be able to "see" the billing statement. It is the responsibility of the student to get the information to the appropriate person(s).

Payment Methods

Payment may be made in U.S. dollars only by cash, check, money order or cashiers check made payable to The College of William & Mary. A check returned by the

bank for any reason will constitute nonpayment and may result in cancellation of registration. The option of paying by credit card or electronic check is offered through our payment plan provider, TMS (Tuition Management Systems); however, TMS does charge a convenience fee for these services. Additional information may be obtained from the Bursar's Office website at <http://www.wm.edu/offices/financialoperations/sa/index.php>.

Past Due Accounts

Any past due debt owed the College, (telecommunications, emergency loans, parking, health services, library fines, etc.), may result in cancellation of registration and/or transcripts being withheld. In the event a past due account is referred for collection, the student will be charged all collection and litigation costs, as well as, the College's late payment fee.

Tuition Payment Plans

To assist with the payment of educational costs, the College, in partnership with Tuition Management Systems (TMS), offers the option of an Interest-Free Monthly Payment Plan for the fall and/or spring semesters of the academic year. This monthly payment plan allows you to spread your expenses for tuition, room and board over a 10-month period. Information about Tuition Management Systems is mailed to all students each spring. For additional information, please contact TMS at the following address:

Tuition Management Systems, Inc.
225 Service Avenue
Warwick, RI 02886-1020
1-800-722-4867
www.afford.com

Withdrawal Schedule

Full-time Students Who Withdraw from the College

Full-time students who withdraw from the College are charged a percentage of the tuition and fees based on the school week within which the withdrawal occurs. A school week is defined as the period beginning on Monday and ending on the succeeding Sunday. The first school week of a semester is defined as that week within which classes begin. Full-time students who withdraw from the College within the first school week of the semester are eligible for a refund of all payments for tuition and fees less a \$50.00 administrative fee for continuing students. After week 1 of the semester, the

amount of the tuition and fees charged /refunded will be determined based on the following schedule:

Week	Percentage Charged	Percentage Refunded
1	0%	100%
2	20%	80%
3	30%	70%
4	40%	60%
5	50%	50%
6	60%	40%
After week 6	100%	0%

Students will not be eligible for any refund of tuition and general fees if required to withdraw by the College.

Refund of the room rent will be prorated based on the date the resident officially checks out of the room with required paperwork completed by a Residence Life staff member. The Freedom Plan, Gold 19, Gold 14 and Gold 10 meal plan adjustments will be prorated on the daily rate given the last day of usage. The Block meal plan adjustments will be based on actual meal and flex point usage. The cut-off date for receiving a refund for a meal plan follows the full-time withdrawal schedule.

For students paying through a tuition payment plan, all refunds will be determined by comparing the amount eligible for refunding to the total monthly payments made to date. Any outstanding amounts owed the College for tuition, general fees, dormitory fees or meal plan charges after deducting the eligible refund will be due immediately upon withdrawal.

It is College policy to hold the enrolled student liable for charges incurred, therefore in the case of refunding any overpayment, refund checks will be issued in the name of the student.

Part-time Students who Withdraw from the College

Flex Track students who withdraw from the College within the first school week of the semester are eligible for a full refund of tuition and fees less a \$50.00 administrative fee. After the first week, the amount of the tuition and fees to be charged will follow the full-time withdrawal schedule. Students will not be eligible for any refund of tuition if required to withdraw from the College.

Part-time Students who Withdraw from a Course

A part-time student who withdraws from a course after the add/drop period and remains registered for other academic work will not be eligible for a refund.

Return of Title IV

The return of Title IV funds for students with Title IV Federal Aid (Federal Subsidized and Unsubsidized Stafford, Federal SEOG, Federal Work Study, Federal Perkins, Federal PLUS) who withdraw from school will be calculated in compliance with Federal regulations. A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date the student withdraws or ceases attendance.

If a student withdraws from college prior to completing 60% of a semester, the Financial Aid Office must recalculate the student's eligibility for all Title IV federal funds. In addition, the same refund guidelines control all other aid funds, with the exception of private or alternative loans. Recalculation is based on a percent of earned aid using the following Federal Return of Title IV funds formula:

-Percent of aid earned = the number of days completed up to the withdrawal date, divided by the total days in the semester. (Any break of five days or more is not counted as part of the days in the semester.)

-Funds are returned to the appropriate federal program based on the percent of unearned aid using the following formula:

-Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges.

Example of Return of Funds Calculation

Example: Virginia resident graduate student not living on campus:

Institutional Charges

Tuition \$4,900

Financial Aid Package

Subsidized Stafford Loan \$4,250

The student withdraws on 2/13 which is day 29 out of 112 in the semester ($29/112 = 25.9\%$ of Title IV funds earned by the student). Title IV funds = \$ 4,250 (\$4,250 Sub Stafford). $\$4,250 \times 25.9\% = \$1,100.75$ of earned Title IV funds. The remainder of funds unearned $\$4,250 - \$1,100.75 = \$3,149.25$ will be returned to Federal programs.

William & Mary must return \$3,149.25 to the Subsidized Stafford Loan lender.

Credit for Scholarships

Students who have been awarded financial aid are required to pay any amount not covered by the award by the established semester payment due date to avoid being charged a late payment fee. The Office of the Bursar must receive written notification of any outside scholarship from the organization before the credit can be given towards tuition and fees.

Eligibility for In-State Tuition Rate

To be eligible for in-state tuition, a student must meet the statutory test for domicile as set forth in Section 23-7.4 of the Code of Virginia. Domicile is a technical legal concept; a student's status is determined objectively through the impartial application of established rules. In general, to establish domicile, students must be able to prove permanent residency in Virginia for at least one continuous year immediately preceding the first official day of classes, and intend to remain in Virginia indefinitely after graduation. Residence in Virginia for the primary purpose of attending college does not guarantee eligibility for in-state tuition. Applicants seeking in-state status must complete and submit the "Application for Virginia In-State Tuition Privileges" form. The application is evaluated and the student is notified in writing only if the request for in-state tuition is denied.

A matriculating student whose domicile has changed may request reclassification from out-of-state to in-state. Students seeking reclassification must complete and submit the "Application for Virginia In-State Tuition Privileges" to the Office of the University Registrar. The Office of the University Registrar evaluates the application and notifies the student only if the request for in-state tuition is denied. Any student may submit in writing an appeal to the decision made, however, a change in classification will only be made when justified by clear and convincing evidence. All questions about eligibility for domiciliary status should be addressed to the Office of the University Registrar, (757) 221-2808.

In determining domicile the school will consider the following factors:

- Residence during the year prior to the first official day of classes
- Employment
- Property ownership
- Sources of financial support
- State to which income taxes are filed or paid
- Location of checking or passbook savings
- Social or economic ties with Virginia
- Driver's license
- Motor vehicle registration/Voter registration

Additional information may be obtained from the William and Mary website at <http://www.wm.edu/registrar/domicile/php.>, or directly from the State Council of Higher Education for Virginia (SCHEV) at <http://www.schev.edu/>.

Meal Plans

William and Mary Dining Services provides a comprehensive dining program featuring a variety of meal plan options to meet the needs of each student. There are three full-service dining facilities on campus: the Commons Dining Hall and Center Court in the University Center provide “unlimited seconds” style dining and the Marketplace in the Campus Center, an à la carte food court. There are also Seven “grab-n’-go” Flex Point locations: Lodge One in the University Center, featuring Quiznos, Java City Espresso and Convenient Store at the Commons, Dodge Room in Phi Beta Kappa Hall, the Marketplace, Swem Library Starbucks, and The Marshall Wyatt Java City Espresso sandwich shop.

William and Mary Dining Services offers students a total of seven meal plans to choose from. The Freedom Plan, Gold 19, Gold 14 and the Gold 10 plans provide a guaranteed number of meals per week. The Block meal plans provide a guaranteed number of meals per semester. All of the meal plans include Flex Points. Flex Points are additional, non-taxable dollars included in the meal plan to provide flexibility and convenience. The amount of Flex Points varies according to the meal plan selected. Additional Flex Points may be purchased in increments of \$10 and added to your meal plan at anytime during the semester.

To select a meal plan prior to the official add/drop period, visit www.wm.edu/mealplan or call (757) 221-2105. Students may change or cancel their meal plan through the official add/drop period at the beginning of each semester. Changes and/or cancellations will not be permitted after the add/drop period. You can purchase a prorated meal plan and/or additional Flex Points at any time during the semester. If you purchase a prorated meal plan, you will not be permitted to cancel or make any changes to the meal plan for the remainder of the semester. Refunds or charges for adding, changing or canceling a meal plan are prorated weekly. Refunds are not permitted on additional Flex Point purchases. Additional Flex Points may be purchased at the ID Office in the Campus Center.

Student Identification Card

The William and Mary student identification card is the College’s official form of identification prepared by the ID Office for each student. It functions as a campus meal

card, library card, an entry or access card to residence halls, recreational facilities, academic buildings, and the Student Health Center. Student ID cards are not transferable and are intended for the sole use of the student to whom it is issued. An ID used by anyone other than its owner will be confiscated and the person using the ID may be subject to disciplinary action. Because cards provide access to secured buildings and financial accounts, lost cards should be reported immediately to the ID Office during business hours, and to Campus Police evenings and weekends. These offices can issue temporary replacement cards at no charge to allow students time to search for misplaced ID’s without losing access to accounts and buildings. This process also ensures that misplaced cards cannot be used by others. Temporary replacement cards must be returned to re-activate a new or found ID card and a \$20 charge is assessed for lost, stolen or damaged cards, and temporary cards not returned. If an ID card has been stolen and a police report has been filed, the replacement charge is \$5.00. For more information about the William and Mary ID card, call (757) 221-2105, e-mail wmexps@wm.edu, or visit our web site at www.wm.edu/idoffice.

William and Mary Express Account

The William and Mary Express Account is a debit account linked to the student’s ID card. When deposits are made to the account, students can use their ID cards to purchase a variety of goods and services both on and off campus. Deposits to the Express account may be made at the ID Office, Office of the Bursar, Parking Services, the Student’s X-Change in the University Center, Swem Library Duplicating Office, the Value Transfer Station (VTS) machine located in the lobby of Swem Library, and also online at wmexpress.wm.edu. The Express Account provides a secure method of handling transactions without the concerns associated with carrying cash. The cards can be used to make purchases at the Bookstore, the Students’ X-Change, the Candy Counter, Dining Services, the Student Recreation Center, and to make payments at Swem Library, Telecommunications, and Parking Services. No cash withdrawals may be made. Balances are shown on receipts and/or the reader display.

Residence Hall Fees

Residence Hall fees vary depending on the specific building to which a student is assigned; the cost per semester ranges from \$2,806 to \$2,856. Residence Hall fees will be prorated on a daily basis for students acquiring on-campus housing more than two weeks after the first day of occupancy for the residence halls. Students who move out of campus housing

and remain enrolled at the College will not be eligible for residence hall fee refunds unless granted a contract release by the Contract Release Committee.

Incidental Expenses

The cost of clothing, travel and incidental expenses varies according to the habits of the individual. The cost of books depends on the courses taken. Books must be paid for at time of purchase. Checks for books should be made payable to The William and Mary Bookstore.

Deposits and Miscellaneous Fees

Application Fee	\$50.00
Room Deposit	\$200.00
Room damage Deposit	\$75.00
Room change penalty Fee	\$25.00
Transcript Fee	\$7.00
Graduation Fee	\$75.00

Application Fee

A non-refundable processing fee of \$50 is required with an application for admission to the School of Education. If the student attends the College, this fee is not applied as credit toward their tuition and fees charges.

Room Deposit

For returning students, a non-refundable deposit of \$200 is required by the College to request a room. This payment is made to the Office of the Bursar and is applied as credit toward tuition, room and board charges. Students already enrolled may make this deposit at any time after December 1 of the Fall semester, but it must be paid before the designated date as established by Residence Life. No rooms will be reserved for students who have not paid a room deposit by the specified date. Entering freshmen are not required to make a room reservation deposit until they have been notified of admission to the College.

Room Damage Deposit

A \$75 room damage deposit is required before occupancy. This deposit is refundable upon graduation or departure from College housing provided there are not damages to the premises and the student's College account is current. Room assessments and changes are made through Residence Life.

Room Change Penalty Fee

Students who change rooms without the approval of Residence Life will be charged a \$25 fee and will be required to move back into the original assignment.

Transcript Fee

Official transcripts cost \$7 per transcript. Payment is due at the time the order is placed. Payment must be made in U.S. dollars only by cash or check made payable to The College of William and Mary. Transcripts must be requested in writing with a student's signature. Request forms are available in the Office of the University Registrar, Blow Memorial Hall, on line at http://www.wm.edu/offices/registrar/documents/transcript/Official_Transcript_Request.pdf or written requests may be mailed to: The College of William and Mary, Office of the University Registrar, P.O. Box 8795, Williamsburg, VA 23187-8795, Attention: Transcripts. No transcript will be released until all financial obligations to the College are satisfied.

Graduation Fee

A one-time, non-refundable Graduation Fee (per degree) of \$75.00 will be charged to all students after they have filed their 'Notice of Candidacy for Graduation' to the Office of the University Registrar.

Financial Penalties

Late Payment Fee

Failure to pay in full by the established due date(s) may result in the assessment of late fees in an amount up to 10% of the unpaid balance. Semester payment due dates are established by the Office of the Bursar. For students electing to pay tuition and fees through a tuition payment plan, the payment due date is determined by the plan selected. Failure to pay by the end of the add/drop period may also result in cancellation of all classes.

Late Registration Fee

\$50 for full-time students

\$25 for part-time students

A student must contact the Office of Academic Programs to register late or register again after cancellation. If approved, payment is due in full for all debts owed the College, including a late registration fee and late payment fee.

Returned Check Fee

A \$25.00 returned check fee will be charged for each unpaid check returned by the bank. If the returned check results in an unpaid account, an additional late payment fee will be charged, and cancellation of registration could result.

Parking

All motor vehicles operated or parked on College property, including motorcycles, motorbikes, and vehicles with handicapped plates or hangtags, must be registered with the Parking Services Office. A decal is required to park on College property at all times except in metered or timed spaces as posted. Parking Services' office hours are 7:45 a.m. - 4:30 p.m. Monday through Friday. For further information about parking services after 4:30 p.m., please contact Campus Police.

The Motorist Assistance Program (MAP) offers assistance to stranded motorists on College property 8:00 a.m.- 4:00 p.m., Monday through Friday. For more information, please contact (757) 221-4764.

College-Wide Financial Assistance

Stafford Student Loans are available to students whether or not they have demonstrated financial need. The annual loan limit for a graduate student is \$20,500, of which \$8,500 can be subsidized. The interest on a subsidized loan is paid by the federal government while the student is in school. However, the interest on an unsubsidized loan accrues while the student is in school. Most Stafford Loan lenders will allow the interest to accumulate, with no payment necessary until after graduation or until the student ceases to be enrolled.

Students interested in applying for a Stafford Student Loan must first complete the Free Application for Federal Student Aid (FAFSA) by April 1. Once the Financial Aid Office has received the FAFSA data, an award letter will be sent to the admitted student. The letter will indicate whether or not the student is eligible for the loan and all pertinent loan instructions will be enclosed.

In addition to the FAFSA, a Summer School Information Sheet must be completed with a copy of the summer registration schedule attached. Students must register for ALL summer session courses before submitting the summer information sheet. Graduate students must register for at least three credit hours in order to be eligible for federal aid programs during the summer. The summer financial aid processing period is a very tight one. It is absolutely essential that the submission deadline dates are met and all requested information is submitted immediately.

Additional assistance is available in the form of alternative loans. Individual eligibility will vary according to cost, need, other aid that is received and the credit worthiness of the borrower. A list of recommended, alternative loan programs can be obtained by contacting the Financial Aid Office at (757) 221-2420.

Assistantships, Fellowships & Scholarship Awards

Graduate assistantships are the primary source of financial assistance offered by the School of Education. Through graduate assistantships, full-time graduate students have the opportunity to assist the School of Education in meeting teaching, research, or administrative obligations. In return, students receive tuition assistance and a stipend. The total remunerative value of an assistantship is a "package" including both tuition support and a stipend, as well as an out-of-state tuition waiver, if applicable.

Assistantships are available in other offices on the William and Mary campus as well as in other educational agencies in the community. Although the level of financial support provided in these assistantships usually equals and can even exceed the support provided through the School of Education, the exact dollar value varies each year and is determined by the agency.

Other student financial assistance includes fellowships, scholarships, and awards earmarked for School of Education students.

Assistantship Application Process

The assistantship application form is available on-line at the School of Education's website at education.wm.edu. The application deadline coincides with the admission application deadlines, **January 15 or October 1**.

The selection process will occur each spring to coincide with admission reviews. Appointment announcements are usually made by mid-April for the following academic year. Although assistantship applications are accepted throughout the year, those submitted by January 15 will have a better chance of securing an assistantship because most appointments are made with the review of applications for admission.

The actual number of assistantships awarded each academic year varies. However, approximately 100 full-time graduate students are supported in half or full assistantships each year. Because assistantship opportunities may develop later during the academic year, it is recommended that those students who do not initially receive appointments allow their assistantship applications to remain on file for future consideration.

Appointment Process

Graduate Assistantships are awarded on merit, prior experience, and knowledge, skills and abilities. Each full-time faculty member and administrator is responsible for the selection of his or her assistant(s). Most appointments are made through a process of application review, prior contact with students, telephone interviews, or some combination of these activities. Therefore, students are encouraged to establish contacts with program area faculty, administrators and offices where they have an interest in becoming a graduate assistant. Students should attach a detailed resume with the application. Please remember, most assistantships consist of performing some job responsibilities for a faculty member or office on campus. It is to your advantage to outline your computer/office skills and abilities well in order to be considered for selection. Graduate assistantship contracts and other financial assistance information are issued by the Office of Academic Programs. Please note that the actual appointment of students to assistantships is not made by this office but is instead made by the faculty member, program, or office where the student will work. Your application for a Graduate Assistantship and other submitted documents (resumes, portfolios, etc.) are maintained in the Office of Academic Programs.

Responsibilities of the Graduate Assistant

The graduate assistantship is recognized as a serious commitment on the part of the student. Students may be appointed as half-time assistants working an average of 10 hours per week, or full-time assistants, averaging 20 hours per week. The contract period for graduate assistants typically runs from around August 25 through May 15. The contract period runs through the Winter and Spring breaks, therefore, one might also be responsible to work through regularly scheduled vacations. Although the weekly commitment is typical, it is expected that you become flexible to accommodate the workload of your supervisor.

Level of Financial Support

The total value of an assistantship may vary from year to year. The value of assistantships for offices on campus varies from office to office. Most assistantships within the School of Education, however, offer similar compensation that *usually* include:

Master's Level

- Full-time assistantship: \$9,238.10 tuition scholarship plus a \$4000 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$13,238.10*.
- Half-time assistantship: \$2,619.05 tuition scholarship plus a \$4000 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$6,619.05*.

Doctoral Level

- Full-time assistantship: \$10,768 tuition scholarship plus a \$6,232 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$17,000*.
- Half-time assistantship: \$4500 tuition scholarship plus a \$4000 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$8,500*.

**Out-of-state students who receive \$4000 in stipend per year are eligible for an out-of-state tuition waiver. "Tuition waiver" means that out-of-state students will be charged tuition at the in-state rate. This adds an additional \$13, 870 (the difference between in-state and out-of-state tuition) to the total package.*

Enhanced packages may also be available through some grants and funded projects throughout the School. Specific compensation is disclosed at the time of the appointments. Please be advised that the stipend of the assistantship is subject to state and federal withholding. For more information please visit the website at education.wm.edu.

Other Student Financial Assistance

Fellowships, scholarships and awards that are earmarked for students in the School of Education are also announced through the Office of Academic Programs. Application forms and deadlines are available online at the School of Education's website at education.wm.edu.

Currently, the School of Education annually awards a number of scholarships to meritorious graduate students including:

- *The School of Education Award for Excellence* (Given to three outstanding students in education in recognition of academic and professional excellence)
- *The Frederick L. Hill Mathematics Teaching Scholarship* (For one or two students pursuing licensure to teach secondary school mathematics)
- *The Helen C. Hopper Memorial Scholarship* (Given to a student pursuing a master's degree in Counseling with a commitment to Family Counseling and family life education)
- *The Hornsby Family Scholarship* (Given to a student preparing to teach at the primary grade levels)
- *The Armand J. and Mary Faust Galfo Education Research Fellowship* (Given to a graduate student who has demonstrated outstanding promise in educational research)
- *The Mary Faust Galfo Science Teaching Award* (Given to a student who has shown outstanding promise in science teaching)
- *The Harry Robert Elmore Memorial Scholarship* (Given to an academically distinguished student who is a Virginia state resident. Award alternates between SPACE, C&I and EPPL)
- *The Frances H. and Robert O. Nelson Memorial Scholarship* (Given to a student in either teacher education or Educational Leadership K-12)
- *The James Scott Duff Scholarship* (Given to an undergraduate student in either elementary or secondary education who is a VA resident, and demonstrates financial need)
- *The Harry & Martha Divens and Lawrence & Margaret Hauben Scholarship Endowment* (Given to an academically distinguished undergraduate who majors in either elementary or secondary education)
- *The Kevin E. Geoffroy Memorial Scholarship* (Given to an academically distinguished graduate student in the Counseling Program)
- *The Donald S. and MaryAnne Bruno Elementary Education Scholarship Fund* (Given to a rising undergraduate senior student who is concentrating in Elementary Education)
- *The John B. & Frances H. Harmon Family Scholarship for Men* (Given to a male student preferably in the Guidance and Counseling Program)
- *The John B. & Frances H. Harmon Family Scholarship for Women* (Given to a female student preferably in the Guidance and Counseling Program)
- *The Barbara Eanes Lockwood Memorial Scholarship* (Given to a graduate student with financial need; preference is given to students in the Reading, Language and Literacy Program)
- *The John H. & Ardys S. Wherry Scholarship* (Given to an academically distinguished student in the Guidance and Counseling Program)
- *The Peter & Phyllis Pruden Scholarship* (Given to an Elementary Education student from VA, NC, or TN)
- *The Christopher Wren Association Scholarship* (Given to a part-time graduate student)
- *The Kappa Delta Pi Achievement Award* (Given to an active Kappa Delta Pi graduate student)
- *The Dean Bettker Memorial Endowment Scholarship* (Given to an academically distinguished student who has demonstrated financial need and not graduating in the spring. Preference given to those who were born or whose permanent residence is in Western New York)
- *The James E. and Barbara B. Ukrop Richmond City Public School Teacher Scholarship* (Given to an undergraduate or graduate student preparing to teach in critical shortage areas and who agrees to teach in the Richmond Public Schools)
- *The Mary L. Murphy Scholarship Fund* (Given to a master's student in Educational Leadership. Preference is given to those students with an interest in a leadership position at an elementary school and/or administration and supervision for pre-kindergarten through 12th grade)
- *The Patriot Heritage Scholarship for Social Studies Education* (Given to an academically distinguished student interested in teaching Social Studies)
- *The David W. Leslie Research Award* (Given to a student pursuing a doctorate level research within the Educational Policy, Planning and Leadership area, with a preference given to Higher Education students)
- *The Professor John Thelin Higher Education Research Award* (Given to a student pursuing graduate level research in the field of Higher Education)
- *The Margie Lee Wygal and Family Scholarship* (Given to an academically distinguished undergraduate student in elementary education)

Additional Financial Aid information and links to scholarship opportunities outside the School of Education are available online at the School of Education's website at education.wm.edu.

Graduate Degree Programs

The School of Education offers graduate programs at master's, educational specialist, and doctoral levels for both full-time and part-time students.

At the master's degree level, prospective teachers can begin training for challenging careers in Elementary or Secondary Education; other professional educators can pursue specialized master's degree programs, emphases, or endorsements in Reading, Gifted Education, Special Education, Counseling, School Psychology, Administration and Supervision (K-12 Administration) and Higher Education.

The educational specialist degree is offered only in School Psychology. At the doctoral level, advanced graduate students can pursue studies in Counselor Education and Educational Policy, Planning and Leadership, including General Education Administration, Gifted Education Administration, Special Education Administration, Curriculum and Educational Technology, Curriculum Leadership, and Higher Education programs.

Master's Degree Programs

Master's degree programs in the School of Education are designed for students who wish to pursue systematic professional study in education beyond the bachelor's degree. Both a *Master of Arts in Education* degree and a *Master of Education* degree are awarded. The *Master of Arts in Education* degree in Curriculum and Instruction is awarded upon successful completion of programs in Elementary Education; Secondary Education; Reading, Language and Literacy; Gifted Education; and Special Education (initial certification and Collaborating Master Educator). The *Master of Education* degree is awarded upon successful completion of programs in Counseling, Educational Leadership, and School Psychology.

The following academic policies apply to all master's degree programs in the School of Education:

Each master's degree program includes a specialized culminating activity that is appropriate to the content of the program.

1. Students whose programs include Thesis, Project, Seminar in Education, or Master's Degree Project as the culminating activity may not register for this

final three-hour course in their programs unless they have a grade-point average of 3.0 (B) or higher.

2. Early in the semester prior to their final term of study, students should consult with their program advisor about this culminating activity.

Doctoral Degree Programs

Programs in the School of Education that lead to the degree of Doctor of Education (Ed.D.) or a Doctor of Philosophy (Ph.D.) are Counselor Education and Educational Policy, Planning and Leadership (EPPL). These programs are designed for holders of master's degrees who wish to prepare themselves for responsible positions either in Educational Administration (K-12 Education, Gifted Education, Higher Education, Special Education, Curriculum Leadership or Curriculum & Educational Technology) or Counselor Education. Students who desire licensure while pursuing the doctorate should contact the Area Coordinator upon enrollment.

Descriptions

Doctor of Education Degree

The purpose of the Doctor of Education degree program is to provide educators, scholars, and professionals in other human service fields with a broad and systematic understanding of the structure and process of education. Graduates of the Ed.D. program should possess in-depth knowledge of relevant educational theory and scholarship and the skills necessary to conduct research and evaluation and to apply research findings in an informed and critical manner. The ultimate goal of the Doctor of Education degree program is to prepare professionals with the commitment and competence necessary to enhance educational policy and practice in a variety of settings ranging from the individual classroom to administrative offices and government agencies.

SCHOOL OF
EDUCATION—
DEGREE
PROGRAMS

Doctor of Philosophy Degree

The purpose of the Doctor of Philosophy degree program is to develop scholars to conduct original research and interpret and communicate the results of such research to various constituencies concerned about education and other human services. The Ph.D. degree program prepares scholars for service as college and university professors, educational administrators, government or foundation officials, or independent researchers and practitioners.

General Requirements

The following academic policies apply to doctoral degree programs in the School of Education:

- Deadline for applications is **January 15** for Summer or Fall semester matriculation.
- Credit hour requirements for the programs are as follows:
 - 1) *Counselor Education* requires 96-105 hours beyond the bachelor's degree and may include up to 48 hours earned toward the master's degree. A maximum of 48 hours from other institutions may count toward the required total.
 - 2) *Educational Policy, Planning and Leadership* requires 48 semester hours beyond the master's degree for the Ed.D. and 69 semester hours for the Ph.D. A maximum of 15 hours of transfer credit may count toward the required total for the Ph.D. ; a maximum of 12 hours of transfer credit may count toward the Ed.D.
- All newly admitted doctoral students holding only a master's degree will be allowed **seven** years to complete their doctoral degree requirements. Doctoral admittees holding or in the process of earning an Educational Specialist Degree (Ed.S.) will be allowed **four** years to complete their doctoral degree requirements.
- All doctoral students must demonstrate competence in research methodology. They must complete a basic graduate course in educational research, if they have not already done so; EDUC F65—Research Methods in Education or its equivalent meets this requirement. Doctoral level research course requirements vary by program and degree. Specific requirements are listed with each program.

Residency Requirements

Ph.D. Residency: Ph.D. students must enroll in full-time course work (minimum of nine academic course hours) for two consecutive semesters during the regular academic year (fall-spring or spring-fall combination), excluding internships and doctoral dissertation credits. No more than three credits per semester may be taken as independent study. Students may earn internship or dissertation credit during their residency period by enrolling for more than the minimum nine academic course credit hours. Students in the residency phase of the Ph.D. program are expected to participate in a variety of professional socialization experiences, such as conference proposal preparation, seminars and symposia, and writing for publication. Financial assistance may be available for Ph.D. students who are completing their residency year.

Ed.D. Residency: Ed.D. students must enroll in six semester hours of course work for two consecutive semesters (fall, spring, or summer), excluding internships and dissertation credit.

Comprehensive/Doctoral Committee

The Comprehensive/Doctoral Committee includes the Chair or Co-Chairs, and one to two additional members, with a minimum of three members. The members of the Committee, initially selected for the Comprehensive Examination process, ideally should remain on the Doctoral Committee throughout the dissertation and final defense. (Changes in the composition of the Doctoral Committee may be requested through the standard procedure administered through the Office of Academic Programs.) The composition of the Committee should include at least one member from the primary field of study (e.g., Counselor Education, Higher Education, Educational Leadership, Special Education, Gifted Education, Curriculum Leadership, Curriculum & Educational Technology), and at least one member from outside the primary field of study. The Chair of the Committee must be a faculty member in the School of Education; a minimum of two members of the Committee must be faculty members in the School of Education. Members outside of the School of Education must be approved by the Committee Chair. The appointed academic advisor may be selected by the student to serve on or chair the Committee, but inclusion of the academic advisor is not mandatory. All members of the Committee must have a terminal degree and are required to participate fully in review and assessment of written and oral examinations and in the dissertation process. The Chair should ensure that current or recent supervisory and collegial relationships between Committee members and the student are avoided.

Comprehensive Examinations

The purpose of the comprehensive examination process is threefold. The first emphasis is placed on the use of the comprehensive exam for the student to demonstrate the ability to produce an independent integration and synthesis across the graduate course work and topic areas in the program of study. The second emphasis is to assess the student's ability to interrelate theory, research and practice in the program of study. Third, the comprehensive exam is an opportunity to assess the readiness of the student to continue the doctoral program to completion, with an emphasis on appropriate knowledge, scholarly writing and organizational skills.

Program Requirements

Formal written and oral comprehensive exams are required for admission to doctoral candidacy. The Office of Academic Programs schedules the comprehensive examination.

Eligibility

A student is considered eligible to take the doctoral comprehensive during or immediately following the final semester of required course work, or within six hours of completion of the courses listed on the plan of study, excluding dissertation hours. Completion of EDUC 663, EDUC 664 and EDUC 665 is recommended prior to the semester in which the comprehensive examination is taken.

Comprehensive Examination Format

The Comprehensive Examination consists of the Standard Written Examination, the Candidacy Paper, and the Oral Examination based primarily upon the Candidacy Paper.

Step One: The Standard Examination

The Doctoral Program faculty (School Psychology and Counselor Education; Educational Policy, Planning and Leadership) design essay questions (6 hours for EPPL and 10 hours for Counselor Education) representing areas of study that are central to doctoral study in the field. The questions require a demonstration of breadth of knowledge and call for description and analysis of central issues in the primary field of study and supporting fields or cognate areas as deemed appropriate by the Area faculty. The exam includes one question regarding research design.

Exam Evaluation

Each Doctoral Program Area is responsible for developing written criteria for the evaluation of the standard exam. These written criteria must be shared with students prior to the exam. The Committee will evaluate the standard exam on a Pass/Fail/Honors basis. A unanimous vote is required for an Honors designation; a majority vote is necessary for all other evaluations. The review of the standard exam should be completed within two weeks. Each member of the Committee will summarize his or her evaluation in a memo to the Chair. The Chair of the Committee will notify the Office of Academic Programs regarding the status of the student; subsequently, the Office of Academic Programs will notify the student. In the event of an unsatisfactory evaluation of the standard exam, the Chair will make recommendations and set a timetable to remedy any deficiencies. A second standard exam may be scheduled through the Office of Academic Programs. If a failing grade is received twice, the candidacy is denied.

Step Two: The Candidacy Paper

The Candidacy Paper serves as the focus for the Oral Examination. The purpose of the paper is to demonstrate an in-depth critical analysis coupled with appropriate or original interpretations and applications of the topic under consideration. The student must submit an outline for the paper to the Chair within two weeks of receiving an evaluation of Pass or Honors for the Standard Written Exam. Within two weeks following submission, the Committee must accept the topical outline or may request a revised submission by the student. Upon approval, the Committee Chair will file the appropriate form with the Office of Academic Programs. Students must certify in an Honor Code statement that the paper is a substantially new product which may draw upon previous work, but represents fresh perspectives. The paper will be between fifteen and twenty narrative pages [4500 to 6000 words] in a topic area highly relevant to the primary field of study and follow standard APA style requirements. The paper must be completed within four weeks. During this period, faculty contact is limited to brief consultation on the process but not the substance of the paper. Ideally, the paper will be of publishable quality.

Paper Evaluation

Each Doctoral Program Area is responsible for developing written criteria for the evaluation of the paper. The student should demonstrate in the paper the content

knowledge and critical analysis and writing skills necessary for the completion of the dissertation. Upon a satisfactory evaluation of the paper from the majority of the Committee members, the Chair of the Committee will notify the student and the Office of Academic Programs, and set the date for the oral exam. In the event of an unsatisfactory evaluation of the paper, the Chair will make recommendations and set a timetable to remedy any deficiencies. A second evaluation will be scheduled by the Chair. A student may rewrite an unsatisfactory paper only once. A second unsatisfactory paper denies the student candidacy.

Step Three: The Oral Examination

The Oral Examination will be facilitated by the Chair of the Committee, and all members of the Committee must attend. The oral examination focuses on verbal presentation of the content of the Candidacy Paper, as well as any other relevant content areas that are identified by the Committee and submitted to the student.

Oral Examination Evaluation

Each Doctoral Program is responsible for developing both a group orientation to the process of the oral exam as well as a written criteria for the evaluation of this exam. The Committee will meet at the conclusion of the oral exam to determine the status of the student based on his or her performance. The Committee will evaluate the oral exam on a Pass/Fail/Honors basis. A unanimous vote is required for an Honors designation; a majority vote is necessary for all other evaluations. The Chair will notify the student and the Office of Academic Programs of the evaluation that the student has received. In the event of an unsatisfactory evaluation of the oral exam, the Chair will make recommendations and set a timetable to remedy any deficiencies. A second oral exam will be scheduled by the Chair and the student. A student may retake a failed oral exam only once. A second failed oral exam denies the student candidacy.

Honors Designation

In order for a student to receive the Honors designation on his or her transcript for the comprehensive exams, all components (the standard exam, the candidacy paper, and the oral exam) must be judged at the Honors level. The Honors designation will be announced at the time of graduation during the recognition of degrees at the School of Education graduation ceremony.

Dissertation

The dissertation requirement is intended to prepare graduates to design, conduct, and interpret research on significant educational issues and problems. All doctoral level research should enhance understanding of the educational process and/or inform educational policy and practice.

Dissertation research for the Ed.D. degree must build upon prior scholarship and theory and apply research findings in a manner that will illuminate and enhance educational policy and practice.

Dissertation research for the Ph.D. degree should advance scholarship in the field of education by making an original contribution to educational knowledge and theory in a manner that has the potential to impact on educational practice. It is anticipated that Ph.D. dissertations will lead to publications in relevant journals or other publication outlets.

All dissertations will be judged on their overall contribution to knowledge including the study's clarity, application of theory and prior and/or related research, and relevance to educational policy and practice.

Proposal

The dissertation proposal must be a substantive, carefully crafted scholarly document, generally 30 to 50 pages in length. In most cases, the proposal will contain a statement of the problem to be investigated, a conceptual framework, a review of related literature, and a description of the study's methodology. Some research methodologies employ different proposal formats and require different emphases among the areas included in the proposal. In all cases, a dissertation proposal should provide a clear, systematic, and conceptually sound overview of the proposed study that explains in detail why and how the study will be conducted.

Proposal Defense

The purpose of the proposal defense is to assess the merits of the proposed research and the ability of the doctoral candidate to conduct this research in a scholarly manner. The proposal must be defended in a formal meeting to be attended by all members of the Committee. A unanimous vote of committee members at the time of the proposal defense is required for approval of the proposal. If unanimous approval is not given at this defense, the Chair will make recommendations to remedy any deficiencies. A second proposal defense will be scheduled by the Chair and the student.

Enrollment

Continuous enrollment during the academic year for a minimum of three semester credit hours (EDUC 800 – Dissertation) is required from the time the dissertation proposal is approved until the student has successfully completed and defended the dissertation.

Defense

The purpose of the dissertation defense is to assess the merits of the doctoral research and the ability of the doctoral candidate to interpret his or her scholarship within the context of the educational system and the larger society. The dissertation must be defended in a public forum. All members of the Comprehensive/Doctoral Committee must attend the defense and the defense should be open to all members of the university community and invited guests. A unanimous vote of committee members is required for approval of the dissertation at the defense. If unanimous approval is not given at this defense, the Chair will make recommendations to remedy any deficiencies. A second dissertation defense will be scheduled by the Chair and the student. The Comprehensive/Doctoral Committee chair will notify the educational community of the time, date, and location of the scheduled defense at least ten days prior to the event.

Additional Considerations

The chair of the dissertation committee may require the candidate to submit the dissertation to an outside editor for review and/or revision prior to final distribution before defense. Editing in this situation is limited to bringing the dissertation into alignment with APA or other identified style manual guidelines. (The committee is not expected to extensively correct or modify the writing style of the dissertation.)

Following successful defense, and no less than two weeks prior to the next commencement, two copies of the final approved dissertation must be delivered to the administrative office in the Swem Library for binding and microfilming. Upon successful completion of the oral comprehensive exam, students will receive a dissertation publication package from the Office of Academic Programs. This publication will aid with the dissertation publication process.

Program Descriptions

Detailed descriptions of each master's degree and doctoral degree program in the School of Education follow. There are 3 program areas:

Curriculum & Instruction (C&I)

M.A.Ed. programs in Curriculum and Instruction which include concentrations in Elementary Education; Secondary Education; Reading, Language and Literacy; Gifted Education; and Special Education (initial certification and Collaborating Master Educator).

Educational Policy, Planning & Leadership (EPPL)

M.Ed. programs in Educational Leadership with concentrations in K-12 Administration and Supervision and Higher Education Administration; Ed.D./Ph.D. programs with concentrations in General Administration (K-12), Gifted Education Administration, Higher Education, Special Education Administration, Curriculum Leadership and Curriculum & Educational Technology.

School Psychology & Counselor Education (SPACE)

M.Ed. programs in Counseling (School, Community; Community & Addictions; Family); School Psychology with an Ed.S. option; Ed.D./Ph.D. program in Counselor Education.

Curriculum and Instruction

Master of Arts in Education Degree (M.A.Ed.) Programs

The M.A.Ed. Programs in Curriculum & Instruction with concentrations in Elementary and Secondary Education are full-time, three-semester programs beginning in the summer, continuing in the fall and finishing in the next spring. Having a single cohort move through a fixed sequence of courses reduces duplication and allows courses to build on student learning in the previous semester. The application deadline for these two programs is **January 15**.

Initial Licensure Programs - The M.A.Ed. programs in Curriculum and Instruction with concentrations in Elementary (PK-6) and Secondary Education (6-12, as well as Foreign Language K-12) lead to initial certification and are open only to people who are not already certified.

The Program - During the summer, students take classes in social foundations, educational and developmental psychology, current issues in curriculum, instruction & assessment and educational research. During the fall and spring semesters, students will complete courses specific to their intended endorsement area. In the spring semester, both elementary and secondary program students complete full-time, supervised student teaching experiences.

The conceptual focus of the teacher preparation program is on developing “reflective practitioners” who carefully collect information about students and student learning to make informed teaching decisions. Eight important strands articulated throughout the M.A.Ed. Program.

- Development of content area expertise, including both general studies and pedagogical content knowledge;
- Focus on instructional design principles, including a common unit planning and lesson plan format;
- Emphasis on classroom management strategies and techniques;
- Attention to student diversity issues;
- Acquisition of knowledge and skills in instructional technology;
- Attention to issues in working with families and

collaborating with school personnel;

- Examination of student assessment strategies, especially in curriculum-based assessment that informs classroom teaching;
- Maintenance of a portfolio documenting accomplishments during the program.

Students have field experiences prior to their student teaching semester. Because these students are placed in the same school for fall and spring semesters, they are more deeply prepared for their ten-week student teaching experience. The seminar that accompanies student teaching allows group discussion and problem-solving, as well as university instructor feedback about their teaching experiences. Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the *Handbook for Practica and Student Teaching Experiences* available on the Office of Teacher Education and Professional Services web site.

Additional Courses for Licensure

Elementary students must complete General Studies Requirements in addition to the courses required by the master’s program. Elementary students must obtain at least three college credits in each of the following areas: English, History, Social Science, Mathematics, and a lab Science. Elementary students should have a bachelor’s degree in a liberal arts and sciences discipline.

Secondary (including K-12 foreign language) students should hold a baccalaureate degree in the subject that they intend to teach. Secondary students must also satisfy Subject Area Endorsement Requirements in English, Mathematics, Foreign Languages (Chinese, French, German, Latin, or Spanish), Science, (Biology, Chemistry, Earth Science, or Physics) or Social Studies. For specific details, see the section that follows titled *Secondary Education - Subject Area Endorsement Requirements*.

Licensure Testing Requirements - Students are required to achieve passing scores on assessments prescribed by the Virginia State Board of Education, both for program completion and for licensure. These assessments include Praxis I (or an allowed equivalent), Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Virginia Reading Assessment (VRA). Complete information about assessments can be found

on the Department of Education web site at <http://www.doe.virginia.gov/>.

Praxis I is an academic skills assessment of mathematics, reading and writing. Praxis I is a program requirement for elementary, secondary, and special education programs. There are three alternate means by which a teacher candidate may meet the Praxis I requirement in lieu of taking the full battery of Praxis I subtests (i.e., reading, writing, and math).

- **SAT Qualifying Score Option:** A composite score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics tests or a score of 1000 on the SAT, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I.

- **ACT Qualifying Score Option:** A composite score of 24 on the ACT may be substituted for Praxis I if taken after April 1, 1995, with the ACT mathematics score no less than 22 and the ACT English plus Reading scores no less than 46, or a composite score of 21 may be substituted, if taken prior to April 1, 1995, with the ACT mathematics score no less than 21 and the ACT English plus Reading scores no less than 37.

- **VCLA Qualifying Score combined with a Qualifying Score on the Mathematics Subtest of Praxis I or SAT or ACT:** A composite score of 470 on the VCLA with subtest scores of at least 235 on writing and 235 on reading may be combined with a qualifying score on the mathematics portion of the Praxis I mathematics subtest (minimum 178) or the SAT mathematics subtest (530 after April 1, 1995, or 510 prior to that date) or the ACT mathematics subtest (22 after April 1, 1995, or 21 prior to that date).

The Praxis I (or equivalent) requirement must be met by the semester prior to student teaching for elementary, secondary, and foreign language students and the semester prior to the second student teaching experience for special education students.

Praxis II is a content knowledge exam. Students in the elementary, secondary, and foreign language programs must pass Praxis II before graduation. (There is currently no Praxis II test available in Latin or Chinese and, therefore, no Praxis II test requirement in these programs.)

VCLA - The Virginia Communication and Literacy Assessment (VCLA) is a test of communication, reading, and writing skills. Students in the elementary, secondary (including foreign language), and special education programs must pass VCLA prior to graduation. Current information about the VCLA is available on the web at www.va.nesinc.com.

VRA - The Virginia Reading Assessment (VRA) is a test of students' knowledge of reading instruction. Students in elementary, reading, and special education programs are required to pass the VRA prior to graduation. (Secondary and foreign language students are not required to take the VRA.) Information about the VRA is available on the web at www.va.nesinc.com.

Students are responsible for providing copies of official score reports for all required assessments to the Office of Teacher Education and Professional Services.

Registration information for all tests is available in the Office of Teacher Education and Professional Services on the Office of Teacher Education and Professional Services web site. Complete information about assessments can be found on the Virginia Department of Education web site at <http://www.doe.virginia.gov/>.

Field Experience - Students must be able to show verification of a current tubercular examination prior to beginning their first field experience. In addition, some school divisions may require a police background check and finger printing prior to engaging in clinical experiences in the schools.

Additional policies and procedures that govern students in the teacher preparation programs during their field experiences are included in the *Handbook for Practica and Student Teaching Experiences*, which is available through the Office of Teacher Education and Professional Services or on the Office of Teacher Education and Professional Services web site.

Advanced Programs / Add-On Endorsements - Advanced M.A.Ed. programs are available in Mathematics, Science, Special Education, Gifted Education, and Reading, Language, & Literacy. Licensure endorsements may be earned in Gifted Education; Algebra I (licensure add-on only); or as a Reading Specialist or Math Specialist. The advanced M.A.Ed. programs may be completed through either full-time or part-time study. For part-time study, the programs will not necessarily be completed in the sequence described in this catalog.

Initial Licensure Programs

Elementary Education (PreK-6) Total Hours: 45

NOTE: This program must be completed on a full-time basis.

FIRST SEMESTER (SUMMER 12 HOURS)

CRIN 591 Current Issues in Curriculum, Instruction, and Assessment—3

- *EDUC F11 Social, Philosophical, Cultural, and Historical Foundations of Education—3
- EDUC F12 Advanced Educational Psychology & Development—3
- EDUC F65 Research Methods in Education—3

**If exempted from EDUC F11 for any reason, the student must notify the Office of Teacher Education and Professional Services in order to complete a required training module in Child Abuse Recognition and Reporting for Virginia licensure.*

SECOND SEMESTER (FALL 17 HOURS)

- CRIN E03 Elementary Reading/Language Arts C&I—5
- CRIN E05 Elementary Social Studies C&I—2
- CRIN E06 Elementary Science C&I—2
- CRIN E07 Elementary Mathematics C&I—2
- CRIN E09 Designs for Technology-Enhanced Learning (Elementary)—2
- CRIN L03 Elementary Reading and Language Arts C&I (Lab)—1
- CRIN L05 Elementary Social Studies C&I (Practicum)—1
- CRIN L06 Elementary Science C&I (Practicum)—1
- CRIN L07 Elementary Mathematics C&I (Practicum)—1

PRAXIS I must be passed before the student teaching semester.

Prerequisite: Successful completion of all course work and practica in the program prior to the professional internship (CRIN L20).

THIRD SEMESTER (SPRING 16 HOURS)

- CRIN 550 Assessment of Learning—1
- CRIN 590 Collaborating with Families and School Personnel—3
- CRIN E08 Introduction to Classroom Management, Organization & Discipline—1
- CRIN E10 Adaptations for Exceptional Student Populations (Elementary)—1
- CRIN E11 Student Teaching Seminar in Elementary Education—1
- CRIN E22 Characteristics of Exceptional Student Populations (Elementary)—1
- CRIN L10 Differentiating and Managing in Diverse Classrooms Practicum: Elementary—1
- CRIN L20 Supervised Teaching in Elementary Education—7

Praxis I (or the equivalent), Praxis II, VCLA, and VRA must be passed prior to graduation.

Secondary Education (Grades 6–12)

Total Hours: 40-43

NOTE: This program must be completed on a full-time basis.

FIRST SEMESTER (SUMMER 12 HOURS)

- CRIN 591 Current Issues in Curriculum, Instruction, and Assessment—3
- *EDUC F11 Social, Philosophical, Cultural, and Historical Foundations of Education—3

- EDUC F12 Advanced Educational Psychology & Development—3
- EDUC F65 Research Methods in Education—3

**If exempted from EDUC F11 for any reason, the student must notify the Office of Teacher Education and Professional Services in order to complete a required training module in Child Abuse Recognition and Reporting for Virginia licensure.*

SECOND SEMESTER (FALL 13 - 16 HOURS)

Select one of the following (3 hours):

- CRIN S00 C & I Methods (Social Studies)—3
- CRIN S01 C & I Methods (English)—3
- CRIN S02 C & I Methods (Modern Foreign Languages)—3
- CRIN S03 C & I Methods (Mathematics)—3
- CRIN S04 C & I Methods (Science)—3

Select one of the following:

- CRIN S10 Practicum in Secondary Schools (Social Studies)—1
- CRIN S11 Practicum-Secondary Schools (English)—1
- CRIN S12 Practicum in Secondary Schools (Modern Foreign Languages)—1
- CRIN S13 Practicum in Secondary Schools (Mathematics)—1
- CRIN S14 Practicum in Secondary Schools (Science)—1
- CRIN S05 Content Reading & Writing—2
- CRIN S05P Content Reading and Writing Practicum—1
- CRIN S07 Designs for Technology-Enhanced Learning (Secondary)—2
- CRIN S08 Classroom Adaptations for Exceptional Students (Secondary)—1
- CRIN S09 Classroom Organization, Management, & Discipline—1
- CRIN S50 Characteristics of Exceptional Student Populations (Secondary)—1
- CRIN S51 Differentiating & Managing in Diverse Classrooms Practicum (Secondary)—1
- *CRIN S77 Literature for Adolescents—3

**Required of Secondary English students only.*

PRAXIS I must be passed prior to the student teaching semester.

Prerequisite: Successful completion of all course work and practica in the program prior to the professional internship (CRIN L20).

THIRD SEMESTER (SPRING 15 HOURS)

- CRIN 550 Assessment of Learning—1
- CRIN 590 Collaborating with Families and School Personnel—3

Select one of the following (2 hours):

- CRIN S38 Instructional Planning in Secondary English—2
- CRIN S39 Instructional Planning in Secondary Mathematics—2
- CRIN S40 Instructional Planning in Secondary Modern Foreign Language—2
- CRIN S41 Instructional Planning in Secondary Science—2

CRIN S42 Instructional Planning in Secondary Social Studies—2

Select one of the following (1 hour):

CRIN S38P Instructional Planning in Secondary English Practicum—1
CRIN S39P Instructional Planning in Secondary Mathematics Practicum—1
CRIN S40P Instructional Planning in Secondary Modern Foreign Languages Practicum—1
CRIN S41P Instructional Planning in Secondary Science Practicum—1
CRIN S42P Instructional Planning in Secondary Social Studies Practicum—1

Select one of the following (1 hour):

CRIN S43 Secondary C & I Seminar (English)—1
CRIN S44 Secondary C & I Seminar (Mathematics)—1
CRIN S45 Secondary C & I Seminar (Modern Foreign Languages)—1
CRIN S46 Secondary C & I Seminar (Science)—1
CRIN S47 Secondary C & I Seminar (Social Studies)—1

Select one of the following (7 hours):

CRIN L29 Internship in Supervised Teaching (Social Studies)—7
CRIN L30 Internship in Supervised Teaching (English)—7
CRIN L31 Internship in Supervised Teaching (Modern Foreign Languages)—7
CRIN L32 Internship in Supervised Teaching (Mathematics)—7
CRIN L33 Internship in Supervised Teaching (Science)—7

Praxis I (or the equivalent), Praxis II, and VCLA must be passed prior to graduation.

SECONDARY EDUCATION - SUBJECT AREA ENDORSEMENT REQUIREMENTS

The subject area requirements for specific secondary school teaching endorsements are as follows:

English

Dr. John Noell Moore
jnmoor@wm.edu; (757) 221-2333

Students who wish to teach English in secondary schools must meet subject area requirements. Specifically, students must complete a major in English that includes a minimum of 36 semester hours, 27 of these hours in courses above the 300 level and distributed as follows:

1. 6 hours in British literature: one course in literature before 1800, and one course in literature after 1800.

2. 6 hours in American literature covering a broad spectrum of American literary history.
3. 3 hours in Shakespeare.
4. 3 hours in the study of a genre.
5. 3 hours in an upper level creative writing course, a course in advanced composition, or a course in the teaching of writing.
6. 6 hours in linguistics (required: an introduction to linguistics; a course in the history of the English language.)
7. 3 hours in world literature or documented evidence (course name and number, authors and texts) of world literatures studied in multiple courses.
8. 3 hours in a course that heavily emphasizes the work of women writers or documented evidence (course name and number, authors and texts) of women writers studied in multiple courses.

Students who are accepted into the M.A. Ed. Program with undergraduate program deficiencies must complete course work to remove these deficiencies before they are eligible for licensure.

Mathematics

Dr. Margie Mason
mmmaso@wm.edu; (757) 221-2327

Those students preparing to teach mathematics must possess an undergraduate major in Mathematics that includes a minimum of 38 semester hours. Coursework must include the following: Geometry, Introduction to Number Theory, Statistics, Calculus I & II, Multivariable Calculus, Linear Algebra, Abstract Algebra, Foundations of Math, Differential Equations and Operations, and Research-Deterministic Models. Students in mathematics education may add an Algebra I endorsement to their teaching license by completing the program outlined for “Algebra I Add-On Endorsement” listed in the Advanced Programs for Licensed Teachers section of this catalog.

Foreign Languages

Dr. Mark Hofer
mjhofe@wm.edu; (757) 221-1713

Students who major in Chinese, French, German, Spanish, or Latin may become certified to teach in K-12 schools by fulfilling the general studies and professional studies requirements in the teacher preparation program. (Non-majors may qualify for the foreign language education program by completing 30 semester hours above the intermediate level in the foreign language.) Subject area coursework in the foreign language for majors and non-majors shall include study of the language at advanced levels, linguistics, grammar/composition, cul-

ture (inclusive of history and geography), and literature. Students are encouraged to qualify for endorsements in two languages by majoring in one and taking at least an additional 24 hours in a second language. Native speakers of the foreign language must complete the following requirements in lieu of completing a major in the language:

1. Achieve a minimum score of 600 on the Test of English as a Foreign Language (TOEFL), if English is not the native language. Native speakers of English are exempt from this test.
2. Achieve a rating of no less than Advanced Low on the ACTFL scale on both the Written Proficiency Test (WPT) and the Oral Proficiency Test (OPT).
3. Provide evidence of post-secondary courses in the foreign language that include study of the language at advanced levels, linguistics, grammar/composition, culture (inclusive of history and geography), and literature.

Science

Dr. Juanita Jo Matkins

jjmatk@wm.edu; (757) 221-2332

Students at the College of William and Mary may satisfy Commonwealth of Virginia certification regulations to teach (1) Biology, (2) Chemistry, (3) Earth Science, or (4) Physics, by completing the following requirements:

Biology

1. An undergraduate major in biology (a minimum of 37 semester hours). In meeting the major requirements, students' undergraduate programs must minimally include instruction in botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry, and human biology.
2. Two inorganic chemistry courses with labs (8 credit hours); two organic chemistry courses with labs (8 credit hours), and a course in physics (4 credit hours).
3. At least one calculus course.

Chemistry

1. An undergraduate major in chemistry (a minimum of 38 semester hours).
2. Preparation must have minimally included instruction in inorganic, organic, analytical and physical chemistry, and biochemistry.
3. A minimum of 16 hours in non-chemistry sciences including at least 1 biology course and 1 physics course.
4. At least one course in calculus.

Earth Science

1. An undergraduate major in geology (a minimum of 36 semester hours).
2. Preparation must have minimally included instruction in astronomy, meteorology, oceanography, and natural resources.

3. A minimum of 16 hours in non-geology sciences, including at least one biology, one chemistry, and one physics course.
4. At least one course in calculus.

Physics

1. An undergraduate major in physics (a minimum of 32 semester hours). In fulfilling the Physics major requirements, students must include the study of classical mechanics, electricity and magnetism, thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity and quantum mechanics.
2. A minimum of 16 hours in non-physics sciences, including at least a course in biology and a course in chemistry.
3. At least one course in calculus and introductory differential equations.

Students completing the requirements for an endorsement in biology, chemistry, earth science, or physics may be endorsed in a second area of science by completing a minimum of 18 semester hours in the second endorsement area provided that the coursework specified above for that particular endorsement is included.

Social Studies

Dr. Jeremy Stoddard

jdstod@wm.edu; (757) 221-2348

Licensure in Social Studies allows students to teach History, Political Science (Government), and other subjects in the field of Secondary Social Studies. The following subject area coursework is required for the social studies endorsement:

1. A major in History or Government.
 - a. 12 hours in Government - needed for a History major (coursework should include at least 3 hours of American government or politics).
 - b. 18 hours in History - needed for a Government major coursework should include at least 6 hours of American or US history).
2. 3 hours in Economics (micro or macro).
3. 3 hours in Human Geography.
4. 3 hours in Non-Western History/Culture.
5. 3 hours in Sociology.
6. 3 hours in Anthropology.

Special Education Total Hours: 48–49

The M.A.Ed. Program in Curriculum and Instruction with a concentration in Special Education—General Curriculum (K-12) prepares special education teachers to work in a variety of educational settings. Graduates of this program are qualified for licensure to teach K-12 students with

varying disabilities (e.g., learning disabilities, emotional disabilities, intellectual disabilities, attention deficit-hyperactivity disorders, autism spectrum disorders) whose individual education programs are based on the general curriculum of the school district.

Students who have an undergraduate degree in arts and sciences, elementary education, or secondary education may apply to this program. Successful applicants to this program will demonstrate the dispositions, experiences, and commitment to teaching students with disabilities in inclusive settings.

Candidates in the initial M.A.Ed. program enroll in two sections of student teaching and spend ten weeks student teaching at one level of education (elementary or middle/high school) and another eight weeks at a different level during a second semester to meet program requirements for K-12 internships.

Students in the Special Education—General Curriculum (K-12) master’s degree program are required to: (a) earn at least a B- grade in designated “methods” courses (CRIN X51, X56, and X52 or X86); (b) complete all courses and requirements from previous semesters; and (c) earn an overall GPA of at least 3.0 for completed courses prior to being allowed to register for and complete their second student teaching experience. Students are also required to successfully complete their program portfolio prior to graduation.

PLEASE NOTE: Applications for full-time study are considered with the January 15 application deadline date, and applications for part-time study are considered with the October 1 and January 15 deadline dates.

FOUNDATIONS (3-9 HOURS)

- **EDUC F11 Social, Philosophical, Cultural & Historical Foundations of Education—3*
- **EDUC F12 Advanced Educational Psychology & Development—3
- EDUC F65 Research Methods in Education—3

Praxis I (or the equivalent) must be passed prior to the second student teaching semester.

**If exempted from EDUC F11 for any reason, the student must notify the Office of Teacher Education and Professional Services in order to complete a required training module in Child Abuse Recognition and Reporting for Virginia licensure.*

SPECIAL EDUCATION CORE (35 OR 36 HOURS)

- CRIN E07 Elementary Mathematics C&I—2
- CRIN L07 Elementary Mathematics C&I [Practicum]—1 (optional)
- **CRIN X48 Current Trends and Legal Issues in Educating Special Populations—3**
- CRIN X51 Language Development & Reading Instruction for Exceptional Students—3

- CRIN R11 Content Area Reading—3
- Select one of the following options:*
- CRIN X52 Instructional Design/Methods for Students with Disabilities in Gen. Cur.—3
OR
- CRIN X86 Advanced Teaching Strategies for Exceptional Students with Learning Problems—3
- CRIN X56 Classroom Mgt & Positive Behavioral Supports for Students with Disabilities—3
- CRIN X59 Assessment for Instructional Design—3
- CRIN X83 Individualized Education Program Transition Planning & Services—3
- CRIN X54 Characteristics and Adaptations for Students with Developmental Disabilities & Autism Spectrum Disorders—3
- CRIN X53 Characteristics & Accommodations for Students with Mild/Moderate Disabilities in Gen. Cur—3
- CRIN X16 Supervised Teaching in Special Education-Elementary Students with Disabilities in Gen. Cur—3-4
- CRIN X17 Supervised Teaching in Special Education-Secondary Students with Disabilities in Gen. Cur—3-4

CULMINATING EXPERIENCE (3 HOURS)

- A. FOR STUDENTS WHO HAVE NEVER TAUGHT FULL-TIME:
 - CRIN 590 Working with Families/School Personnel Collaboration—3
- B. FOR STUDENTS WHO ARE CURRENTLY TEACHING FULL-TIME:
 - Select one of the following options:*
 - CRIN 590 Working with Families/ School Personnel Collaboration—3
 - CRIN X87 Collaboration for Teaching & Learning—3

VCLA and VRA must be passed prior to graduation.

*** If not completed at the baccalaureate or master’s level within the past five years.*

For more information, please contact: Sharon deFur shdef@wm.edu; (757) 221-2150

**English as a Second Language
(Add-On Endorsement)
Total Hours: 9-12**

Students enrolled in the initial licensure programs (that is, elementary, secondary, and special education) may add the English as a Second Language (ESL) endorsement to their license while completing the initial license program. (The ESL endorsement is not a stand-alone degree program, nor is it open to unclassified students). To be eligible for the ESL endorsement, students must successfully complete all requirements for their major program (i.e., elementary, secondary, or special education) and must also successfully complete the following coursework and experiences:



- MDLL 345 Methods in Teaching ESL/EFL—3
or
MDLL 511 Graduate Seminar for Foreign Language Teachers—3
MDLL 346 Foreign Language Acquisition Processes—3
or
MDLL 510 Graduate Seminar for Foreign Language Teachers—3
MDLL 347 Materials Development & Curriculum Design—3*

Additionally, for Secondary and Special Education students:

- CRIN X51 Lang. Dev. & Reading Instr. for Exceptional Students—3
or
CRIN R08 Developmental Reading—3

*Students enrolled in the elementary, secondary, or special education teacher preparation programs who seek ESL licensure must complete 150 clock hours of direct instruction with ESL students in K-12 classrooms in addition to the prescribed assignments for MDLL 347. These 150 clock hours must include experiences in elementary and secondary settings. This requirement may be fulfilled as part of formal practica and student teaching experiences in elementary, secondary, or special education or through other experiences in accredited settings approved by the instructor. Students must coordinate their field placements through the Office of Teacher Education and Professional Services in the School of Education. (Note: Only students admitted to and enrolled in an initial licensure degree program the School of Education are eligible to pursue the ESL endorsement.)

ADVANCED PROGRAMS FOR LICENSED TEACHERS

Special Education Collaborating Master Educator Total Hours: 30–39

The Collaborating Master Educator M.A.Ed. Program in Curriculum and Instruction is designed to enhance the skills of licensed teachers to meet the needs of diverse students, including those with disabilities, in inclusive settings. Required courses address evidence-based practices in differentiated instruction, collaborative teamwork, positive behavior support, and teacher leadership. Program electives allow participants to select courses that complement previous preparation and experience, and that may be applied toward licensure in special

education, general education, or educational leadership/supervision. (Completion of this degree program is typically not sufficient for licensure or endorsement. Additional coursework may be needed.) Most students in the program continue to teach full-time and complete master's degree coursework on a part-time basis.

PLEASE NOTE: Applications for full-time study are considered with the January 15 application deadline date, and applications for part-time study are considered with the October 1 and January 15 deadline dates.

Specific course requirements for each group of students are listed below.

FOUNDATIONS (3-9 HOURS)

- *EDUC F11 Social, Philosophical, Cultural & Historical Foundations of Education—3
*EDUC F12 Advanced Educational Psychology & Development—3
EDUC F65 Research Methods in Education—3

CORE SPECIALTY (12-15 HOURS)

- **CRIN X48 Current Trends and Legal Issues in Educating Special Populations—3
CRIN X56 Classroom Management & Positive Behavioral Supports for Students with Disabilities—3
CRIN X86 Advanced Teaching Strategies for Exceptional Students with Learning Problems—3
CRIN X87 Collaboration for Teaching & Learning—3
EDUC P56 Consultation in the Schools—3

**If not taken as part of licensure requirements/previous degree; pre-requisites.*

*** If not taken within the last 5 years.*

ELECTIVES (Select 4 courses not previously completed; advisor approval required) (12 HOURS)

- CRIN 591 Current Issues in Curriculum, Instruction & Assessment—3
*CRIN R11 Content Area Reading—3
*CRIN X51 Language Development and Reading Instruction for Exceptional Students—3
*CRIN X53 Characteristics & Accommodations for Students with Mild/Moderate Disabilities Gen. Cur.—3
*CRIN X54 Characteristics & Adaptations for Students with Developmental Disabilities & Autism Spectrum Disorders—3
*CRIN X59 Assessment for Instructional Design—3
*CRIN X84 Secondary Transition Issues—3
EPPL 534 Instructional Leadership: Administering Educational Programs—3
EPPL 535 Instructional Leadership: Assessment & Evaluation—3
EPPL 610 Advanced Instructional Strategies—3
EDUC/CRIN/EPPL XXX Appropriate graduate course that complements background preparation—3

* Required for licensure in Special Education: General Curriculum (K-12)

CLINICAL (3 HOURS)

CRIN X89 Internship in Resource Collaborating Teaching—3

For more information, please contact: Dr. Lori Korinek at (757) 221-2335; lakori@wm.edu.

Gifted Education Total Hours: 33-36

The M.A.Ed. Program in Curriculum and Instruction with a concentration in Gifted Education is designed for teachers or administrators who already hold certification in early, middle, or secondary education, or endorsement in at least one area of special education. The program is structured to provide students with an understanding of the unique cognitive/affective needs of gifted students, curriculum and instruction to meet those needs, and the processes for developing appropriate programs and services in the context of general or special education.

FOUNDATIONS (12 HOURS)

EDUC F11 Social, Philosophical, Cultural, and Historical Foundations of Education—3
EDUC F12 Advanced Educational Psychology & Development—3
EDUC F65 Research Methods in Education—3

Select one of the following:

EDUC F67 Psychological & Educational Measurement—3
OR
CRIN X59 Assessment for Instructional Design—3

GIFTED EDUCATION (15 HOURS)

CRIN G80 Psychology and Education of Gifted Learners—3
EPPL 612 Curriculum and Instruction for Gifted Learners—3
CRIN G82 Social & Emotional Development & Guidance of the Gifted Learner—3
EPPL 670 Gifted Program Planning, Development & Evaluation—3
CRIN G84 Practicum in Gifted Education—3

OTHER (3-6 HOURS)

CRIN R11 Content Area Reading—3
and/or
Elective—3

CULMINATING EXPERIENCE (3 HOURS)

CRIN 599 Master's Degree Research Project—3
OR
CRIN G60 Thesis Project—3

Potential Electives for students:

- Advanced courses in gifted education: CRIN 592 (offered in summer), EPPL 650, 712, 750 (offered every other year)
- Core courses in Educational Policy, Planning & Leadership: EPPL 601, 602, 603, 604 (offered annually and every other summer)
- Advanced courses in Curriculum & Instruction: EPPL 534, 535 (offered annually)
- Advanced courses in Instructional Technology: CRIN 602, 603, 607 (every other year)
- Introductory courses in Educational Administration: EPPL 501, 502 (offered annually)

For more information regarding this program, contact Dr. Tracy Cross at (757) 221-2347 or tlcross@wm.edu.

Reading, Language, Literacy Education Total Hours: 35

The M.A.Ed. in Curriculum and Instruction with a concentration in Reading, Language, and Literacy Education provides an in-depth knowledge base related to a balanced language arts curriculum in the field of literacy education. The program is designed for certified elementary, middle, or secondary school teachers and Special Education and Chapter I teachers not currently holding a reading specialist endorsement. Students who already hold a graduate degree and wish to add the Reading Specialist endorsement must still be admitted into the graduate program. Completion of the Reading, Language, Literacy Education Program requires passing the Virginia Reading Assessment (VRA).

PLEASE NOTE: This is a two-year program. Applications are accepted January 15 and October 1.

FOUNDATIONS (9 HOURS)

EDUC F11 Social, Philosophical, Cultural & Historical Foundations of Education—3
EDUC F12 Advanced Educational Psychology & Development—3
EDUC F65 Research Methods in Education—3

CORE SPECIALTY (15 HOURS)

CRIN R07 Language & Literacy Development—3
CRIN R08 Developmental Reading—3
CRIN R11 Content Area Reading—3
CRIN R13 The Teaching of Writing in Early & Middle Education—3
CRIN R21 Literature for Elementary Students—3

PRACTICUM COURSES (8 HOURS)

CRIN R15 Diagnosis and Correction of Reading Difficulties Practicum (K-6 Grades)—4

CRIN R17 Diagnosis and Correction of Reading Difficulties Practicum (6-12 Grades)—4

CULMINATING EXPERIENCE (3 HOURS)

CRIN R29 Reading, Language, and Literacy In-service Seminar—3

Special Reading & Writing Programs

Eastern Virginia Writing Project

The Eastern Virginia Writing Project (EVWP) is one of over 100 sites of the National Writing Project in the United States, Canada, and Europe. Each summer the EVWP sponsors a five-week institute for teachers who are interested in writing, to help students become better writers, and to assist other teacher's teaching writing.

For more information about the Eastern Virginia Writing Project and its Summer Institute call the Director, Dr. James Beers, at (757) 221-2385 or jwbeer@wm.edu.

Reading Recovery Training

Through an arrangement with the Williamsburg-James City County School Division, the Reading, Language and Literacy Education Program offers training for experienced teachers in the Reading Recovery Program. For more information about how to acquire this training, call Dr. James Beers at (757) 221-2385 or jwbeer@wm.edu.

Secondary Education Program for Teachers Holding Certification (Mathematics or Science) Total Hours: 40

FOUNDATIONS (9 HOURS)

EDUC F11 Social, Philosophical, Cultural, & Historical Foundations of Education—3

EDUC F12 Advanced Educational Psychology & Development—3

EDUC F65 Research Methods in Education—3

SUBJECT MATTER CONTENT COMPONENT (6 HOURS)

With the approval of the advisor, if the candidate has sufficient previous coursework in math or science, math education or science education courses may be substituted.

MEASUREMENT & EVALUATION (2 HOURS)

CRIN S06 Classroom Assessment—2

TECHNOLOGY COMPONENT (6 HOURS)

CRIN S07 Instructional Technology (Secondary Education)—2

CRIN S17 Instructional Technology Practicum—Secondary—1

CRIN S81 Technology in Mathematics & Science—3

CURRICULUM & INSTRUCTION COMPONENT (11 HOURS)

Select a total of 11 hours from the following:

CRIN S48 Middle School Curriculum: Current Issues—3

CRIN S49 Secondary School Curriculum: Current Issues—3

EPPL 610 Advanced Instructional Strategies—3

CRIN E06 Elementary Science Curriculum & Instruction—2

CRIN L06 Elementary Science Curriculum & Instruction Practicum—1

CRIN E18 Science Curriculum & Instruction for Early & Middle Education—3

CRIN S36 Secondary School Science Curricula & Instruction—3

CRIN E07 Elementary Mathematics Curriculum & Instruction—2

CRIN L07 Elementary Mathematics Curriculum & Instruction Practicum—1

CRIN E19 Problems & Issues in Teaching Elementary School Mathematics—3

CRIN X33 Teaching Mathematics to Special Populations—1

CRIN S25 Methods & Problems of Teaching Mathematics in Secondary School—3

CRIN S82 Special Topics in Teaching Mathematics: Teaching of 4th & 5th Grade Math—3

CRIN S83 Special Topics in Teaching Mathematics: The Teaching of Geometry—3

CRIN S84 Special Topics in Teaching Mathematics: The Teaching of Algebra—3

CULMINATING EXPERIENCE (6 HOURS)

CRIN 590 Collaborating w/ Families & School Personnel—3

CRIN 599 Master's Degree Research Project—3

Math Specialist Total Hours: 42

The M.A.Ed. in Curriculum and Instruction with a concentration as a Math Specialist is intended to prepare experienced, licensed mathematics teachers to serve as Math Specialists in K-12 schools. Graduates of the program are eligible for licensure endorsement as Math Specialists in Virginia. Students who already hold a graduate degree and wish to add the Math Specialist endorsement must still be admitted into the graduate program.

FOUNDATIONS (9 HOURS)

- EDUC F11 Social, Philosophical, Cultural, & Historical Foundations of Education—3
EDUC F12 Advanced Educational Psychology & Development—3
EDUC F65 Research Methods in Education—3

MATHEMATICS COURSES (15 HOURS)

- MATH 509 Probability and Statistics for Teachers—3
MATH 516 Geometry and Measurement for Teachers—3
MATH 535 Number and Number Sense—3
MATH 536 Functions and Algebra for Teachers—3
MATH 537 Rational Numbers and Proportional Reasoning—3

CORE SPECIALTY (15 HOURS)

- CRIN M01 Current Trends & Issues in Mathematics Education: Leadership I for Mathematics Specialists—3
CRIN M02 Development & Evaluation of Educational Staff: Leadership II for Mathematics Specialists—3
CRIN M03 Advanced Curriculum Theory in Mathematics: Leadership III for Mathematics Specialists—3
CRIN S81 Technology in Mathematics & Science—3

Select one elective: CRIN, EDUC, EPPL, MATH—3

CULMINATING EXPERIENCE (3 HOURS)

- CRIN M04 Internship in Mathematics Leadership—3

Algebra I Add-On Endorsement Total Hours: 24-27

The Algebra I add-on endorsement program is *not* a degree program. The program is intended for experienced or prospective teachers who hold or are eligible for licensure and wish to add Algebra I as an endorsement to their teaching license. Students must complete a Program of Studies with the Mathematics Education program professor and submit the Program of Studies to the Director of Admission of the School

of Education. (The Program of Studies must be on file with both the Office of Academic Programs and the Office of Teacher Education and Professional Services).

PRE-SERVICE TEACHERS:

- MATH 111 Calculus I—4
MATH 112 Calculus II—4
MATH 211 Linear Algebra—3
MATH 214 Foundations of Mathematics—3
MATH 307 Abstract Algebra—3
MATH 351 Applied Statistics—3
MATH 416 Topics in Geometry—3
CSCI 141 Computational Problem Solving—4
EDUC 443/CRIN S03 Curriculum & Instruction Methods (Mathematics)—3

IN-SERVICE TEACHERS:

- MATH 536 Functions and Algebra for Teachers—3
MATH 111 Calculus I—4
MATH 211 Linear Algebra—3
*MATH 516 Geometry and Measurement for Teachers—3
*MATH 509 Probability and Statistics for Teachers—3
*MATH 539 Discrete Mathematics—3

ELECTIVES (6 credits total)

NOTES: *MATH 516 includes competencies in Trigonometry and Introductory Computer Science. MATH 509 and MATH 539 also include competencies in Introductory Computer Science).

In order to be eligible for the Algebra I endorsement through the College of William & Mary, a minimum of two (2) of the required courses must be completed at William & Mary with a grade of B- or better in each. Additionally, the combined GPA of all courses in the program must be at least 3.0.

For more information regarding these programs, contact Dr. Margie Mason at (757) 221-2327 or [mmaso@wm.edu](mailto:mmmaso@wm.edu).

SCHOOL OF
EDUCATION—
C & I

Educational Policy, Planning and Leadership (EPPL)

Master of Education Degree (M.Ed.) Programs

The Master's Degree program in Educational Leadership blends elements of well-grounded theoretical perspectives with innovative practices in the preparation of educational leaders for entry-level positions in educational organizations. The program offers two concentrations: Pre-K-12 Administration & Supervision and Higher Education Administration. The Program Area Coordinator is Dr. Pamela Eddy (757) 221-2349; pamela.eddy@wm.edu.

Educational Leadership— Administration & Supervision Pre-K-12 Total Hours: 30-39

The M.Ed. program in administration and supervision Pre-K-12 program emphasizes skills needed for leadership positions in Pre-K-12 educational organizations. For students who hold a valid Virginia teaching license and have three years of successful teaching experience, this degree can lead to the addition of an endorsement in administration and supervision by the Virginia Department of Education. Students admitted to other graduate degree programs in the School of Education may also pursue administrative licensure by working with their advisor to plan a program which includes all of the required licensure course work.

INTRODUCTORY CORE (12-15 HOURS)

- EPPL 501 Educational Leadership and Organizational Dynamics—3
EPPL 502 Educational Leadership: Concepts and Cases—3
*EDUC F65 Research Methods in Education—3
**EPPL 640 Administration & Supervision of Special Education

***Select one of the following (3 hours):

- EDUC F09 Human Growth and Development: A Life-Span Perspective—3
EDUC F11 Social, Philosophical, Cultural and Historical Foundations of Education—3
EDUC F12 Advanced Educational Psychology & Development—3

ORGANIZATIONAL LEADERSHIP (12 HOURS)

- EPPL 550 The Principalship: Managing Instructional Resources—3
EPPL 642 Interpersonal & Public Relations in Education—3
EPPL 643 Human Resources Administration—3
EPPL 660 Educational Law—3

INSTRUCTIONAL LEADERSHIP (9 HOURS)

- EPPL 534 Instructional Leadership: Administering Educational Programs—3
EPPL 535 Instructional Leadership: Assessment and Evaluation—3
EPPL 536 Instructional Leadership: Supervision and Professional Development—3

CULMINATING EXPERIENCE (3-6 HOURS)

- EPPL 586 Internship in Administration & Supervision I—3
EPPL 587 Internship in Administration & Supervision II—3

NOTES: * See Chart on page 45.

During the final semester of their program, students in the M.Ed. Program in Educational Leadership are required to complete an exit survey.

Educational Leadership - Higher Education Administration Total Hours: 36-38

The M.Ed. Program in Educational Leadership includes a concentration in Higher Education Administration. This program is designed to prepare students for leadership and service positions in colleges, universities, community colleges, government agencies, research agencies, educational associations, and other post-secondary educational settings. Graduates have pursued careers in admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

In addition to a concentration on higher education, the program includes courses which introduce graduate students to the theories of administration, organization, and policies that characterize educational institutions in general. Requirements in the Foundations of Education

M.Ed. in Educational Leadership Administration and Supervision PreK-12 Programs

Degree Earned -	Track A Bachelor's	Track B Bachelor's	Track C Master's
Degree Currently Seeking -	M.Ed. w/VDE Licensure	M.Ed. w/o VDE Licensure	M.Ed. w/VDE Licensure
EPPL 501	X	X	X
EPPL 502	X	X	X
EDUC F65*	X	X	
EPPL 640**	X		X
EDUC F09, F11, or F12***	X	X	
EPPL 550	X	X	X
EPPL 642	X	X	X
EPPL 643	X	X	X
EPPL 660	X	X	X
EPPL 534	X	X	X
EPPL 535	X	X	X
EPPL 536	X	X	X
EPPL 586	X		X
EPPL 587	X		

Notes:

VDE = Virginia Department of Education.

X = Course is required.

**Required only if no comparable graduate research course has been completed.*

***Required only if no previous undergraduate or graduate special education course has been completed.*

****Required only if no comparable undergraduate or graduate course in social foundations or theories of learning has been completed.*

category provide essential course work in the incorporation of the humanities, behavioral sciences, and research methods to the systematic understanding of educational issues. The culminating courses include an internship and a significant research project as integral parts of a graduate student's professional development.

The course on student personnel services provides a student in the program with an overview of the range of offices and services associated with student life programs. A graduate student enrolled in this M.Ed. program who wishes to acquire some background in counseling pertinent to student personnel settings may request to take additional electives. A prospective student who already holds a master's degree and who is interested in advanced preparation for administrative, faculty, and research positions in higher education should consider applying directly to either the Ed.D. or Ph.D. Program in Educational Policy, Planning and Leadership with a concentration in Higher Education.

The course requirements for the M.Ed. Program in Educational Leadership with a concentration in higher education administration are as follows:

CORE COMPONENT (12 HOURS)

- EPPL 503 The Administration of Higher Education—3
- EPPL 625 Current Issues in Higher Education—3
- EPPL 628 The History of Higher Education—3
- EPPL 635 Organization and Governance of Higher Education—3

RESEARCH COMPONENT (3 HOURS)

- EDUC F65 Research Methods in Education—3

PROFESSIONAL FOCUS (MIN. OF 15 HOURS)

Students with assistance from their advisor create a professional focus by combining a minimum of fifteen credits (five courses) that provide knowledge and skills as background for professional employment. Examples of professional foci include: Academic Services, Advancement in Higher Education, Multicultural Affairs, Recreational Services, Student Services, and Substance Abuse Programs and Services.

CULMINATING COURSES (6 HOURS)

- EPPL 585 Internship in Higher Education—3
- EPPL 599 Master's Project—3

ELECTIVES (OPTIONAL)

- EPPL 500 Orientation to Graduate Studies in Higher Education—1
- EPPL 511 Budget Policy and Practice in Higher Education—1

During the last semester of one's programs of study, a student in the M.Ed. Program in Educational Leadership with a concentration in Higher Education must arrange their exit interview with the faculty advisor. The

interview is conducted by faculty of the Higher Education Program to obtain feedback about a student's experiences in the program.

Doctoral Degree Programs

The Educational Policy, Planning and Leadership program has the following components:

- Program Area Core Course Requirements
- Research Methodology Courses
- Concentration Area
- Cognate(s) (Ph.D. students)
- Dissertation

CONCENTRATION AREA

Each student will be required to declare a concentration in either General Education Administration, Gifted Education Administration, Special Education Administration, Curriculum Leadership, Curriculum and Educational Technology, or Higher Education. The purpose of the concentration is to enable the student to develop in-depth knowledge and understanding of principles, concepts, theories, and practices in a particular area of Educational Policy, Planning and Leadership.

CORE & RESEARCH COURSES

Doctoral students admitted into the EPPL Ed.D. and Ph.D. programs will be required to take their four core courses in an established sequence during the first two years of matriculation. *Higher education students are exempt from this requirement.* Students in the Ph.D. programs, except for students in the higher education program, will also take their four required research courses during this two-year time frame. Full-time students may take their concentration and cognate electives simultaneously with these required courses. Part-time students may take their electives in the summers and after the completion of the introductory courses. An exception could be made, with the permission of the advisor, for EPPL General (K-12) students seeking administrative license, who could take the licensure sequence first, followed by the doctoral core and research sequence.

General (K-12) Administration Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development & Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3

- EPPL 603 Leadership in Education—3
 EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
 EDUC 665 Intermediate Statistics in Education—3
 EDUC 694A Qualitative Research Design & Methods I—3
 EDUC 694B Qualitative Research Design & Methods II—3

Select one of the following:

- EDUC 700 Advanced Statistics in Education—3
 EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

Select 7 of the following:

- CRIN 592 Creativity and Innovation in Education—3
 EPPL 501 Educational Leadership and Organizational Dynamics—3
 EPPL 502 Educational Leadership: Concepts and Cases—3
 EPPL 534 Instructional Leadership: Administering Educational Programs—3
 EPPL 535 Instructional Leadership: Assessment and Evaluation—3
 EPPL 536 Instructional Leadership: Supervision and Professional Development—3
 EPPL 540 Topics in Educational Leadership—3
 EPPL 550 The Principalsip: Managing Instructional Resources—3
 EPPL 561 Leadership and Cultural Competence—3
 EPPL 586 Internship in Administration and Supervision I—3
 EPPL 587 Internship in Administration & Supervision II—3
 EPPL 610 Advanced Instructional Strategies—3
 EPPL 611 Theories of Curriculum Development & Evaluation—3
 EPPL 633 Planning and Management in School Finance and Facilities—3
 EPPL 642 Interpersonal and Public Relations in Education—3
 EPPL 643 Human Resources Administration—3
 EPPL 645 The Superintendency Team—3
 EPPL 660 Educational Law—3
 EPPL 715 Public Schools and Public Policy—3
 EPPL 733 Seminar on Legal Issues in Education—3
 EPPL 734 Seminar in Human Resource Leadership—3
 EPPL 760 Independent Study in EPPL—3
 EPPL 770 Advanced Internship in Administration—3

COGNATE(S) (12 HOURS)

Each student will select one or more cognate areas to broaden his/her knowledge base and provide additional areas of specialization. Students with a concentration in K-12 General Education Administration may select 6 hours in two cognate areas or 12 hours in one area. Courses listed in more than one cognate or concentration area can be used to satisfy only one requirement. Students should discuss their potential cognate area(s) with their faculty advisor.

CULMINATING EXPERIENCE (3 HOURS)

- EPPL 790 Educational Policy, Planning & Leadership Research Seminar—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

General (K-12) Administration Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
 EPPL 602 Educational Planning and Program Evaluation—3
 EPPL 603 Leadership in Education—3
 EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (9 HOURS)

- EDUC 663 Principles of Educational Research—3
 Select two of the following:
 EDUC 664 Qualitative Research Methods—3
 EDUC 665 Intermediate Statistics in Education—3
 EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

Select 7 of the following:

- CRIN 592 Creativity and Innovation in Education—3
 EPPL 501 Educational Leadership and Organizational Dynamics—3
 EPPL 502 Educational Leadership: Concepts and Cases—3
 EPPL 534 Instructional Leadership: Administering Educational Programs—3
 EPPL 535 Instructional Leadership: Assessment and Evaluation—3
 EPPL 536 Instructional Leadership: Supervision and Professional Development—3
 EPPL 540 Topics in Educational Leadership—3
 EPPL 550 The Principalsip: Managing Instructional Resources—3
 EPPL 561 Leadership and Cultural Competence—3
 EPPL 586 Internship in Administration and Supervision I—3
 EPPL 587 Internship in Administration & Supervision II—3
 EPPL 610 Advanced Instructional Strategies—3
 EPPL 611 Theories of Curriculum Development & Evaluation—3
 EPPL 633 Planning and Management in School Finance and Facilities—3
 EPPL 642 Interpersonal and Public Relations in Education—3
 EPPL 643 Human Resources Administration—3

- EPPL 645 The Superintendency Team—3
- EPPL 660 Educational Law—3
- EPPL 715 Public Schools and Public Policy—3
- EPPL 733 Seminar on Legal Issues in Education—3
- EPPL 734 Seminar in Human Resource Leadership—3
- EPPL 760 Independent Study in EPPL—3
- EPPL 770 Advanced Internship in Administration—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

**Special Education
Ph.D.—Total Hours: 69 (minimum)**

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 665 Intermediate Statistics in Education—3
- EDUC 694A Qualitative Research Design & Methods I—3
- EDUC 694B Qualitative Research Design & Methods II—3

Select one of the following:

- EDUC 700 Advanced Statistics in Education—3
- EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- EPPL 501 Educational Leadership and Organizational Dynamics—3
- EPPL 614 Curriculum Development in Special Education—3
- EPPL 640 Administration and Supervision of Special Education—3
- EPPL 660 Educational Law—3
- EPPL 735 Legislation, Litigation and Special Education—3
- EPPL 752 Interdisciplinary & Interagency Service Delivery—3
- EPPL 770 Advanced Internship in Administration—3

COGNATE(S) (12 HOURS)

Each student will select one or more cognate areas to broaden his/her knowledge base and provide additional areas of specialization. Students may select 6 hours in two cognate areas or 12 hours in one area. Courses listed in more than one cognate or concentration area can be used to satisfy only one requirement. Students should discuss their potential cognate area(s) with their faculty advisor.

CULMINATING EXPERIENCE (3 HOURS)

- EPPL 790 Educational Policy, Planning & Leadership Research Seminar—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

**Special Education
Ed.D.—Total Hours: 48 (minimum)**

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (9 HOURS)

- EDUC 663 Principles of Educational Research—3
- Select two of the following:*
- EDUC 664 Qualitative Research Methods—3
 - EDUC 665 Intermediate Statistics in Education—3
 - EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- EPPL 501 Educational Leadership and Organizational Dynamics—3
- EPPL 614 Curriculum Development in Special Education—3
- EPPL 640 Administration and Supervision of Special Education—3
- EPPL 660 Educational Law—3
- EPPL 735 Legislation, Litigation and Special Education—3
- EPPL 752 Interdisciplinary & Interagency Service Delivery—3
- EPPL 770 Advanced Internship in Administration—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

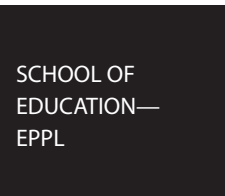
**Gifted Education
Ph.D.—Total Hours: 69 (minimum)**

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 665 Intermediate Statistics in Education—3



- EDUC 694A Qualitative Research Design & Methods I—3
 EDUC 694B Qualitative Research Design & Methods II—3
Select one of the following (3 hours):
 EDUC 700 Advanced Statistics in Education—3
 EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- EPPL 501 Educational Leadership and Organizational Dynamics—3
 EPPL 660 Educational Law—3

Select five (15 hours):

- CRIN 592 Creativity and Innovation in Education—3
 EPPL 561 Leadership & Cultural Competence—3
 EPPL 612 Curriculum and Instruction for Gifted Learners—3
 EPPL 650 Developmental Perspectives in Gifted Education—3
 EPPL 670 Gifted Program Planning, Development and Evaluation—3
 EPPL 712 Administration and Policy Issues in Gifted Education—3
 EPPL 750 Current Trends and Issues in Gifted Education Administration—3
 EPPL 770 Advanced Internship in Administration—3

COGNATE(S) (12 HOURS)

Each student will select one or more cognate areas to broaden his/her knowledge base and provide additional areas of specialization. Students may select 6 hours in two cognate areas or 12 hours in one area. Courses listed in more than one cognate or concentration area can be used to satisfy only one requirement. Students should discuss their potential cognate area(s) with their faculty advisor.

CULMINATING EXPERIENCE (3 HOURS)

- EPPL 790 Educational Policy, Planning & Leadership Research Seminar—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

**Gifted Education
 Ed.D.—Total Hours: 48 (minimum)**

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
 EPPL 602 Educational Planning and Program Evaluation—3
 EPPL 603 Leadership in Education—3
 EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (9 HOURS)

- EDUC 663 Principles of Educational Research—3
Select two of the following:
 EDUC 664 Qualitative Research Methods—3
 EDUC 665 Intermediate Statistics in Education—3
 EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- EPPL 501 Educational Leadership and Organizational Dynamics—3
 EPPL 660 Educational Law—3

Select five (15 hours):

- CRIN 592 Creativity and Innovation in Education—3
 EPPL 561 Leadership & Cultural Competence—3
 EPPL 612 Curriculum and Instruction for Gifted Learners—3
 EPPL 650 Developmental Perspectives in Gifted Education—3
 EPPL 670 Gifted Program Planning, Development and Evaluation—3
 EPPL 712 Administration and Policy Issues in Gifted Education—3
 EPPL 750 Current Trends and Issues in Gifted Education Administration—3
 EPPL 770 Advanced Internship in Administration—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

**Curriculum Leadership
 Ph.D.—Total Hours: 69 (minimum)**

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development & Analysis—3
 EPPL 602 Educational Planning and Program Evaluation—3
 EPPL 603 Leadership in Education—3
 EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
 EDUC 665 Intermediate Statistics in Education—3
 EDUC 694A Qualitative Research Design & Methods I—3
 EDUC 694B Qualitative Research Design & Methods II—3
Select one of the following:
 EDUC 700 Advanced Statistics in Education—3
 EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

Required Courses: (15 hours)

- CRIN 602 Curriculum-based Technology Integration K-12—3
 EPPL 610 Advanced Instructional Strategies—3
 EPPL 611 Theories of Curriculum Development & Evaluation—3
 EPPL 612 Curriculum & Instruction for Gifted Learners—3
 EPPL 614 Curriculum Development in Special Education—3

SCHOOL OF
 EDUCATION—
 EPPL

Electives (6 hours):

- CRIN R07 Language & Literacy Development—3
- CRIN R08 Developmental Reading—3
- CRIN R11 Content Area Reading—3
- CRIN R13 Teaching of Writing in Early & Middle Education—3
- CRIN R21 Literature for Elementary Students—3
- CRIN S81 Technology in Mathematics & Science—3
- CRIN 580 Clinical Faculty: Roles & Responsibilities—3
- CRIN 592 Creativity and Innovation in Education—3
- CRIN 603 Research Seminar in Educational Technology—3
- CRIN 604 Digital Tools for Learning—3
- CRIN 605 Ed Technology Prof. Dev.—3
- CRIN 607 Teaching and Learning Online—3
- CRIN 766 Advanced Studies in Curr. Leadership—3
- EPPL 501 Ed. Leadshp & Organizational Dynamics—3
- EPPL 502 Ed. Leadshp: Concepts & Cases—3
- EPPL 534 Instructional Leadership: Administering Educational Program—3
- EPPL 535 Instructional Leadership: Assessment & Evaluation—3
- EPPL 536 Instructional Leadership: Supervision & Professional Development—3
- EPPL 550 The Principalship: Managing Instructional Resources—3
- EPPL 561 Leadership and Cultural Competence—3
- EPPL 613 The Academic Life—3
- EPPL 625 Current Issues in Higher Education—3
- EPPL 628 The History of Higher Education—3
- EPPL 639 Educational Technology Planning—3
- EPPL 640 Admin & Supervision of Special Ed—3
- EPPL 642 Interpersonal & Public Relations in Ed—3
- EPPL 643 Human Resources Administration—3
- EPPL 645 The Superintendency Team—3
- EPPL 660 Educational Law—3
- EPPL 670 Gifted Program Planning, Dev. & Eval—3
- EPPL 715 Public Schools and Public Policy—3
- EPPL 752 Interdisciplinary & Interagency Service Delivery—3
- EPPL 760 Independent Study in EPPL—3
- MATH 509 Probability & Statistics for Teachers—3
- MATH 516 Geometry & Measurement for Teachers—3
- MATH 535 Numbers and Number Sense—3
- MATH 536 Functions and Algebra for Teachers—3

COGNATE(S) (12 HOURS)

Select 6 hours in two cognate areas or 12 hours in one area, focusing upon area(s) other than curriculum. Potential cognates include (1) English, Social Studies, Elementary Education, Gifted Education, Math, Science, Special Education, Reading or Higher Education (2) General Administration or (3) other disciplines within or outside of the School of Education.

CULMINATING EXPERIENCE (3 HOURS)

- EPPL 790 Educational Policy, Planning & Leadership Research Seminar—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

**Curriculum Leadership
Ed.D.—Total Hours: 48 (minimum)**

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development & Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (9 HOURS)

- EDUC 663 Principles of Educational Research—3

Select two of the following:

- EDUC 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

Required Courses: (15 hours)

- CRIN 602 Curriculum-Based Technology Integration K-12—3
- EPPL 610 Advanced Instructional Strategies—3
- EPPL 611 Theories of Curriculum Development & Evaluation—3
- EPPL 612 Curriculum & Instruction for Gifted Learners—3
- EPPL 614 Curriculum Development in Special Education—3

Electives (6 hours):

- CRIN R07 Language & Literacy Development—3
- CRIN R08 Developmental Reading—3
- CRIN R11 Content Area Reading—3
- CRIN R13 Teaching of Writing in Early & Middle Education—3
- CRIN R21 Literature for Elementary Students—3
- CRIN S81 Technology in Mathematics & Science—3
- CRIN 580 Clinical Faculty: Roles & Responsibilities—3
- CRIN 592 Creativity and Innovation in Education—3
- CRIN 603 Research Seminar in Educational Technology—3
- CRIN 604 Digital Tools for Learning—3
- CRIN 605 Ed. Technology Professional Development—3
- CRIN 607 Teaching and Learning Online—3
- CRIN 766 Advanced Studies in Curr. Leadership—3
- EPPL 501 Ed. Leadshp & Organizational Dynamics—3
- EPPL 502 Ed. Leadshp: Concepts & Cases—3
- EPPL 534 Instructional Leadership: Administering Educational Program—3
- EPPL 535 Instructional Leadership: Assessment & Evaluation—3
- EPPL 536 Instructional Leadership: Supervision & Professional Development—3
- EPPL 550 The Principalship: Managing Instructional Resources—3

- EPPL 561 Leadership and Cultural Competence—3
- EPPL 613 The Academic Life—3
- EPPL 625 Current Issues in Higher Education—3
- EPPL 628 The History of Higher Education—3
- EPPL 639 Educational Technology Planning—3
- EPPL 640 Admin & Supervision of Special Education—3
- EPPL 642 Interpersonal & Public Relations in Education—3
- EPPL 643 Human Resources Administration—3
- EPPL 645 The Superintendency Team—3
- EPPL 660 Educational Law—3
- EPPL 670 Gifted Program Planning, Dev. & Eval—3
- EPPL 715 Public Schools and Public Policy—3
- EPPL 752 Interdisciplinary & Interagency Service Delivery—3
- EPPL 760 Independent Study in EPPL—3
- MATH 509 Probability & Statistics for Teachers—3
- MATH 516 Geometry & Measurement for Teachers—3
- MATH 535 Numbers and Number Sense—3
- MATH 536 Functions and Algebra for Teachers—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

Curriculum and Educational Technology Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development & Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 665 Intermediate Statistics in Education—3
- EDUC 694A Qualitative Research Design & Methods I—3
- EDUC 694B Qualitative Research Design & Methods II—3

Select one of the following:

- EDUC 700 Advanced Statistics in Education—3
- EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- CRIN 602 Curriculum-Based Technology Integration K-12—3
- CRIN 603 Research Seminar in Educational Technology—3
- EPPL 610 Advanced Instructional Strategies—3
- EPPL 611 Theories of Curriculum Dev. & Evaluation—3

Select 3 (9 hours):

- CRIN 604 Digital Tools for Learning—3
- CRIN 605 Educational Tech. Professional Development—3
- CRIN 606 Emerging Technologies in Education—3
- CRIN 607 Teaching and Learning Online—3
- CRIN S81 Technology in Mathematics & Science—3
- EPPL 639 Educational Technology Planning—3

COGNATE(S) (12 HOURS)

Select 6 hours in two cognate areas or 12 hours in one area, focusing upon area(s) other than Educational Technology. Potential cognates include (1) Gifted Education, Math, Science, Special Education, Reading or Higher Education (2) General Administration or (3) other disciplines within or outside of the School of Education.

DISSERTATION (9 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

Curriculum and Educational Technology Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (9 HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 664 Qualitative Research Methods—3

Select one of the following:

- EDUC 665 Intermediate Statistics in Education—3
- EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- CRIN 602 Curriculum-Based Technology Integration K-12—3
- CRIN 603 Research Seminar in Educational Technology—3
- EPPL 610 Advanced Instructional Strategies—3
- EPPL 611 Theories of Curriculum Dev. & Evaluation—3

Select 3 (9 hours):

- CRIN 604 Digital Tools for Learning—3
- CRIN 605 Educational Technology Professional Development—3
- CRIN 606 Emerging Technologies in Education—3
- CRIN 607 Teaching and Learning Online—3
- CRIN S81 Technology in Mathematics & Science—3
- EPPL 639 Educational Technology Planning—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. *Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.*

Higher Education Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development & Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 665 Intermediate Statistics in Education—3
- EDUC 694A Qualitative Research Design & Methods I—3
- EDUC 694B Qualitative Research Design & Methods II—3

Select one of the following:

- EDUC 700 Advanced Statistics in Education—3
- EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- EDUC 603 The College Student: Developmental Themes and Social Contexts—3
- EPPL 613 The Academic Life—3
- EPPL 628 The History of Higher Education—3
- EPPL 635 Organization and Governance of Higher Education—3

Select three (9 hours):

- CRIN 592 Creativity and Innovation in Education—3
- EPPL 530 Intro to Student Affairs Admin in Higher Ed—3
- EPPL 561 Leadership & Cultural Competence—3
- EPPL 625 Current Issues in Higher Education—3
- EPPL 632 The Community College—3
- EPPL 638 Comparative Higher Education—3
- EPPL 639 Educational Technology Planning—3
- EPPL 661 Law and Higher Education—3
- EPPL 676 The Financing of Higher Education—3
- EPPL 713 Higher Education and Public Policy—3
- EPPL 714 Adult and Continuing Education Practice and Policy—3
- EPPL 751 Colloquium in Educational Policy, Planning and Leadership—3
- EPPL 760 Independent Study in Educational Policy, Planning & Leadership—3
- EPPL 770 Advanced Internship in Administration—3

COGNATE(S) (12 HOURS)

Each student will select a cognate(s) to broaden his or her knowledge base and provide additional areas of specialization and expertise. Students with a concentration in Higher Education Administration must select a minimum of 12 hours in one area to satisfy the cognate requirement. At least 9 of the 12 hours must be taken outside of Higher Education. Potential cognate area(s) will need to be discussed and planned with a faculty advisor.

CULMINATING EXPERIENCE (3 HOURS)

- EPPL 790 Educational Policy, Planning & Leadership Research Seminar—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.

Higher Education Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning and Program Evaluation—3
- EPPL 603 Leadership in Education—3
- EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

RESEARCH COMPONENT (9 HOURS)

- EDUC 663 Principles of Educational Research—3

Select two of the following:

- EDUC 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EPPL 765 Applied Field Research Project—3

CONCENTRATION AREA (21 HOURS)

- EDUC 603 The College Student: Developmental Themes and Social Contexts—3
- EPPL 613 The Academic Life—3
- EPPL 628 The History of Higher Education—3
- EPPL 635 Organization and Governance of Higher Education—3

Select three (9 hours):

- CRIN 592 Creativity and Innovation in Education—3
- EPPL 530 Intro to Student Affairs Admin in Higher Ed—3
- EPPL 561 Leadership & Cultural Competence—3
- EPPL 625 Current Issues in Higher Education—3
- EPPL 632 The Community College—3
- EPPL 638 Comparative Higher Education—3
- EPPL 639 Educational Technology Planning—3
- EPPL 661 Law and Higher Education—3
- EPPL 676 The Financing of Higher Education—3
- EPPL 713 Higher Education and Public Policy—3
- EPPL 714 Adult and Continuing Education Practice and Policy—3
- EPPL 751 Colloquium in Educational Policy, Planning and Leadership—3
- EPPL 760 Independent Study in Educational Policy, Planning & Leadership—3
- EPPL 770 Advanced Internship in Administration—3

DISSERTATION (6 HOURS)

EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.

Executive Ed.D in K-12 Administration

Total Hours: 48

The new Executive Ed.D. in K-12 Administration offers an alternative to the traditional delivery model for the doctorate degree without sacrificing the quality education historically associated with The College of William and Mary. Courses are taught primarily by regular School of Education faculty members, in a format that better meets the needs of working practitioners. This format allows students to earn their Ed.D. degree in two and a half years!

THE FORMAT

The program includes two and a half years of coursework, delivered in summer sessions, weekends, and distance formats, as well as applied dissertation research. The three week summer sessions are provided at W&M's campus in Williamsburg during years one and two.

During the Fall and Spring semesters, students will attend courses over 4 weekends per semester - 2 weekends per course. Courses begin on Saturday morning and run through Sunday afternoon.

Fall and spring courses utilize both the Williamsburg and Washington DC campuses and include additional online or distance modules for each course.

THE DISSERTATION

A practitioner dissertation model integrates dissertation content and preparation into regular course delivery throughout the program to allow completion of the degree in less than three years.

THE PROGRAM OF STUDIES

Year One

Summer (3 courses)

EPPL 601 Educational Policy: Development and Analysis—3

EPPL 603 Leadership in Education—3
Research Course #1

Fall (2 courses)

EPPL 610 Advanced Instructional Strategies—3
Research Course #2

Spring (2 courses)

EPPL 611 Theories of Curriculum Dev. & Evaluation—3
Research Course #3

Year Two

Summer (3 courses)

EPPL 602 Educational Planning and Program Evaluation—3

EPPL 604 Cross Disciplinary Perspectives in Educational Theory, Research and Practice—3

EPPL 734 Seminar in Human Resource Leadership—3

Fall (2 courses)

EPPL 645 The Superintendency Team—3

EPPL 751 Colloquium in Educational Policy, Planning and Leadership—3

Spring (2 courses)

EPPL 633 Planning and Management in School Finance and Facilities—3

EPPL 733 Seminar on Legal Issues in Education—3

Year Three

Fall

EDUC 800 Dissertation.

TUITION AND FEES

The projected cost for the entire program, which includes tuition, ALL materials, books, registration fees, and parking fees:

Year 1	\$27,000
Year 2	\$27,000
Year 3	\$ 5,000

\$59,000 *Total costs (tuition, fees, all materials, parking)

*Does not include travel or lodging costs; does include some meals in 3 week summer session.

TIMELINE

The application for the Executive Ed.D will be available summer 2010. The first cohort will begin in the summer of 2011.

The program is designed for educators with Master's Degrees and currently in administrative roles. An initial cohort of twenty students (20) is planned for the first three week session in the summer of 2011.

CONTACT INFORMATION

Executive Director

Steven R. Staples (srstap@wm.edu)

Phone: (757) 221-2342

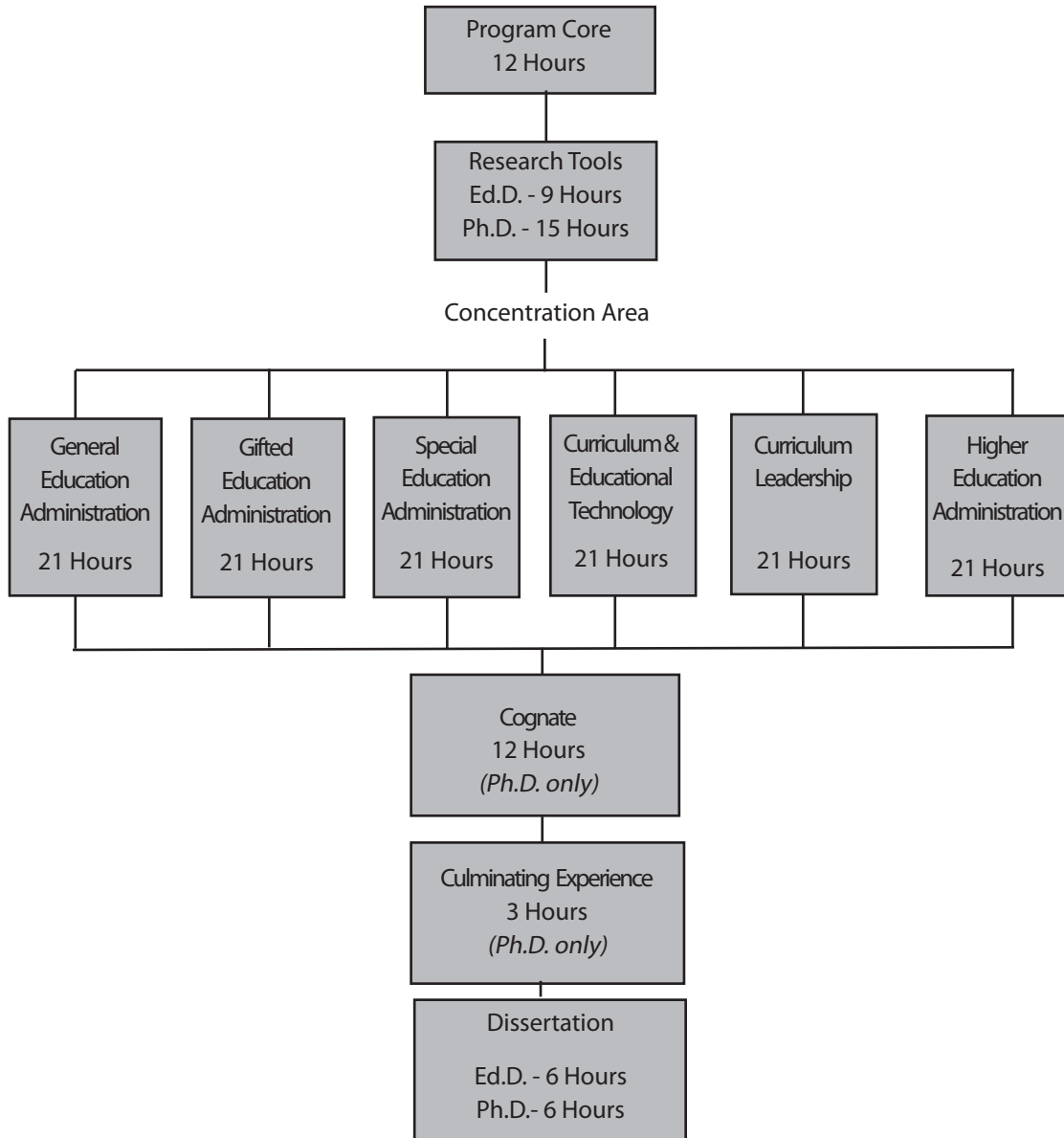
For more information about the Educational Policy, Planning and Leadership Programs, please send an e-mail message to:

- General Education Administration
Megan Tschannen-Moran (mxtsch@wm.edu)
- Gifted Education Administration
Dr. Tracy Cross (tlcross@wm.edu)
- Special Education Administration
Dr. Brenda Williams (btwil1@wm.edu)
- Curriculum & Educational Technology
Dr. Judi Harris (judi.harris@wm.edu)
- Curriculum Leadership
Dr. Chris Gareis (crgare@wm.edu)
- Higher Education
Dr. Dot Finnegan (definn@wm.edu)

SCHOOL OF
EDUCATION—
EPPL

Educational Policy, Planning & Leadership

Ed.D./Ph.D. Programs



Total Hours

Ed.D. - 48

Ph.D. - 69

A maximum of **12 hours** of credit earned at other accredited institutions of higher education and/or credit for coursework completed at William and Mary prior to admission may be applied to the Ed.D., **15 hours** toward the Ph.D.; and only upon approval and recommendation by the student's program advisor and the Associate Dean for Academic Programs. Ed.D. students must earn a minimum of 36 hours and Ph.D. students must earn a minimum of 45 hours beyond the master's level at the College of William and Mary. Courses taken during the semester in which the student receives his/her letter of admission will be counted as transfer credit.

School Psychology and Counselor Education (SPACE)

Master of Education Degree (M.Ed.) Programs

COUNSELING

The M.Ed. Program in Counseling is organized into a series of required foundation courses, basic counseling courses, and a series of courses that enable a student to concentrate in counseling in schools or in agencies.

Community Counseling Total Hours: 54

Recommended sequence for full-time students.

SEMESTER 1 (12 HOURS)

- EDUC C32 Theories of Counseling & Psychotherapy—3
- EDUC C33 Techniques of Counseling—3
- EDUC C34 Group Theory and Techniques—3
- EDUC C29 Substance Abuse & Society—3

SEMESTER 2 (12 HOURS)

- EDUC F65 Research Methods in Education—3
- EDUC 627 Marriage and Family Counseling—3
- EDUC C31 Career Development—3
- EDUC C42 Supervised Practicum in Counseling—3

SUMMER, YEAR 1 (6 HOURS)

- EDUC C46 Contemporary Issues in Clinical Mental Health Counseling—3
- EDUC 645 The Counselor & Psychopathology—3

SEMESTER 3 (12 HOURS)

- EDUC F67 Psychological & Educational Measurement—3
- EDUC C43 Professional, Ethical & Legal Issues in Counseling—3

*EDUC C47 Internship in Community Counseling —3
Required Elective—3

SEMESTER 4 (12 HOURS)

- EDUC F09 Human Growth and Development: A Life-Span Perspective—3

*EDUC C47 Internship in Community Counseling —3

- EDUC 624 Theory & Practice of Multicultural Counseling—3

Required Elective—3

Community & Addictions Counseling Total Hours: 54

Recommended sequence for full-time students.

SEMESTER 1 (12 HOURS)

- EDUC C32 Theories of Counseling & Psychotherapy—3
- EDUC C33 Techniques of Counseling—3
- EDUC C34 Group Theory and Techniques—3
- EDUC C29 Substance Abuse & Society—3

SEMESTER 2 (12 HOURS)

- EDUC 627 Marriage and Family Counseling—3
- EDUC F65 Research Methods in Education—3
- EDUC C42 Supervised Practicum in Counseling—3
- EDUC C44 Addictions Counseling—3

SUMMER, YEAR 1 (6 HOURS)

- EDUC C46 Contemporary Issues in Clinical Mental Health Counseling—3
- EDUC 645 The Counselor & Psychopathology—3

SEMESTER 3 (12 HOURS)

- EDUC C43 Professional, Ethical and Legal Issues in Counseling—3
- EDUC C45 Transpersonal Psychology: Theory, Research, Practice—3

*EDUC C47 Internship in Community Counseling—3

- EDUC F67 Psychological and Educational Measurement—3

SEMESTER 4 (12 HOURS)

- EDUC C31 Career Development—3
- *EDUC C47 Internship in Community Counseling—3
- EDUC F09 Human Growth and Development: A Life Span Perspective—3
- EDUC 624 Theory & Practice of Multicultural Counseling—3

CULMINATING EXPERIENCE

*The internship experience constitutes the culminating activities for this program. To qualify for the degree, students must satisfactorily complete two semesters of EDUC C47 – Internship in Community Counseling.

School Counseling Total Hours: 57

Recommended sequence for full-time students.

SEMESTER 1 (12 HOURS)

EDUC C32	Theories of Counseling and Psychotherapy—3
EDUC C33	Techniques of Counseling—3
EDUC C34	Group Theory and Techniques—3
EDUC C35	Introduction to Professional School Counseling—3

SEMESTER 2 (12 HOURS)

EDUC C42	Supervised Practicum in Counseling—3
EDUC 624	Theory & Practice of Multicultural Counseling—3
EDUC C31	Career Development—3
EDUC C28	Prevention Strategies in Schools & Communities—3

SUMMER, YEAR 1 (9 HOURS)

EDUC F09	Human Growth and Development: A Life Span Perspective—3
EDUC F65	Research Methods in Education—3
EDUC 645	The Counselor & Psychopathology—3

SEMESTER 3 (12 HOURS)

EDUC C43	Professional, Ethical & Legal Issues in Counseling—3
EDUC F67	Psychological and Educational Measurement—3
EDUC C49	Supervised Internship in School Counseling—3
EDUC 675	Theories & Strategies for Counseling School-Aged Children—3

SEMESTER 4 (12 HOURS)

CRIN X48	Current Trends & Legal Issues in Educating Special Populations—3
EDUC C91	Advanced Issues in Professional School Counseling—3
EDUC 627	Marriage and Family Counseling—3
EDUC C49	Supervised Internship in School Counseling—3

CULMINATING EXPERIENCE

The various internship experiences constitute the culminating activities for this degree program. To qualify for the degree, students must perform satisfactorily in EDUC C42—Supervised Practicum and EDUC C49—Supervised Internship in School Counseling, which may be repeated only once. Each master's degree student is also required to participate in a human relations training group in EDUC C34—Group Theory and Techniques.

Upon completion of this program, students can seek endorsement in School Counseling. Students will also need: two years of successful full-time teaching; or two years of successful, full-time experience in guidance and counseling under a provisional license.

Family Counseling Total Hours: 63

Recommended sequence for full-time students.

SEMESTER 1 (15 HOURS)

EDUC C32	Theories of Counseling and Psychotherapy—3
EDUC C33	Techniques of Counseling—3
EDUC C34	Group Theory and Techniques—3
EDUC C43	Professional, Ethical & Legal Issues in Counseling—3
EDUC 630	Family Development and Processes—3

SEMESTER 2 (12 HOURS)

EDUC C42	Supervised Practicum in Counseling—3
EDUC 624	Theory and Practice of Multicultural Counseling—3
EDUC F65	Research Methods in Education—3
EDUC 627	Marriage and Family Counseling—3

SUMMER, YEAR 1 (15 HOURS)

EDUC C46	Introduction to Community Counseling—3
EDUC 625	Couples Counseling and Sex Therapy—3
EDUC 636	Addictions and Family Systems—3
EDUC 646	Internship in Family Counseling—3
EDUC 645	The Counselor and Psychopathology (required for LMFT & LPC)—3

SEMESTER 3 (9 HOURS)

EDUC C29	Substance Abuse and Society—3
EDUC F67	Psychological and Educational Measurement—3
EDUC 646	Internship in Family Counseling—3

SEMESTER 4 (12 HOURS)

EDUC F09	Human Growth & Development: A Life Span Perspective—3
EDUC 635	Advanced Family Counseling: Theories & Techniques—3
EDUC 646	Internship in Family Counseling—3
EDUC C31	Career Development—3

Students in all emphasis areas of the M.Ed. program in Counseling must arrange an exit interview during the last semester of their program of study. The interview is conducted by the faculty of the Counseling program to obtain evaluative feedback about a student's experiences in the program.

Licensure for Professional Counselors in Virginia allows individuals with a master's degree in counseling to practice independently and it is required to obtain third-party payments. At this time in Virginia, licensure requires a master's degree in counseling, 60 hours of graduate course work in counseling, a 4000-hour, post-master's clinical residency, and successful completion of the licensure examination. The course work for the M.Ed. degree in Counseling at the College of William and Mary includes all the required areas of classroom and

clinical instruction needed for licensure in Virginia and most other states. The Counselor and Psychopathology (EDUC 645) course is offered on a regular basis for those students who are interested in licensure. The entire 60 hours need not be taken during the M.Ed. program. Some students elect to complete the 60 hours after they graduate.

New Horizons Family Counseling Center

The New Horizons Family Counseling Center (NH FCC) is the product of the collaborative efforts of New Horizons Regional Educational Center (NHREC) and the School of Education at The College of William and Mary. NHREC is a project funded through a consortium of local school divisions in the Hampton Roads area to provide educational services to children with special needs that individual schools are unable to address. NH FCC is designed to enhance school and family relationships and student success through the provision of family counseling services. The center is staffed by advanced graduate students in counseling and provides both master's and doctoral practicum and internship opportunities for graduate students. The New Horizons program is committed to enhancing family-school collaboration through counseling. For more information about the New Horizons Family Counseling Center, please contact Dr. Victoria Foster at (757) 221-2321 or vafost@wm.edu.

School Psychology Total Hours: 32-35

The M.Ed. degree in School Psychology is the first phase of a graduate program designed for individuals who plan careers in school psychology. The master's is not considered to be a terminal degree and is not sufficient for certification. To meet fully the Virginia certification requirements for school psychologists, students must complete a seventy-hour preparation program that includes both the master's degree and an educational specialist degree.

The program in school psychology has been structured with three major emphases: (1) training in basic concepts of theoretical psychology and philosophical foundations of education; (2) clinical training in consultation, psycho diagnostics, and child therapy; and (3) effective application of skills in school settings.

The closing date to apply for admission is January 15. Preference for admission will be given to applicants who intend to pursue full-time graduate study.

EDUC F65 Research Methods in Education—3

***EDUC F65 is a pre-requisite for this program. Admitted students will have to pass the EDUC F65 pre-test or take EDUC F65 during the summer session.*

FIRST SEMESTER (16 HOURS)

- EDUC F67 Psychological & Educational Measurement—3
- CRIN X52 Instructional Design/Methods for Students w/ Disabilities in General Curriculum—3
- *EDUC P20a Psychoeducational Assessment for School Psychologists—4
- EDUC P23 Introduction to Professional School Psychology—3
- CRIN X51 Language Development and Reading Instruction for Exceptional Students—3

SECOND SEMESTER (16 HOURS)

- CRIN X53 Characteristics & Accommodations for Students w/ Mild/Moderate Disabilities Gen. Curriculum—3
- CRIN X54 Characteristics & Adaptations for Students with Developmental Disabilities & Autism Spectrum Disorders—3
- *EDUC P20b Psychoeducational Assessment for School Psychologists II—4
- EDUC 669 Neuropsychological Bases of Behavior—3
- EDUC F12 Advanced Educational Psychology & Development—3

**Must be completed with a grade of B or above.*

Educational Specialist Degree Program School Psychology Total Hours: 39

The program in the School of Education that leads to an Educational Specialist Degree (Ed.S.) is designed for holders of master's degrees who wish to prepare themselves for responsible positions in school psychology.

The Ed.S. program requires a minimum of sixty hours beyond the bachelor's degree; however, as many as forty-five hours may be transferred from a master's degree program and other planned graduate study, as long as all program requirements are met. Prior course work can be considered for transfer credit only if it was completed within four years of the date of admission to the student's current graduate program. The total program must be completed within four years after admission. The Ed.S. Program in School Psychology is the second phase of the graduate program that prepares students for certification as school psychologists. For students who have completed the M.Ed. Program in School Psych-

SCHOOL OF
EDUCATION—
SPACE

ology, the Ed.S. Program involves an additional thirty-nine hours of coursework, including a full-time year-long internship for twelve semester hours. The Ed.S. School Psychology Program at The College of William and Mary is accredited by the National Association of School Psychologists (NASP).

Applicants to the Ed.S. Program in School Psychology are admitted only to the summer term each year; to be considered for admission, individuals must submit all application materials by January 15. Preference for admission will be given to applicants who intend to pursue full-time graduate study.

SCHOOL PSYCHOLOGY COMPONENT

EDUC P24	Practicum in School Psychology—6
EDUC P56	Consultation in the Schools—3
EDUC 626	Seminar in Professional School Psychology: Ethical and Legal Issues—3
EDUC 644	Developmental Psychopathology—3
EDUC 638	Prevention and Intervention within Public Schools—3
EDUC 675	Theories & Strategies for Counseling School-Aged Children—3
CRIN X56	Classroom Management and Positive Behavioral Supports for Students with Disabilities—3

One elective course to be selected with consultation of advisor—3

CULMINATING EXPERIENCE

EDUC 659	Internship in School Psychology—12
----------	------------------------------------

The culminating experience in the Ed.S. Program in School Psychology is the full-time internship, which must cover one full school year and be completed at an accredited school. Before enrolling in EDUC 659—Internship in School Psychology, students must complete all coursework in their programs, including removal of incomplete (I) grades. Supervision of the internship and evaluation of performance is conducted cooperatively between the program's faculty members and the appropriate school personnel. Traditionally, students receive a stipend during the internship year.

Doctoral Degree Program

Counselor Education

Ph.D. Total Hours: 66 (minimum)

The CACREP accredited doctoral program in Counselor Education is designed to evaluate the theory and practice of counseling through quantitative and qualitative research and to prepare educators and leaders in the field of counseling. Students take doctoral seminars in selected counseling research topics, courses in statistics and research, a counseling practicum, a counselor education internship, and electives approved by their advisors. The goal of the doctoral program is to encourage students to extend their abilities in creative didactic and experiential activities, while developing critical thinking skills and a focused research agenda. Each faculty member is committed to an active mentoring process that promotes professional identity and personal achievement.

New students are admitted into the Counselor Education Program each fall. The doctoral program in Counselor Education seeks students with relevant experience in diverse settings who demonstrate a potential for success in both the research and applied aspects of doctoral study in counselor education.

In addition to meeting national accreditation standards, the PhD program at William & Mary offers unique opportunities for specialized experiences. Through the New Horizons Family Counseling Center, students can receive advanced clinical training in couples, family and sexuality counseling, learn and conduct supervision, and serve in administrative leadership roles. The New Leaf Clinic affords students the opportunity to provide brief counseling interventions (5-10 sessions) to William & Mary students with issues related to use of alcohol or other drugs and to supervise masters students in this setting. The program further offers singular opportunities for studying, developing and applying community-based models for treating children and adolescents and their families.

Topics for doctoral seminars include:

- Advanced study in contemporary counseling theories and integrated theoretical approaches;
- Cognitive and constructivist developmental theory and application;
- Transpersonal psychology;

- Contemporary research in counselor education;
- Advanced study of group work and theory and integrative teaching frameworks for group counseling;
- Current issues in the role and identity of the counselor educator;
- Critical issues in counselor supervision and the development and assessment of non-academic professional performance review standards.

The program of study includes courses in quantitative and qualitative research, a counseling practicum, and a counselor education internship. Each student also will select a 12 credit hour cognate to broaden his or her knowledge base and provide additional areas of specialization and expertise. Topics for cognates have included addictions counseling, family counseling, family-school collaboration, and college student development, among others. Ph.D. students must enroll in full-time coursework (minimum of nine hours of academic course hours) for two consecutive semesters during the regular academic year (fall-spring), excluding the required internships and doctoral dissertation credits. This requirement facilitates the students' active participation in professional socialization experiences, such as conference proposal preparation, seminars and symposia, research and curricular projects, and writing for publication.

Observations from our graduates indicate that the program is held in high regard:

- The College of William & Mary is a highly ranked and historic university that emphasizes excellence and remains an intentionally small student body;
- Nationally and internationally recognized faculty who are active in professional service to the field and also collaboratively engaged with students;
- Opportunities for supervised internships and residencies in advanced clinical practice for achieving licensure;
- Intensive preparation and diverse clinical roles in supervision;
- Opportunities and support for developing teaching skills through teaching internships and formal teaching roles;
- Strong financial support through graduate assistantships and grant opportunities;
- An emerging focus on international study opportunities and globalization in the field;
- Financial support to attend and present at national conferences;

- Opportunities for applying research skills in both new and on-going research projects.

Doctoral Program Full-time Sequence

A 12 hour cognate is required. The cognate is negotiated and approved by the advisor and those courses are integrated throughout the program until completed, typically in the first two years of the program. The sequence below does not include cognate courses.

The 100 clock hour Doctoral Practicum is taken at any time in the program as approved by the advisor, but is recommended to begin in the second year. The 600 clock hour Doctoral Internship includes formal supervised experiences in a singular focus or a combination of teaching, supervision and counseling. The Doctoral Internship follows the completion of the Doctoral Practicum, and may be integrated into the program as approved by the advisor, but is typically completed in the last year.

SEMESTER 1 (FALL)

- EDUC 663 Principles of Educational Research—3
- EDUC 632 Advanced Theories of Counseling & Psychotherapy—3
- EDUC 639 Theory and Process of Counselor Supervision—3

SEMESTER 2 (SPRING)

- EDUC 664 Qualitative Research Methods—3
- EDUC 647 Internship in Counselor Supervision—3
- EDUC 629 Individual Appraisal—3

SUMMER YEAR 1

- EDUC 601 Advanced Group Work and Theory—3

SEMESTER 3 (FALL)

- EDUC 665 Intermediate Statistics in Education—3
- EDUC 762 Doctoral Seminar in Counseling—3
- EDUC 763 Advanced Counseling Practicum—3

SEMESTER 4 (SPRING)

- EDUC 700 Advanced Statistics in Education —3
- EDUC 703 Research in Counselor Education—3
- EDUC 764 Seminar in Counselor Education—3

SUMMER YEAR 2

VARIABLE

SEMESTER 5 (FALL)

- EDUC 765 Doctoral Internship—3
- EDUC 800 Dissertation—6

SEMESTER 6 (SPRING)

- EDUC 765 Doctoral Internship—3
- EDUC 800 Dissertation—3

Admission Requirements

Admission Procedures

The following items must be submitted to the Office of Academic Programs before an application for admission will be processed:

1. Official graduate application form.
2. Official transcripts from all previous undergraduate and graduate work. Unofficial or student copy transcripts will not be considered for admission purposes.
3. Official test scores, not more than 5 years old, from either the Graduate Record Examination (GRE) for most programs, or the Miller Analogies Test (MAT) for the *The Educational Policy, Planning & Leadership programs and the Reading, Gifted, and Special Education programs within the Curriculum and Instruction area*. Applicants whose home language is other than English must also take the Test of English as a Foreign Language (TOEFL).
4. Letters of recommendation (completed online) from 3 persons qualified to evaluate the applicant's personal, ethical, and academic or professional qualifications for graduate study. It is suggested that the applicant present a combination of professional, academic, and personal references. The written references will be used exclusively for purposes of admission to the School of Education.
5. A \$50.00 non-refundable application fee.
6. Essay with focus on personal and professional goals.
7. Resume.
8. *Curriculum & Instruction - Secondary Education Applicants only*: Unofficial transcript of in-progress coursework. This is needed to verify completion of content area licensure requirements.
9. *EPPL Doctoral applicants only*: Doctoral research paper. (See next page for details).
10. Any additional materials or documentation required by specific programs.
11. Interview (optional, at discretion of faculty).

Applications and all supporting materials should be sent to:

Regular Mail

The College of William and Mary
School of Education
Office of Academic Programs
P.O. Box 8795
Williamsburg, VA 23187-8795

Overnight Express

The College of William and Mary
School of Education
Office of Academic Programs
301 Monticello Avenue
Williamsburg, VA 23185

All materials required for consideration must be received within one year and become the property of the School upon receipt. If more than a year elapses, one must reapply, update recommendations and test scores if necessary, and submit another application fee. After the Fall and Spring deadlines, completed applicant files will be reviewed by the program faculty and the Office of the Associate Dean for Academic Programs. The School of Education's Academic Affairs Committee reviews admissions and financial aid decisions to ensure that they comply with approved School of Education and program area policies.

Admission notification for October 1 applicants occurs by mid-November, while January 15 applicants are apprised of their status in March. Students who are admitted to a master's program while they are in their final semester of their senior year or graduate degree program need to submit a "final" college transcript with degree conferral on it to the Office of Academic Programs before commencing their academic studies at the School of Education.

Review of Off-Cycle Admissions

The Associate Dean for Academic Programs can recommend to the faculty a review of candidates for off-cycle admission only upon the presentation of a compelling need for such a review. Off-cycle review of applications will be considered only when warranted by extenuating circumstances such as: (a) receipt of externally-funded grants/contracts that provide financial assistance to or require admission of graduate students; (b) documented compelling need for off-cycle admission by either the program faculty or the student seeking such a review. Students seeking an off-cycle review must provide evidence that postponing the review until the next admissions cycle would create a severe hardship. Program faculty seeking an off-cycle review of

a student must provide documentation in support of the review (e.g., evidence on how the decision would enable the program area to better achieve its mission).

Admission Examination Requirements

All applicants for admission to a graduate program in the School of Education must submit **official** results from the general test of the Graduate Record Examination (GRE). Students applying to the Educational Policy, Planning & Leadership programs and the Reading, Gifted, and Special Education programs in Curriculum and Instruction **only** have the option of submitting **official** results from the Miller Analogies Test (MAT) in lieu of GRE scores. Computer-based GRE testing occurs year-round at more than 600 test centers. Call 1 (800) GRE-CALL for details or visit their web site at <http://www.gre.org>. Educational Testing Service also administers the Test of English as a Foreign Language (TOEFL).

The MAT is administered by counseling centers at most colleges and universities. At The College of William and Mary, the test is administered by the School of Education. Call (757) 221-2317 for test dates and fees.

Program Area Admission Policies

An individual may not be enrolled in two degree programs simultaneously. A student may take second-program courses, but he/she cannot officially start the next program until he/she has graduated or has been withdrawn from the first program. Courses taken toward the second program while still in the first program must adhere to the policies pertaining to transfer credit.

Curriculum and Instruction (C&I)

The College offers M.A.Ed. programs in Curriculum and Instruction which include concentrations in Elementary Education; Secondary Education; Reading, Language and Literacy; Gifted Education; and Special Education (initial certification and Collaborating Master Educator).

The C&I area accepts applications during two admission cycles each year. The deadline for application for summer/fall enrollment is **January 15**. All C&I programs admit to the summer/fall semester. The Reading, Special Education and Gifted programs also accept applications for Spring semester matriculation. The deadline for application to these specific programs for the spring

semester is **October 1**.

While not required for admission to the programs, Praxis I and Praxis II exams are required as part of the of the Master of Arts in Education programs for Elementary, Secondary, and Special Education Initial Licensure programs. See the Praxis sections in the Curriculum and Instruction section of this catalog for testing details.

General Admission Guidelines

In general, students are selected on the basis of their academic preparation [quality of their undergraduate institution, undergraduate GPA, and letters of recommendation], scholastic ability [Graduate Record Examination], professional work or volunteer experience [documented description and/or letters of recommendation], and commitment toward a career in education [personal essay]. *The Special Education concentration also requires experience in teaching or working with special populations.*

Although these admissions requirements do not state a minimum grade point average or standardized entrance examination score cutoff to be considered for admission, the program area faculty will review the pool of applicants to select the students with the most competitive characteristics on all admissions criteria.

Admissions Review Process

- Faculty in each certification area will review applications and recommend applicants for admission, “wait list,” deferred admission, or denial of admission.
- A three-member Admissions Sub-committee composed of faculty members from three different certification areas in C&I will examine the recommendations from each certification area and the accompanying profile of admitted, wait-listed, deferred, and rejected applicants in each concentration area.
- The C&I Admissions Sub-committee will report these summary data to the entire C&I faculty identifying any admission decisions that need further review and discussion.
- After discussion by the entire C&I faculty, a justification sheet will be completed by the Sub-committee for all non-conforming applicant recommendations.
- Final admissions decisions will be signed by the Area Coordinator and forwarded to the Office of Academic Programs. Prioritized waiting lists, when applicable, will be included.

Educational Policy, Planning, and Leadership (EPPL)

M.Ed. programs in Educational Leadership with concentrations in K-12 Administration and Supervision and Higher Education Administration; Ed.D./Ph.D. programs with concentrations in General Administration (K-12), Gifted Education Administration, Higher Education, Special Education Administration, Curriculum Leadership and Curriculum & Educational Technology.

The EPPL area accepts applications during two admission cycles each year. The deadline for application for summer/fall enrollment is **January 15**.

General Admission Guidelines

- Master's applications - undergraduate grade point average > 2.5 and standardized entrance examination score > 40th percentile;
- Ed.D./Ph.D. applications - master's grade point average > 3.5 and standardized entrance examination score > 60th percentile.

Please note that the above norms are intended to serve as a general guideline for admission decisions. However, all applications will be reviewed holistically, taking into account grade point average and entrance examination scores, and such factors as demonstrated performance in advanced graduate coursework, career goals, relevant work experience, and potential for success in a position of leadership in education.

Admissions Review Process

The admissions decision process for EPPL is intended to afford the faculty in the concentration areas (General Administration, Special Education Administration, Gifted Education Administration, and Higher Education) the primary responsibility for reviewing applications in the respective areas. Additionally, input and review for final decisions from the full EPPL faculty is provided. Specific steps for admissions review and decisions in EPPL are as follows:

- Applications will be reviewed and recommendations for admissions made by a committee composed of at least one faculty member from the concentration area and one additional EPPL faculty member outside the concentration area.
- Committee recommendations from the concentration areas that conform to the established admissions norms will receive a summary review by the

EPPL Area faculty.

- Committee recommendations from the concentration areas that differ from the established general admissions norms (grade point average and test scores) will receive full review by the EPPL Area faculty. A full review will be provided for:
 - applicants recommended for admission who do not meet general admissions norms; and
 - applicants not recommended for admission who do meet general admissions norms. A justification sheet will be completed by the committee for all non-conforming applicant recommendations.
- Final admissions decisions will be signed by the Area Coordinator and a concentration area representative and forwarded to the Office of Academic Programs. Prioritized waiting lists, when applicable, will be included.

School Psychology and Counselor Education (SPACE)

M.Ed. programs in Counseling (School, Community; Community & Addictions; Family); School Psychology with an Ed.S. option; Ed.D./Ph.D. program in Counselor Education.

The deadline for application for summer/fall enrollment is **January 15**. All SPACE programs admit to the summer/fall semester only.

General Admission Guidelines

MASTER'S DEGREE

Students are selected on the basis of their academic preparation, work or volunteer experience in counseling or related fields (e.g., human services), and scholastic ability. The general admission guidelines are as follows:

- Undergraduate grade point average > 2.5 and standardized entrance examination score >40th percentile [For School Psychology, grade point average > 3.0 and GRE scores > 50th percentile].

EDUCATIONAL SPECIALIST DEGREE (SCHOOL PSYCHOLOGY)

Graduate students *currently enrolled* in the Master's degree program in School Psychology at The College of William and Mary may apply for elevation to the Educational Specialist Program. Students are required to submit a portfolio to the Office of Academic Programs

by January 15, and must have *completed* at least twelve hours of the Master's degree program. The portfolio must include the following sections: 1) statement of personal and professional goals that conveys an understanding of current trends in the field, 2) graduate transcript, and 3) five examples of graded work products from key assignments that demonstrate ability to successfully perform at the graduate level. These work products should be a representative sample of various classes (e.g., school psychology, educational foundations, counseling, and special education). The portfolio will be reviewed by SPACE faculty, and a decision will be rendered concerning elevation to Ed.S. status. Final decisions will be signed by the Area Coordinator and forwarded to the Office of Academic Programs. There will be no fee for this application. Individuals with previously earned Master's degrees can apply to the Educational Specialist degree program in School Psychology by submitting a formal application to the Office of Academic Programs. Students' previous academic records should be strong. The admission guidelines include a 3.5 cumulative GPA from previous graduate work and a 60th percentile score on the quantitative and verbal subtests of the GRE.

DOCTORAL DEGREE PROGRAM

Applicants interested in pursuing admission to the doctoral degree program in Counselor Education must follow these general admission guidelines that include:

- Master's grade point average > 3.5 and a standardized entrance examination score >60th percentile.

Admissions Review Process

Specific steps for admissions review and decisions in SPACE are as follows:

- Applications will be reviewed and recommendations for admissions made by three member committees composed of two faculty members from the concentration area and an additional SPACE faculty member from outside the concentration area.
- Committee recommendations that conform to the established admissions norms will receive a summary review by the SPACE area faculty.
- Committee recommendations from the concentration areas that differ from the established admis-

sions norms or where there is a lack of consensus among the committee members will receive full review by the SPACE area faculty. A full review will be provided for: (1) applicants recommended for admission who do not meet admissions norms; and (2) applicants not recommended for admission that do meet admissions norms. A justification sheet will be completed by the committee for all non-conforming applicant recommendations.

- Final admissions decisions will be signed by the Area Coordinator and forwarded to the Office of Academic Programs. Prioritized waiting lists, when applicable, will be included.

International Student Admission

International students are encouraged to apply for graduate study in the School of Education at the College of William and Mary in Virginia. The admission process of foreign students is concerned with English language proficiency, academic qualifications, and student financial support for graduate study. This process is designed to ensure that the above concerns are satisfied and completed according to admission deadlines.

English Language Proficiency

Applicants whose native language is not English must have ETS submit the results of the test of English as a Foreign Language (TOEFL) to the Office of Academic Programs. Although a minimum score for admission has not been issued, international students who are typically admitted score at least 600 on the paper based test; at least 280 on the computer-based version; and at least 100 on the internet version of the exam. Scores more than 2 years old cannot be reported or verified by ETS.

Required Academic Qualifications

If you are an international student and have been awarded the baccalaureate degree (or its equivalent) from any institution other than a U.S. regionally accredited institution of higher education, you must submit official copies of all transcripts from every college or university attended **and** certified literal translations where needed. These transcripts must show courses, grades received, annual mark sheets, examination sheets, and leaving certificates as they apply in the student's home country. Official copies must bear the seal of the issuing institution and the actual signature of your college or university registrar.

Student Visas

Once an offer of admission is extended by the School of Education, the student must complete and submit a financial certification form. The Office of Global Education will arrange for issuance of the appropriate certificate of eligibility (I-20). This process may take several months. Please observe the deadlines for submission of documents and do not attempt to enter the United States before the process has been completed. If located outside the United States, take the I-20 form to the nearest U.S. embassy or consulate to apply for the appropriate visa. You will need to show proof of the finances that are indicated on the form. If the consul determines that you have the appropriate financial support and that you meet all other requirements for issuing the visa, you will be given an F-1 visa. Be sure that you obtain a visa with the designation of “College of William and Mary” on it. You must attend the institution marked on that visa before you can apply for a transfer. **Do not under any circumstances use another school’s I-20 to obtain a visa if you plan to attend the College of William and Mary.** If you are transferring from, or have recently graduated from, another U.S. institution, do not attempt to travel outside the United States before obtaining the I-20 or IAP-66 from the College of William and Mary. Re-entering the United States without the proper documents from the College of William and Mary, and/or without the appropriate visa in your passport, could result in life-long restriction of your visa privileges.

Deferral Procedures

In cases where action on an application is deferred by the program area, the file will be resubmitted for consideration at a future meeting of the program area committee at the request of the applicant. In the interim, applicants will be required to furnish additional evidence of their aptitude for graduate study on the level for which they have applied or other additional, pertinent information.

Appeal Procedures

An applicant may request an exception to application policies and procedures by addressing an appeal to the Associate Dean for Academic Programs. For example, in the event that an official transcript is delayed, the student may petition in writing that his/her file be considered with an “unofficial” transcript. The student must present evidence that the official transcript was requested. A student whose file has an “unofficial” transcript may be

admitted contingent upon receipt of the official transcript. If an applicant is denied admission, he/she may request reconsideration by addressing an appeal to the Associate Dean for Academic Programs. The appeal should include all available evidence and/or documentation that might indicate that the application decision may not have represented an accurate evaluation of demonstrated ability.

Confirmation of Admission

All applicants will receive official notification of admission decisions from the Office of Academic Programs immediately following action by the program faculty. Students admitted will be sent a letter of acceptance, and a *Notice of Intent* form.

Formal admission is incomplete until the *Notice of Intent* form is returned. Students are assigned an advisor and are advised to contact their advisor as soon as possible following notice of admission.

No deposit is required with acceptance of an admission offer. Students interested in deferring their admission for one year **must** make the appropriate notation on their *Notice of Intent* form that is returned to the Office of Academic Programs by the specified deadline. A student can defer admission for **no more than one year**, after which time his/her admission to the School will be withdrawn.

Students who accept an offer of admission but who fail to matriculate within two semesters after their formal date of entry will be **withdrawn from their respective degree program**. If a student wishes to pursue a graduate education degree at a later time, he/she will need to reapply through the standard application and admission review process.

Master Listing of Graduate Courses

In the listing that follows, courses are categorized by program area. Within each program, courses are sequenced in numeric order according to the final two digits. Courses with the same final two digits are then listed in alphabetical order. Courses will be offered normally as indicated by session(s). This Master Listing of Graduate Courses is subject to change.

Curriculum & Instruction (CRIN)

CRIN E03. Elementary Reading and Language Arts Curriculum and Instruction.

Fall (5). Johnson.
Co-requisites: CRIN E04, L03, and L04.

A course on the fundamentals of developmental and diagnostic reading instruction in elementary and middle schools. Included is study of the school reading program from emergent literacy to reading in content areas. Classroom diagnostic techniques and corrective methods are an integral part of the course.

CRIN L03. Elementary Reading and Language Arts Curriculum and Instruction (Lab).

Fall (1). Johnson.
Prerequisites: CRIN E05/L05, E06/L06, E07/L07.
Co-requisite: CRIN E03. (Graded pass or fail.)

This laboratory experience is designed to provide opportunities for students to observe and participate in developmental/diagnostic reading instruction in an elementary school classroom.

CRIN E05. Elementary Social Studies Curriculum and Instruction.

Fall (2). McEachron.
Co-requisite: CRIN L05.

An exploration of the objectives, instructional strategies, and evaluation of social studies education at the elementary school level. Included are experiences in the design of instructional materials for use in the classroom.

CRIN L05. Elementary Social Studies Curriculum and Instruction (Practicum).

Fall (1). McEachron.
Co-requisite: CRIN E05. (Graded pass or fail.)

A course designed to provide the prospective elementary school teacher with the opportunities to experience and reflect on practices of social studies education in the school setting.

CRIN E06. Elementary Science Curriculum and Instruction.

Fall (2). Matkins.
Co-requisites: CRIN L06, E07, E11, and L20.

A course in which students examine the goals, objectives, instructional strategies, student and teacher behaviors, philosophies, strengths, shortcomings of exemplary elementary school science curricula as a basis for designing science instruction.

CRIN L06. Elementary Science Curriculum and Instruction (Practicum).

Fall (1). Matkins
Co-requisite: CRIN E06. (Graded pass or fail.)

A course designed to provide students with a first opportunity to reflectively apply/refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

CRIN E07. Elementary Mathematics Curriculum and Instruction.

Fall (2). Mason.
Co-requisite: CRIN L07.

A lecture/laboratory course that assists the beginning teacher to become familiar with the elementary and middle school mathematics curriculum and with various manipulatives, models, materials, technology, and instructional methods appropriate for teaching this curriculum and to develop the ability to plan and execute instruction designed to teach skills, understanding, and problem solving at the elementary and middle school levels.

CRIN L07. Elementary Mathematics Curriculum and Instruction (Practicum).

Fall (1). Mason.
Co-requisite: CRIN E07. (Graded pass or fail.)

A course designed to provide students with an opportunity to apply, refine, and modify their preliminary beliefs about teaching mathematics.

CRIN E08. Introduction to Classroom Organization, Management and Discipline.

Spring (1). Staff.
Prerequisites: CRIN F11, F12, and F65.

A course designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures, and possible actions that enhance classroom organization and management and reduce and/or prevent misbehavior.

CRIN E09. Designs for Technology-Enhanced Learning (Elementary Education).

Fall (2). Hofer.
Prerequisite: Admission to the elementary education teacher certification program.

An introduction to computer-based instructional technologies, Internet resources, other emerging technologies, and instructional design. Students will acquire technical skills in selected software applications and integrate emerging technologies into the curriculum.

- CRIN E10. Adaptations for Exceptional Student Populations (Elementary Education).
Spring (1). Staff.
Prerequisite: Open only to elementary education concentrators.
A course designed for students concentrating in elementary education to enable them to develop and implement specific strategies for teaching exceptional children (e.g., students with disabilities, at-risk, gifted, culturally diverse) in general education classrooms.
- CRIN L10. Differentiating and Managing in Diverse Classrooms Practicum: Elementary.
Spring (1). Staff.
A course designed to provide the prospective elementary school teacher with the opportunities to experience and reflect. This course is a clinical practicum designed to acquaint students with the school personnel, policies, and instructional/behavioral practices of inclusive classrooms at the elementary level. The practicum provides students with a view to how different theoretical perspectives manifest in actual schools and classroom settings.
- CRIN E11. Student Teaching Seminar in Elementary Education.
Spring (1). Staff.
Co-requisites: Courses in the third semester of Elementary Education Program. (Graded pass or fail.)
A seminar designed to provide students with an opportunity to reflect on their classroom experiences and to refine their applications of their knowledge, decision-making, and skills in coordinating instruction, classroom organization, management, and discipline.
- CRIN E22. Characteristics of Exceptional Student Populations (Elementary).
Spring (1). deFur.
This course, designed for graduate students concentrating in Elementary Education, provides an introduction to varying exceptionalities and characteristics of exceptional elementary age children (e.g., students who have disabilities, are at risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and provides an overview of applicable educational policies and services.
- CRIN G60. Master's Thesis in Gifted and Talented Education.
Fall, Spring and Summer (Var.) Cross and Tieso.
Prerequisite: Permission of the instructor. (Graded pass or fail.)
- CRIN G80. Psychology and Education of the Gifted Learner.
Fall (3). Cross.
This course focuses on the nature of gifted learners and how they differ in cognitive, affective, developmental, and behavioral ways from more typical learners. It will emphasize general theories of intelligence, development, and learning and how they apply to gifted learners.
- CRIN G82. Social and Emotional Development and Guidance of the Gifted Learner.
Spring (3). Cross.
Prerequisite: CRIN G80 or equivalent.
This course focuses on the social and emotional characteristics and needs of the gifted individual and various counseling and guidance strategies that can facilitate his/her development over the life span. The course will emphasize theories of emotional development and self-actualization and their implications for guiding the gifted.
- CRIN G84. Practicum in Gifted Education.
Fall, Spring, and Summer (3). Tieso.
Prerequisites: CRIN G80 & EPPL 612.
(Graded pass or fail.)
This practicum is designed to provide direct experiences with gifted education programs and services. Both seminar and field experiences focus on comprehensive articulated programs and services for this population.
- CRIN G86. Addressing the Individual Needs and Talents in the Regular Classroom..
Spring and Summer (3). Tieso.
This course will outline instructional and managerial techniques that can be used in the heterogeneous classroom to address the individual learning needs, strengths, styles, and preferences of all students, but specifically, those with gifts and talents. This course will also teach students the principles of Universal Design for Learning (UDL).
- CRIN L20. Supervised Teaching in Elementary Education.
Spring (7). Staff.
Prerequisite: First- and second-semester courses in elementary education program. Co-requisite: Third-semester courses in elementary education program. (Graded pass or fail.)
A field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.
- CRIN L29. Internship in Supervised Teaching (Social Studies).
Spring (7). Stoddard.
Prerequisite: Permission of the instructor.
Co-requisites: CRIN S08, S09, S42, and S47.
(Graded pass or fail.)
A field-based experience designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

- CRIN L30. Internship in Supervised Teaching (English).
Spring (7). Moore.
Prerequisite: Permission of the instructor.
Co-requisites: CRIN S08, S09, S38, and S43.
(Graded pass or fail.)
A field-based experience designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.
- CRIN L31. Internship in Supervised Teaching (Modern Foreign Languages).
Spring (7). Parker.
Prerequisite: Permission of the instructor.
Co-requisites: CRIN S08, S09, S40, and S45.
(Graded pass or fail.)
A field-based experience designed to enable graduate pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.
- CRIN L32. Internship in Supervised Teaching (Mathematics).
Spring (7). Mason.
Prerequisite: Permission of the instructor.
Co-requisites: CRIN S08, S09, S39, and S44.
(Graded pass or fail.)
A field-based experience designed to enable graduate pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.
- CRIN L33. Internship in Supervised Teaching (Science).
Spring (7). Matkins.
Prerequisite: Permission of the instructor.
Co-requisites: CRIN S08, S09, S41, and S46.
(Graded pass or fail.)
A field-based experience designed to enable graduate pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.
- CRIN M01. Current Trends and Issues in Mathematics Education: Leadership I for Mathematics Specialists.
Occasionally (3). Mason.
This course will provide an introduction to the role of the mathematics specialist and a survey of current issues and trends in mathematics education. Focus will be on learning theory, assessment, and issues of diverse learners; self-reflection and collaboration; and instruction, especially the design, teaching, and evaluation of inquiry based lessons.
- CRIN M02. Development and Evaluation of Educational Staff: Leadership II for Mathematics Specialists.
Occasionally (3). Mason.
This course will provide continued study of the role of the mathematics specialist and a survey of current issues and trends in mathematics education. Focus will be on developing and refining coaching skills and skills to work with adult learners, building a deeper understanding of mathematics content pedagogy, and becoming familiar with the body of research related to selected topics within the NCTM strands in mathematics education.
- CRIN M03. Advanced Curriculum Theory in Mathematics: Leadership III for Mathematics Specialists.
Occasionally (3). Mason.
This course will provide continued study of the role of the mathematics specialist and a survey of current issues and trends in mathematics education. Focus will be on developing and refining knowledge and skills used to identify problems in teaching or learning mathematics, to identify and use resources to address those problems, and to evaluate the results of an intervention. Participants will also develop and refine their knowledge and skills in grant writing and formal presentations.
- CRIN M04. Internship in Mathematics Leadership.
Fall and Spring (3). Mason. (Graded pass or fail.)
An internship is required of all master's students in the K-8 Mathematics Specialist Program. Individual arrangements are made by the student, internship supervisor, and faculty.
- CRIN R07. Language and Literacy Development.
Fall (3). Beers.
This course is designed to familiarize students with major perspectives on language development, stages of language acquisition, methods of evaluating language performance, and strategies for improving the quality and quantity of oral language in classroom settings. The influence of dialect and exceptionalities as well as the impact of oral language on literacy development are also discussed.
- CRIN R08. Developmental Reading.
Fall (3). Johnson.
A course designed to help teachers understand the foundations and origins of children's achievement in reading and language arts. Attention is given to the sociology, psychology, and physiology upon which the teaching of reading is based.
- CRIN R11. Content Area Reading.
Spring (3). Johnson.
A course intended for content teachers in middle schools and high schools who desire to improve their competence in the teaching of content reading. Included are study of the nature of reading tasks for adolescents and young adults, effective techniques for improving reading with this group, and materials to be used in this teaching.

CRIN R13. The Teaching of Writing in Early and Middle Education.

Fall (3). Beers.

A course for teachers of grades kindergarten through eight which addresses the means by which writing enhances learning in all disciplines. Participants have opportunities to write as well as to study writing as a process and to develop writing lessons and curriculum for their classrooms.

CRIN R15. Diagnosis and Correction of Reading Difficulties Practicum (K-6 Grades).

Fall (4). Beers.

Prerequisites: CRIN R07 and R08. (Graded pass or fail.)

This course is designed to help students identify potential and actual reading difficulties and to develop and implement effective reading instruction for K-6 grade students experiencing reading difficulties. It focuses on diagnostic techniques, interpretation of information gathered, and instructional strategies for these students.

CRIN R17. Diagnosis and Correction of Reading Difficulties Practicum (6-12 Grades).

Fall (4). Beers.

Prerequisites: CRIN R07 and R08. (Graded pass or fail.)

This course is designed to help students identify potential and actual reading difficulties and to develop and implement effective reading instruction for 6-12 grade students experiencing reading difficulties. It focuses on diagnostic techniques, interpretation of information gathered, and instructional strategies for these students.

CRIN R21. Literature for Elementary Students.

Spring (3). Johnson.

This course is designed to familiarize the student with children's books that are appropriate for the elementary school age child. The course provides a thorough look at the field of children's literature to include: the value and usage of children's books, criteria for selecting materials, the evaluation of individual children's books, a survey of the categories of children's literature, methods of extending children's literature through creative activities, and the discussion of current issues in the field of children's literature.

CRIN R29. Reading, Language, and Literacy Inservice Seminar.

Summer (3). Beers.

Prerequisites: CRIN R07, R08, R11, R13, R15 and R17.

A seminar in which graduate students examine all aspects of the school reading and language program. An instructional plan for the entire school and an inservice program for the teachers are prepared.

CRIN R30. Writing Workshop.

Occasionally (3 or 6). Beers.

Prerequisite: Selection as a Fellow of the Eastern Virginia Writing Project Summer Institute. (Graded pass or fail.)

An intensive summer workshop offered as part of the Eastern Virginia Writing Institute to give teachers a sound theoretical basis for teaching writing to allow them to experience writing as writers, and to prepare them to present colleague inservice workshops on the teaching of writing.

CRIN S00. Curriculum and Instructional Methods (Social Studies).

Fall (3). Stoddard.

Co-requisites: CRIN S05, S06, S07, S10, S77.

A course in instructional methodology and an introduction to secondary social studies teaching methods and materials.

CRIN S01. Curriculum and Instructional Methods (English).

Fall (3). Moore.

Co-requisites: CRIN S05, S07, and S11.

A course in instructional methodology and an introduction to secondary English teaching methods and materials.

CRIN S02. Curriculum and Instructional Methods (Modern Foreign Language).

Fall (3). Parker.

Co-requisites: CRIN S05, S07, and S12.

A course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of foreign language education in the school and community setting.

CRIN S03. Curriculum and Instructional Methods (Mathematics).

Fall (3). Mason.

Co-requisites: CRIN S05, S07, and S13.

A course in instructional methodology and an introduction to secondary mathematics teaching methods and materials.

CRIN S04. Curriculum and Instructional Methods (Science).

Fall (3). Matkins.

Co-requisites: CRIN S05, S07, and S14.

A course in instructional methodology and an introduction to secondary science teaching methods and materials.

CRIN S05. Content Reading and Writing.

Fall (2). Staff.

Prerequisite: Admission to the secondary education graduate program.

This course is designed to develop in prospective teachers an understanding of the role of reading and writing in the content area disciplines. Course topics include developmental reading and writing in the content areas, instructional strategies with content area textbooks, and techniques for improving reading and writing in the content areas.

- CRIN S05P. Content Reading and Writing–Practicum.
Fall (1). Staff. (Graded pass or fail.)
- CRIN S07. Designs for Technology-Enhanced Learning (Secondary).
Fall (2). Hofer.
Prerequisites: Open to teacher certification program or by permission of instructor.
An introduction to computer-based instructional technologies, Internet resources, other emerging technologies, and instructional design. Students will acquire skills in selected software applications and integrate emerging technologies into the curriculum.
- CRIN S08. Classroom Adaptations for Exceptional Students (Secondary Education).
Fall (1). Staff.
Prerequisite: Open only to secondary education concentrators.
A course designed to address academic and social learning needs of exceptional student populations (e.g., students with disabilities, at-risk, gifted, culturally diverse) in secondary level classrooms and appropriate interventions to meet these needs.
- CRIN S09. Classroom Organization, Management and Discipline (Secondary Education).
Fall (1). Staff.
Prerequisite: Admission to the secondary education teacher certification program.
A course designed to help prospective secondary school teachers promote positive student behavior. Emphasis is placed on the selection of strategies and procedures to enhance classroom organization and management and to reduce and/or prevent misbehavior.
- CRIN S10. Practicum in Secondary Schools -Social Studies.
Fall (1). Stoddard. (Graded pass or fail.)
Co-requisites: CRIN S00. Prerequisite: Admission to the secondary education teacher certification program.
A Course designed to provide the prospective secondary teacher with opportunities to experience and reflect on the practices of social studies education in the school and community setting.
- CRIN S11. Practicum in Secondary Schools-English.
Fall (1). Moore. (Graded pass or fail.)
Co-requisites: CRIN S01, S05, S06, S07.
Prerequisite: Admission to the secondary education teacher certification program.
A course designed to provide prospective secondary English teachers with structured opportunities to observe, participate in, and reflect upon the school and community culture in which they will be student teaching in the following spring semester.
- CRIN S12. Practicum in Secondary Schools-Modern Foreign Languages.
Fall (1). Parker. (Graded pass or fail.)
Prerequisite: Admission to the secondary education teacher certification program.
A secondary public school placement in which students have an opportunity to observe and participate in a classroom specific to their content area. Students will have specific assignments and experiences to help them relate their work in their subject area methods, content area reading and writing, classroom assessment and instructional technology.
- CRIN S13. Practicum in Secondary Schools - Mathematics.
Fall (1). Mason. (Graded pass or fail.)
Prerequisite: Admission to the secondary education teacher certification program.
A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.
- CRIN S14. Practicum in Secondary Schools - Science
Fall (1). Matkins. (Graded pass or fail.)
Prerequisite: Admission to the secondary education teacher certification program.
A field and university based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of science.
- CRIN S38. Instructional Planning in Secondary English.
Spring (2). Moore.
Co-requisites: CRIN S08, S09, S43, and L30.
An intensive five-week campus and field-based course designed to provide students with opportunities to apply and refine skills and knowledge about teaching and learning English. Guided by College faculty and a public school mentor, students continue the work begun in the methods course, designing units of instruction for use during their internship in supervised teaching.
- CRIN S38P. Instructional Planning in Secondary English Practicum.
Spring (1). Moore.
Co-requisite: CRIN S38. (Graded pass or fail.)
A field and university-based course designed to provide students the opportunity to reflectively apply and refine their skills and knowledge about teaching science. The course emphasizes incorporating appropriate technologies and adaptations for the diverse needs of learners.

CRIN S39. Instructional Planning in Secondary Mathematics.

Spring (2). Mason.

Co-requisites: CRIN S08, S09, S44, and L32.

A field and university-based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics design, teaching, and evaluation of their instruction practices.

CRIN S39P. Instructional Planning in Secondary Mathematics Practicum.

Spring (1). Mason.

Co-requisite: CRIN S39. (Graded pass or fail.)

A field and university-based course designed to provide students the opportunity to reflectively apply and refine their skills and knowledge about teaching science. The course emphasizes incorporating appropriate technologies and adaptations for the diverse needs of learners.

CRIN S40. Instructional Planning in Secondary Modern Foreign Language.

Spring (2). Parker.

Co-requisites: CRIN S08, S09, S45, and L31.

A field and university-based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of foreign language design, teaching, and evaluation of their instruction practices.

CRIN S40P. Instructional Planning in Secondary Modern Foreign Language Practicum.

Spring (1). Parker.

Co-requisite: CRIN S40. (Graded pass or fail.)

A field and university-based course designed to provide students the opportunity to reflectively apply and refine their skills and knowledge about teaching science. The course emphasizes incorporating appropriate technologies and adaptations for the diverse needs of learners.

CRIN S41. Instructional Planning in Secondary Science.

Spring (2). Matkins.

Co-requisites: CRIN S08, S09, S46, and L33.

A field and university-based course designed to provide students with an opportunity to reflectively apply their skills/knowledge about the teaching of science as both a process and a product, to instructional design, teaching, reflection and evaluation and the revision thereof.

CRIN S41P. Instructional Planning in Secondary Science Practicum.

Spring (1). Matkins.

Co-requisite: CRIN S41. (Graded pass or fail.)

A field and university-based course designed to provide students the opportunity to reflectively apply and refine their skills and knowledge about teaching science. The course emphasizes incorporating appropriate technologies and adaptations for the diverse needs of learners.

CRIN S42. Instructional Planning in Secondary Social Studies.

Spring (2). Stoddard.

Co-requisites: CRIN S08, S09, S47, and L29.

A field and university-based course designed to provide students with an opportunity to make thoughtful decisions, with the help of college faculty and public school mentor about planning and instruction immediately prior and during the first five weeks of student teaching.

CRIN S42P. Instructional Planning in Secondary Social Studies Practicum.

Spring (1). Stoddard.

Co-requisite: CRIN S42. (Graded pass or fail.)

A field and university-based course designed to provide students the opportunity to reflectively apply and refine their skills and knowledge about teaching science. The course emphasizes incorporating appropriate technologies and adaptations for the diverse needs of learners.

CRIN S43. Secondary Curriculum and Instruction Seminar (English).

Spring (1). Moore.

Co-requisites: CRIN S08, S09, and L30.

A course designed to provide pre-service secondary English teachers with opportunities to refine their teaching and learning through analysis, reflection, and discussion of their own behavior as teachers and the behaviors of teachers, students, and other school personnel.

CRIN S44. Secondary Curriculum & Instruction Seminar (Mathematics).

Spring (1). Mason.

Co-requisites: CRIN S08, S09, S39, and L32.

A field and university-based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of mathematics.

CRIN S45. Secondary Curriculum & Instruction Seminar (Foreign Language).

Spring (1). Parker.

Co-requisites: CRIN S08, S09, S40, and L31.

A course designed to provide foreign language student teachers with an opportunity to examine the teaching/learning situation through study of their own behavior as teachers, the behavior of other teachers, and of students.

CRIN S46. Secondary Curriculum & Instruction Seminar (Science).

Spring (1). Matkins.

Co-requisites: CRIN S08, S09, S41, and L33.

A field and university-based course designed to provide students with an opportunity to reflectively refine their skills/knowledge about the teaching of science as both a process and a product, as a way of knowing and as a body of knowledge.

CRIN S47. Secondary Curriculum & Instruction Seminar (Social Studies).

Spring (1). Stoddard.

Co-requisites: CRIN S08, S09, S42, and L29.

A course designed to provide student teachers with an opportunity to reflect upon ways they can apply and refine their knowledge and skills about the teaching of social studies.

CRIN S50. Characteristics of Exceptional Student Populations (Secondary).

Occasionally (1). Staff.

This course prepares secondary education teachers to develop differentiated instruction for the individual learning needs of students in secondary classrooms who have disabilities, who are at-risk for school failure, or who are gifted/talented learners, as well as students who are culturally and linguistically diverse.

CRIN S51. Differentiating and Managing in Diverse Classrooms Practicum: Secondary.

Fall (1). Staff. (Graded pass or fail.)

This course is a clinical practicum designed to acquaint students with the school personnel, policies, and instructional/behavioral practices of inclusive classrooms at the secondary level. The practicum provides students with a view to how different theoretical perspectives manifest in actual schools and classroom settings.

CRIN S77. Literature for Adolescents.

Fall (3). Moore.

Co-requisites: CRIN S01, S05, S06, S07, and S11.

In this course students read, discuss, and write about literature written specifically for adolescents, books that reflect adolescent coming-of-age issues, cover a range of genres, and represent the best authors in the field. Students study and apply contemporary ways of interpreting literature that range from New Criticism to Cultural Studies, including Archetypal theory, Structuralism, Post-structuralism, Reader Response, the Black Aesthetic, and Feminism. The course addresses ways in which literature for adolescents can be used successfully in middle and high school classrooms to teach students to become better readers, writers, and critical thinkers. Designed for current and prospective teachers and librarians, the course is also intended for others interested in relating to adolescents and adolescent development.

CRIN T02. Technology for Special Populations.

Fall, Occasionally Summer (1). deFur and Korinek.

The course is an introduction to computer-based instructional and assistive technologies, both current and emerging. The course provides the cognitive and technical skills to integrate computer-based technologies into the learning environment and to identify those supports that will allow students with mild-moderate disabilities access to the general education curriculum.

CRIN X16. Supervised Teaching in Special Education - Elementary Students with Disabilities in the General Curriculum.

Fall and Spring (3-4). Korinek.

Prerequisite: Permission of the instructor. (Graded pass or fail.)

A supervised student teaching experience with elementary students with mild/moderate disabilities in the general curriculum. Student teachers are placed in an appropriate class setting for 8-10 weeks (240-300 clock hours; at least 150 hours in direct instruction) of full-time teaching with frequent observations, regularly scheduled individual conferences, and group seminars.

NOTE: Students are placed in an appropriate classroom setting for a minimum of 240-300 clock hours (8-10 weeks) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the special education endorsement area sought. This course is one of two required field experiences, with the second experience involving an additional 240-300 clock hours with at least 150 hours spent in supervised direct teaching activities with secondary students with disabilities.

CRIN X17. Supervised Teaching in Special Education - Secondary Students with Disabilities in the General Curriculum.

Fall and Spring (3-4). Korinek.

Prerequisite: Permission of the instructor. (Graded pass or fail.)

A supervised student teaching experience with secondary students with mild/moderate disabilities in the general curriculum. Student teachers are placed in an appropriate classroom setting for 8-10 weeks (240-300 clock hours; at least 150 hours in direct instruction) of full-time teaching with frequent observations, regularly scheduled individual conferences, and group seminars.

NOTE: Student teachers are placed in an appropriate classroom setting fulltime for 8-10 weeks (240-300 clock hours) with at least 150 clock hours spent supervised in direct teaching activities (providing direct instruction) in the special education endorsement area sought. This course is one of two required field experiences, with the second experience involving an additional 240-300 clock hours with at least 150 hours spent in supervised direct teaching activities with elementary students with disabilities.

CRIN X30. Teaching Students with Learning and Behavior Problems in General Education Classrooms. (Elementary Education).

Fall and Spring (2). Staff.

Prerequisite: Admission to the Elementary Education Program.

Designed to acquaint elementary education students with the needs of exceptional children and the continuum of special services available. Students will also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

CRIN X31. Teaching Students with Learning and Behavior Problems in General Education Classrooms (Secondary Education).

Spring (2). Staff.

Prerequisite: Admission to the Secondary Education Program. Co-requisite: CRIN X32.

Designed to acquaint secondary education students with the needs of exceptional learners and the continuum of special services available. Students will also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

CRIN X32. Teaching Students with Learning and Behavior Problems in General Education Classrooms (Secondary Education Lab).

Spring (1). Staff.

Prerequisite: Admission to the Secondary Education Program. Co-requisite: CRIN X31. (Graded pass or fail.)

Designed to acquaint elementary education students with the needs of exceptional children and the continuum of special services available. Students also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

CRIN X33. Teaching Mathematics to Special Populations.

Fall (1). deFur and Mason.

Co-requisite: CRIN X52 or permission of the instructor.

This course provides prospective special educators or math educators with an overview of the K-12 school mathematics general curriculum and examines manipulatives, models, materials, technology and instructional methods appropriate for remedial or tutorial support for children and youth with learning problems in the area of mathematics.

CRIN X47. Psychopathology and Emotional Disorders of Children and Adolescents.

Fall and Spring (3). Staff.

This course deals with the emotional, psychological, genetic, neurobiological, behavioral, and socio-cultural bases for psychopathology in children and adolescents. Consideration is given to procedures for comprehensive assessment and intervention planning in the public schools. Research findings in child and adolescent psychopathology will be stressed.

CRIN X48. Current Trends and Legal Issues in Educating Special Populations.

Fall, Spring, and Summer (3). deFur.

This is an introductory course which examines disabilities included in the Individuals with Disabilities Education Act (IDEA) and emphasizes relevant legislation and litigation which provides a foundation for current delivery of educational services. Course content also provides the opportunity to explore issues related to the education of other groups of exceptional students who might be at-risk for school failure because of special needs; i.e. gifted, limited English proficiency, culturally diverse, and socially maladjusted.

CRIN X50. Characteristics and Psychology of Mental Retardation.

Spring (3). Staff.

A course which considers the nature and behavior of children and youth with mental retardation. Emphasis is placed upon new dimensions and recent advances in the fields of biochemistry, genetics, and special education.

CRIN X51. Language Development and Reading Instruction for Exceptional Students.

Fall (3). deFur.

Prerequisite or co-requisite: CRIN X48 or X53.

A course which focuses on normal language development and language communication disorders in exceptional children and youth. Topics discussed include language acquisition in the normally developing child contrasted with developmentally disordered children diagnosed with mental retardation, emotional disturbance, visual and hearing impairments, aphasia, and autism. Emphasis is placed upon development, teacher assessment, and classroom techniques in teaching reading and written language.

CRIN X52. Instructional Design/Methods for Students with Disabilities in the General Curriculum.

Fall (3). deFur.

Prerequisite or co-requisite: CRIN X48 or X53.

This course develops content knowledge in fundamental teaching methods (instructional assessment, instructional design, evidence-based instructional methodology, universally designed instruction, accommodations/modifications, data-based decision-making, and individualized planning) necessary for successful instruction and support of students with disabilities in the general standards-based K-12 curriculum.

CRIN X53. Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum.

Spring and Summer (3). Korinek.

Characteristics of students with learning and emotional disabilities, traumatic brain injury, and other health impairments participating in the general education curriculum: Definitions, terminology, contributing factors, support needs, and techniques for identifying children and youth with these disabilities are addressed. The impact of these conditions on learning and performance as well as instructional accommodations and service delivery options are examined.

CRIN X54. Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorders.

Spring (3). Whalon.

A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.

CRIN X55. Teaching Students with Emotional/Behavioral Disorders.

Fall (3). Korinek.

Prerequisite: CRIN X47, X48 or permission of the instructor.

This course explores models, programs, and intervention strategies found effective in meeting the educational and related needs of students with emotional, behavioral, and social adjustment problems. Classroom community, functional behavioral assessment, positive interventions, and the role of the teacher (in collaboration with parents and other professionals) in designing, delivering, and evaluating programs provided in integrated settings are stressed.

CRIN X56. Classroom Management and Positive Behavioral Supports for Students with Disabilities.

Fall (3). Korinek.

This course explores models, programs, and interventions for meeting the behavioral needs of students with disabilities in the general education curriculum. Classroom organization and management, functional behavioral assessment, behavioral interventions, social skills instruction, and the role of the teacher in designing and delivering classroom management and behavioral supports are stressed.

CRIN X59. Assessment for Instructional Design.

Spring (3). Staff.

Prerequisite: Admission to the Special Education graduate program and permission of the instructor.

This course will provide students with information needed to administer and interpret standardized and non-standardized assessments for a variety of purposes including eligibility, instructional design and decision-making. Consideration is given to ethical issues that guide assessment decisions of students with disabilities as well as culturally and linguistically diverse learners.

CRIN X83. Individualized Education Program Transition Planning & Services.

Spring (3). deFur.

An examination of individualized education program (IEP) transition planning and services that promote positive post-school outcomes for youth and young adults with disabilities. Topics include legislative requirements, transition IEP assessment, writing measurable transition goals, infusing transition competencies into the general curriculum, identifying appropriate programs and transition services, and collaborating with community agencies.

CRIN X84. Secondary Transition Issues.

Summer (3). deFur.

This course provides participants with an in-depth examination of issues facing secondary educators of special needs students and the role of secondary educators in preparing these students to successfully transition into productive adult lives. Topics include policy and programs supporting the transition of students with disabilities from school to adult life, transition assessment, transition program curriculum, working with and developing in-school prevention and transition programs, collaborating with adult service agencies, and the development and implementation of school employment partnerships and mentorships.

CRIN X85. Collaboration with Families and Professionals.

Summer (3). Korinek.

A course designed to acquaint Resource/Collaborating Teaching (R/CT) students with fundamental communication and legal rights and basic support needs of families of students with disabilities. In addition, students will develop specific skills to facilitate effective communications and collaboration with families, school personnel, and representatives of community agencies who are involved in the development, implementation, and monitoring of appropriate programs for students with disabilities.

CRIN X86. Advanced Teaching Strategies for Exceptional Students with Learning Problems.

Fall (3). Korinek.

Prerequisite: CRIN X52 or permission of the instructor.

A course designed for students who desire an in-depth look at specialized teaching techniques used with exceptional students. Emphasis is placed on familiarizing the student with the techniques used to remediate specific learning problems, examining applied research to assess the effectiveness of methods, and integrating diagnostic data with instructional modes.

CRIN X87. Collaboration for Teaching and Learning.

Fall (3). Staff.

This course focuses on skills and structures for effective collaboration to provide students with diverse learning needs appropriate educational opportunities within the context of the general education curriculum.

Communication skills needed for successful collaboration with colleagues and families as well as various approaches to team problem solving, needs assessment, and collaborative planning and instruction will be explored.

CRIN X89. Internship in Resource/Collaborating Teaching.

Fall and Spring (Var.). Korinek.

Co-requisites or Prerequisites: CRIN X87, or permission of the instructor. (Graded pass or fail.)

A course designed to provide resource teaching, collaboration, and consulting experience. Interns are observed frequently by their cooperating teachers, peers, and college supervisors. Individual conference and group seminars are also scheduled regularly.

CRIN 550. Assessment of Learning.

Spring (1). Gareis.

Prerequisite: Completion of Student Teaching;

Co-requisites: CRIN L20 & E11; or CRIN L33 & S46; or CRIN L32 & S44; CRIN L29 & S47; or CRIN L30 & S43; or CRIN L31 & S45.

A course designed to develop competence in constructing and employing valid and reliable assessments of student achievement at the classroom level.

CRIN 580. Clinical Faculty: Roles and Responsibilities.

Spring, Summer (Var.). Gareis.

Prerequisite: Permission of Instructor.

This course prepares experienced teachers for the role and responsibilities of clinical instructors who will supervise William and Mary pre-service teachers and mentor beginning teachers in their schools.

CRIN 590. Collaborating with Families and School Personnel.

Summer (3). Staff.

A course designed to help students develop specific professional skills to facilitate effective communication and collaboration with families, school personnel, and representatives of community agencies who are involved in the development, implementation, and monitoring of appropriate programs for school-age learners.

CRIN 591. Current Issues in Curriculum, Instruction, and Assessment.

Summer (3). McEachron and Moore.

This course will be a capstone to the C&I program in that it will focus on important issues in implementing and managing curriculum in schools so that students may have the tools to become curriculum leaders. Central to becoming such leaders is learning how to collaborate effectively with fellow teachers and designing and developing standards-based curriculum that reflects differentiated best practice. Use of teaching-learning models that promote critical thinking and metacognition in students will also be employed as tools to help William and Mary students develop reflective practitioner habits of mind.

CRIN 592. Creativity and Innovation in Education.

Summer (3). Staff.

This course focuses on the theory, research, and application of creativity in education and business. It engages students in understanding and mastering the tool skills and processes of divergent thinking in designing educational products.

CRIN 602. Curriculum-Based Technology Integration K-12.

Spring of odd-numbered years (3). Hofer.

This course is designed to familiarize students with multiple models of effective curriculum-based technology integration in classrooms and schools, leading to proficiency in designing and evaluating technology-enhanced learning for K-12 students. The process of technology integration will be explored at multiple levels of education: lesson/learning activity, curriculum unit, grade level, school, and school division. Authentic curriculum-based examples of effective technology integration will be used throughout the course to illustrate ideas, models, challenges, and implementations. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

CRIN 603. Research Seminar in Educational Technology.

Fall of odd-numbered years (3). Harris.
Prerequisites: EDUC 663 and EDUC 664 or 694A.

This seminar provides a forum for examining and sharing research perspectives in educational technology, exploring the processes involved in defining research problems in this field, and critically analyzing educational technology research and theory issues, problems, and methods. The course aims to heighten awareness of critical issues in educational technology, to examine how various research strategies have been used to study different issues, and to develop and refine a personal area of disciplined inquiry.

CRIN 604. Digital Tools for Learning.

Occasionally (3). Hofer.

Students will be provided with a variety of opportunities to examine, apply, and critique the instructional affordances and constraints of a variety of digital learning tools, focusing upon how they can be utilized to support teaching and learning, professional development, communication and collaboration, and educational media production.

CRIN 605. Educational Technology Professional Development.

Occasionally (3). Harris.
Prerequisites: CRIN 602.

This course is designed to help students understand and implement effective models of educational technology professional development for K-12 teachers, K-12 administrators and postsecondary faculty in education. To do so, students will explore, synthesize, and apply educational research and theory concerning the diffusion of innovations, adult education, and teacher learning.

CRIN 606. Emerging Technologies in Education.

Occasionally (3). Roche.

Students will be provided with opportunities to explore and carefully examine past innovations, present applications, and future advances in educational technology. Study of emerging educational technologies will be done through multiple theoretical lenses, including change theories, diffusion of innovations, and learning theories. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

CRIN 607. Teaching and Learning Online.

Occasionally (3). Harris.

This course is designed to help students actively explore multiple and varied ways to use online tools and resources to support learning in K-12 and higher education contexts. More importantly, students will read about, experience and reflect upon different ways to structure and facilitate learning that takes advantage of attributes specific to online media. This will help them to differentiate between advisable and inadvisable educational applications of online learning. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

CRIN 766. Advanced Studies in Curriculum Leadership.

Fall of odd-numbered years (3). Harris.
Prerequisites: EDUC 663, EDUC 664.

This course allows doctoral students in Curriculum Leadership to work independently with faculty members in C&I. Topics may include, but are not limited to, curriculum development, subject-specific pedagogy, curriculum-based assessment, gifted education, special education, reading/literacy, and educational technology. Permission of the instructor is required, and the student is responsible for identifying, constructing, and completing the independent study under the instructor's tutelage.

School Psychology and Counselor Education (SPACE) and Educational Foundations

EDUC C28. Prevention Strategies in Schools and Communities.

Spring (3). Rokutani.

This course focuses on procedures and techniques for the prevention of and intervention in substance abuse, violence, unwanted pregnancy, school drop-out and other behaviors that interfere with academic performance, health and well-being in schools and organizations. Students will acquire knowledge about models of prevention, policies, practices, and resources that are available. Students will also develop beginning prevention skills in working with individuals and groups and in the development and administration of programs.

EDUC C29. Substance Abuse and Society.

Fall (3). Rokutani.

This course examines substance use and abuse in contemporary society. Topics are treated from a multi-disciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic, and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse also are analyzed. Assessments of the costs, options, and alternatives to addiction along with educational efforts toward prevention are examined.

EDUC C31. Career Development.

Spring (3). Staff.

A study of the occupational structure of our society, of factors influencing career development, and of techniques for providing educational and occupational information. Both individual and group activities are stressed.

EDUC C32. Theories of Counseling and Psychotherapy.

Fall (3). Black.

A study of the major concepts and practices of contemporary therapeutic systems as well as an overview of developmental and psychopathological issues presented by clients.

EDUC C33. Techniques of Counseling.

Fall (3). Brendel.

Prerequisites: Permission of the instructor.

An intensive study of techniques utilized in individual counseling. Extensive use is made of case data and role playing.

EDUC C34. Group Theory and Techniques.

Fall (3). Shillingford.

A study of group theory and techniques as they apply to group counseling and psycho-educational groups in experiential group activities.

EDUC C35. Introduction to Professional School Counseling.

Fall (3). Shillingford.

This course examines the planning, development, implementation and evaluation of comprehensive developmental guidance and counseling programs using a balanced program approach. The balanced programming approach addresses both the developmental needs of students and simultaneously incorporates mechanisms of support for those pupils who are more susceptible to arrested development. The course addresses the specific role function of school counselors, historical and philosophical underpinnings, as well as strategies for enhancing the academic, career and personal-social needs of children.

EDUC C42. Supervised Practicum in Counseling.

Spring (3). Brendel.

Prerequisites: EDUC C32 and C33. (Graded pass or fail.)

The counseling practicum is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 140 hours of counseling experience in an agency setting under both college and field supervision. In addition, participation in a weekly group supervision session on campus is required.

EDUC C43. Professional, Ethical and Legal Issues in Counseling.

Fall (3). Gressard.

This course will provide students with a foundation in issues that affect the profession of counseling. Students will examine: (1) professional issues, including professional identity, history and systems of counseling, professional organizations, counseling settings and counselor functions, and research issues affecting the conceptual base of the profession, (2) counseling ethics and ethical dilemmas, and (3) legal decisions that affect the practice of counseling. The course will emphasize active student participation in the exploration of these issues.

EDUC C44. Addictions Counseling.

Spring (3). Gressard.

Prerequisite: EDUC C29.

This course is designed to cover those counseling theories and techniques utilized with clients suffering from addictions or substance abuse. Treatments will be discussed from the perspective of the medical, recovery, and transpersonal models of addiction.

EDUC C45. Transpersonal Psychology: Theory, Research and Practice.

Fall (3). Gressard.

This course offers an analysis of the field of transpersonal psychology; theory, research, and practice. The relationship of transpersonal theories to traditional theories will be examined. Special attention will be devoted to the use of transpersonal approaches in addictions counseling and substance abuse prevention.

EDUC C46. Contemporary Issues in Clinical Mental Health Counseling.

Summer (3). McAdams.

This course provides counselors who will work in community agency settings with an understanding of the historical and philosophical background of agency counseling. It will cover the forces that influence the development of community counseling, the role of the community counselor, professional issues unique to community counseling, client characteristics, principles of community counseling, community needs assessment, and program development.

EDUC C47. Internship in Community Counseling.

Fall and Spring (3). McAdams.

Prerequisites: EDUC C32, C33, C34, C42, and C43.
(Graded pass or fail.)

The internship practicum is designed to give students the opportunity to demonstrate and improve their counseling skills in an agency setting. Students complete a minimum of 300 hours of counseling experience in a community agency setting under both university and field supervision. In addition, participation in a weekly group supervision session and an experience log are required.

EDUC C49. Supervised Internship in School Counseling.

Fall and Spring (3). Brendel.

Prerequisites: EDUC C32, C33, C34, C42, and C43.
(Graded pass or fail.)

This counseling internship is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 600 hours of counseling experience in a school setting under both college and field supervision. In addition, participation in a weekly group supervision session on campus is required.

EDUC C50. Internship in Addictions Counseling.

Fall and Spring (3-6). Gressard.

Prerequisites: EDUC C29, C32, C33, 44 and permission of instructor.

This counseling internship provides advanced training, supervision and skill development in addictions counseling with individuals; addictions counseling with groups; and special topics in addictions counseling at the Counselor Education Clinic. All interns must attend two hours of weekly group supervision and a minimum of one hour of weekly individual supervision.

EDUC C91. Advanced Issues in Professional School Counseling.

Spring (3). Black.

Prerequisites: EDUC C35

This course has a two-fold purpose that includes: (a) the planning, development, implementation, and evaluation of comprehensive developmental school guidance and counseling programs and (b) the introduction of the requisite attitudes, concepts and skills of indirect service delivery through consultation.

EDUC F09. Human Growth and Development: A Life-Span Perspective.

Spring, and Summer (3). Bass and Kim.

Prerequisite: Admission to a graduate program or permission of the instructor.

An investigation of the nature of developmental themes and tasks across human life span from infancy through the late adult years. The life-span developmental approach used incorporates knowledge from multiple disciplines to describe and explain developmental processes in their many contexts: physical, familial, psychological, historical, and socio-cultural. A major focus is the application of theory and research to the promotion of healthy development through education and human services.

EDUC F10. Theories of Learning.

Occasionally (3). Bass.

Prerequisites: Admission to a graduate program or permission of the instructor.

Selected psychological theories and empirical findings dealing with human learning are studied. Theoretical concepts and research in behavioristic theories, social learning theory, humanistic approaches, and information processing models are analyzed. Implications for education and the helping professions are explored.

EDUC F11. Social, Philosophical, Cultural, and Historical Foundations of Education.

Summer (3). Patton

Inquiry into the historical, philosophical, cultural and educational and social context of schools in our diverse society. Broad, interdisciplinary perspectives on educational and social issues to guide reflective, professional practice.

EDUC F12. Advanced Educational Psychology & Development.

Summer (3). Bass.

A course that examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice.

EDUC F65. Research Methods in Education.

Fall, Spring, and Summer (3). Bass, T.Ward and Kim.

Prerequisite: Admission to a graduate program or permission of the instructor.

A study of the methods and techniques generally employed in research. Emphasis is placed on understanding the research literature which forms the basis of professional education. The course includes the study of some selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.

EDUC F67. Psychological and Educational Measurement.
Fall (3). Lavach and T.Ward.
Prerequisite: Completion of or concurrent enrollment in EDUC F65 or permission of the instructor.

An introduction to the use of educational and psychological assessment procedures used by educators and other helping professionals. The course deals with the selection, administration, and scoring of psychological assessment techniques and the interpretation and application of their results.

EDUC P20A. Psycho-educational Assessment for School Psychologists.

Fall (4). S. Ward.
Prerequisite: Admission to the M.Ed. Program in School Psychology and concurrent enrollment in EDUC F67.

This year-long course sequence is designed to introduce students to a problem-solving model of assessment for addressing children's educational and behavioral problems. The model defines educational problems situationally as the difference between what is expected and what occurs. These difficulties do not reside solely within the individual child, but result from the interaction between student behavior, curriculum, and instruction. The model defines 'effective assessment' as assessment which evaluates the situation as well as the child and which produces effective interventions. Effective assessment employs standardized tests, rating scales, structured interviews, record review, systematic observation, and curriculum-based measurement. Training and practice in the assessment techniques and application of this problem-solving model will be the focus of this course. Specifically, students will develop competencies in the following areas of assessment: intellectual ability, academic achievement, processing skills, personality and behavior problems, observations and interviews. Students will communicate assessment findings and recommendations clearly and concisely in jargon-free, family-friendly reports. A practicum is an essential and necessary component of this course. Students must achieve a grade of 'B' or above each semester.

EDUC P20B. Psycho-educational Assessment for School Psychologists II.

Spring (4). S. Ward.

This course is the second half of a year long course sequence designed to introduce master's-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.

EDUC P23. Introduction to Professional School Psychology.

Spring (1). Hardinge.
Prerequisites: Admission to the M.Ed. Program in School Psychology.

This course provides an introductory survey of school psychology as a specialty of professional psychology. The roles and functions of the school psychologist will be explored as they relate to Virginia and the nation; political and legal implication of these roles are identified. This introduction encompasses numerous topics including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; licensure and certification; special education laws relevant to the practice of school psychology; diversity of practice settings; and diversity of client populations served. The course includes an experiential component in which students are required to visit local schools and observe a variety of educational and psychological programs and practices.

EDUC P24. Practicum in School Psychology.

Fall and Spring (3). S. Ward, Lavach, Hardinge, and Theodore.
Prerequisite: Enrollment in the School Psychology Program. (Graded pass or fail.)

A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.

EDUC P56. Consultation in the Schools.

Spring (3). S. Ward.

The course assists students in developing their skills in consultation with particular emphasis upon working with parents and teachers.

EDUC S37. Writing Workshop.

Occasionally (6). Beers.
Prerequisite: Selection as a fellow of the Eastern Virginia Writing Project Summer Institute. (Graded pass or fail.)

An intensive summer workshop offered as part of the Eastern Virginia Writing Institute to give teachers a sound theoretical basis for teaching writing to allow them to experience writing as writers, and to prepare them to present colleague in-service workshops on the teaching of writing.

EDUC 601. Advanced Group Work and Theory.

Summer (3). Shillingford.

Prerequisites: EDUC C34 or an equivalent introductory course in Group Counseling.

This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course may examine contemporary trends and developments in group counseling as well as ethical, legal, and professional issues affecting the practice of group counseling.

EDUC 603. The College Student: Developmental Themes and Social Contexts.

Fall (3). Staff.

Prerequisite: Admission to a graduate program or permission of the instructor.

This course examines the college student experience from the life-span developmental sociological and cultural perspectives. Students examine and compare major theories and empirical findings in the areas of college student development, the college environment, and the needs and characteristics of various subgroups within the college population. While the primary focus is on the traditional college age group (18-23), the course also addresses the characteristics and needs of older students.

EDUC 624. Theory and Practice of Multi-Cultural Counseling.

Spring; Summer (occasionally) (3). Staff.

Prerequisite: EDUC C32.

This course is designed to familiarize the student with the cultural differences of the major racial/ethnic minorities in the United States. Through self-disclosure, individual experiences, group presentations and lectures, the students will gain a better knowledge of these groups and the cross-cultural counseling methods to work with them.

EDUC 625. Couples Counseling and Sex Therapy.

Summer (3). Foster and McAdams.

A course to give students an increased awareness of sexual issues and problems so that they can be sensitive and helpful to the people they counsel who have sexual difficulties or questions. It is also for counselors, teachers, or administrators who will be involved in implementing or teaching programs of sex education. The course includes presentation of factual information, and curricula and theories of sex education and therapy, as well as an opportunity for students to explore their own sexual attitudes, feelings, and values.

EDUC 626. Seminar in Professional School Psychology: Ethical and Legal Issues.

Summer (3). S. Ward.

Prerequisite: Enrollment in the School Psychology Program.

This course, designed for students in the School Psychology Program, provides students with the opportunity to become familiar with the roles and functions of fellow professionals in educational and agency settings. This course also examines professional issues in school psychology including principles of professional ethics, ethical dilemmas, and relevant legislation and litigation. Emphasis is placed on active student participation in the exploration of these issues.

EDUC 627. Marriage and Family Counseling.

Spring (3). McAdams.

Prerequisites: EDUC C32 and C33 or permission of instructor.

A survey course which examines the dynamics of family systems theory, communication theory, and the rationale and practice of marriage and family counseling. The student learns variables influential in determining how and why people behave the way they do in marital and family relationships, verbal and nonverbal interaction patterns operating within the relationship, and several approaches to therapeutic intervention.

EDUC 628. Group Practicum.

Summer, Occasionally (3). Shillingford.

Prerequisites: EDUC C34 or equivalent and permission of the instructor. (Graded pass or fail.)

A course for advanced graduate students in which the students gain advanced group work skills and explore group theory and techniques.

EDUC 629. Individual Appraisal.

Spring of odd-numbered years (3). Gressard.

A course designed to acquaint the prospective counselor with the tools and techniques for appraising students and clients. Emphasis is given to collection and disposition of case data, selection and administration of psychological tests, and the reporting of assessment results.

EDUC 630. Family Development and Processes.

Fall (3). Staff.

This class is designed to inform students about spheres of development, the family life cycle, conceptualizations of normalcy from a family systems perspective and frameworks for the assessment of family functioning. A central component of this class will be a recognition and promotion of family strengths and the diversity of family forms, life challenges, and values in contemporary society.

EDUC 632. Advanced Theories of Counseling and Psychotherapy.

Fall of even-numbered years (3). McAdams.
Prerequisites: Permission of the instructor.

A doctoral course in which theories of counseling, psychotherapy, group work and consultation are examined and analyzed. Interdisciplinary innovation, theory construction and development, and issues related to advanced counseling practice will be emphasized.

EDUC 635. Advanced Family Counseling: Theories and Techniques.

Spring (3). Foster.

This class is an advanced seminar designed to critically examine the conceptual models, clinical practices, and assumptions that organize work with families. The texts, selected readings, class discussions, and writing assignments will address modernist and post-modernist theoretical paradigms that delineate central questions of clinical practice with diverse clients.

EDUC 636. Addictions and Family Systems.

Summer (3). Gressard.

This course is intended to merge the thinking and practice of two counseling areas, marriage and family and addictions, that are not often examined together. This course is designed to explore the two areas, the impact that they have on each other, and to present an integrated view of family systems and the process of addiction and recovery.

EDUC 638. Prevention and Intervention within Public Schools.

Fall (3). Staff.

This course informs school psychology graduate students about effective prevention and intervention programs and strategies that can be implemented within public school settings. The course highlights empirically supported methods for promoting school success through both preventative and remedial strategies across the grade levels. School-based strategies for enhancing academic achievement, fostering social competence, and preventing behavior and adjustment problems will be presented. Students will begin to develop expertise in designing, implementing, and evaluating prevention and intervention programs within public school settings.

EDUC 639. Theory and Process of Counselor Supervision.

Fall (3). McAdams.
Prerequisite: Admission to the Doctoral program.

This course will cover theories and techniques of counselor supervision. It will include major theories of counselor development, the counselor-supervisor relationship, major approaches to supervision, supervision methods, and supervision ethics. The course is open to doctoral students and is a prerequisite to the Doctoral Internship.

EDUC 644. Developmental Psychopathology.

Fall (3). Theodore.

This course is designed to familiarize students with the psychological disorders of children and adolescents that are most frequently encountered by school psychologists. The content of the course will focus on developmental issues, defining characteristics, associated features, etiologic factors, assessment and diagnostic classification, and evidence-based interventions for effective treatment.

EDUC 645. The Counselor and Psychopathology.

Summer (3). Gressard.

This course examines the most common types of psychopathology encountered in community counseling settings. Students will be introduced to the diagnostic categories of the Diagnostic and Statistical Manual with particular emphasis placed on making appropriate multi-axial diagnoses and the use of these diagnoses for treatment planning and intervention strategies.

EDUC 646. Internship in Family Counseling.

Fall, Spring, and Summer (3-6). McAdams.
(Graded pass or fail.)

This internship provides advanced training, supervision and skill development in (1) marriage and family counseling; (2) family, counselor and school collaboration; and (3) special topics in family counseling at the PACES Family Counseling Lab.

EDUC 647. Internship in Counselor Supervision.

Spring (3). Foster.
Prerequisite: Admission to Doctoral Program and EDUC 639.

This internship serves as the clinical component of the two-semester sequence in the theory and practice of counselor supervision that begins with EDUC 639. The course provides advanced training and skill development in supervision, and requires each intern to apply supervision theory and skills in actual supervisory processes with supervisees from the Masters Practicum in Counseling- EDUC C42.

EDUC 659. Internship in School Psychology.

Fall and Spring (1-6). Lavach, S. Ward and Theodore.
Prerequisite: Completion of all other coursework in the Ed.S. Program in School Psychology. (Graded pass or fail.)

The culminating evaluation experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. Evaluation of performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship year.

EDUC 662. Prevention and Intervention in Early Childhood Education.

Fall (3). Lavach.

Prerequisites: Enrollment in School Psychology Program or permission from the instructor.

This graduate seminar overviews current issues in early childhood education. Course content focuses on strategies for preventing school failure through early literacy support, family-school partnerships, and teacher professional development in PK-3 educational settings. Students interact weekly with young children and their teachers and implement assessments and interventions in PK-1 classrooms.

EDUC 663. Principles of Educational Research.

Fall; Spring; Summer (occasionally) (3). Bass.

Prerequisite: EDUC F65 or equivalent and admission to doctoral study.

This course examines the principles of historical, correlation, causal-comparative, descriptive, and experimental research design to facilitate students' ability to read and evaluate their professional literature. This course also prepares students to plan educationally valuable and methodologically valid research projects.

EDUC 664. Qualitative Research Methods.

Fall and Spring (3). Harris and Whalon.

Prerequisite: EDUC 663.

An intermediate research course that introduces qualitative methods of research for the study of educational issues. Readings and class discussions will emphasize the theoretical underpinnings of these methods, while assignments focus on the practical experience with these methods in the field of education. This course is offered in the form of a doctoral level seminar and as such requires considerable reading, writing, critiquing, and reflection.

EDUC 665. Intermediate Statistics in Education.

Fall and Spring (3). Bracken.

Prerequisite: EDUC 663.

A course that builds on the introductory elements of research design and analysis presented in Ed 663 and covers the following topics: (1) the basis of statistical inference, (2) sample variance, (3) analysis of variance and factorial analysis, (4) simple correlation, and (5) multiple regression. Computer assisted instruction is used to teach the fundamentals of data preparation so as to speed the computation of statistical problems.

EDUC 667. Young Child: Psychosocial Assessment and Clinical Methods.

Fall (3). S. Ward.

Prerequisite: EDUC F04 or F09. Open to students in school psychology, counseling, or by permission of the instructor.

A course designed to review the literature on the emotional growth of preschool and elementary-aged children. Major emphasis is on relating psychological intervention to the child's individual developmental needs. A variety of psychological interventions frequently utilized with children will be studied, including individual and group techniques. Students are expected to work with a child during the semester.

EDUC 668. Psychodiagnostics: Projectives.

Fall (3). Lavach.

Prerequisites: EDUC P66, F67 and P69. Open only to students in school psychology or by permission of the instructor.

In this course, the research concerning projective personality assessment is studied. Human figure drawings and thematic apperception measures are studied in detail. An important part of the course is the compilation of all assessment materials—objective and projective—into a well-integrated, comprehensive, evaluation and remediation report.

EDUC 669. Neuropsychological Bases of Behavior.

Spring (3). Lavach.

This course provides the advanced level graduate student with an overview of research emanating from such representative disciplines of the neurosciences as anatomy, physiology, psychology, chemistry, and medicine.

EDUC 675. Theories & Strategies for Counseling School-Aged Children.

Fall (3). S. Ward.

Prerequisites: Admission to the School Psychology program.

The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.

EDUC 694A. Qualitative Research Design & Methods, Part I.

Fall (3). Harris and Whalon.

Prerequisite: EDUC 665 or consent of instructor.

Intermediate-level research design course that focuses upon distinguishing among and combining non-positivistic paradigms, perspectives, strategies, and methods appropriately to address research foci. Students become familiar with qualitative data generation and analysis methods while designing a full-scale non-positivistic study with a research team. Requires considerable reading, writing, revising, reflection, and collaboration.

EDUC 694B. Qualitative Research Design & Methods, Part II.

Spring (3). Harris and Whalon.

Prerequisite: EDUC 694A or consent of instructor.

Advanced-level research methods course that builds upon previous knowledge of non-positivistic research design, focusing first upon enhancing qualitative data generation and analysis skills, then upon developing facility with thematic emergence and interpretation, as teams of students complete full-scale non-positivistic studies. Requires considerable reading, writing, reflection, data generation/analysis, and collaboration.

EDUC 700. Advanced Statistics in Education.

Spring (3). T. Ward.

Prerequisites: EDUC 663, 664, 665, or consent of instructor.

A course which builds on the introductory elements of analysis as presented in Ed 665 (or an equivalent) and covers the following topics: (1) models of data, (2) regression analysis, (3) factorial analysis of variance, (4) multivariate analysis of variance, (5) factor analysis, (6) cluster analysis, and (7) discriminant analysis. Emphasis is placed on the analysis by computer.

EDUC 703. Research in Counselor Education.

Spring (3). Staff.

The purpose of this course is preparation for the dissertation through the exploration of current literature in counselor education. This seminar enables students to confront problems in conducting original investigations in counselor education and to become familiar with resources for doing research. The primary activity will be the construction of the dissertation proposal prospectus.

EDUC 704. Advanced Qualitative Research Design & Methods.

Spring 2010 only (3). Harris.

Prerequisites: EDUC 664.

Advanced-level methodological course that helps students understand--through comparison and contrast--a broad range of non-positivistic (a.k.a. "qualitative") research approaches. Students learn to accurately select, combine, and sequence methods to create ontologically and epistemologically robust, consistent, and coherent research designs. The course requires considerable reading, writing, reflection, critiquing, and revision.

EDUC 758. Advanced Practicum in School Psychology.

Fall and Spring (3). Staff.

Prerequisites: Enrollment in Advanced Graduate Study in School Psychology.

The advanced practicum in school psychology is designed to offer experienced school psychologists an opportunity to develop the skills necessary for effective supervision of other school psychologists. Students may be assigned students enrolled in Ed P24 or interns enrolled in Ed659. The school psychology faculty selects and/or approves practicum sites and supervises the practicum student cooperatively with appropriate school personnel.

EDUC 761. Clinical Applications of Neuropsychology.

Summer of odd-numbered years (3). Lavach.

This course assists students in the counseling/School Psychology Programs with the necessary skill to: (1) perform basic assessment of children who may have neurological problems in order to make appropriate referrals to neuropsychologists and/or neurologists, (2) interpret reports submitted by neurologists and neuropsychologists, and (3) assist other school personnel to translate major findings from neuropsychologists' evaluations into effective educational intervention techniques.

EDUC 762. Doctoral Seminar in Counseling.

Fall of odd-numbered years (Var.). Staff.

Prerequisite: Admission to advanced graduate studies in counseling or school psychology and permission of the instructor.

A seminar for advanced graduate students in counseling and school psychology. The course description is developed each time the course is offered to describe the areas to be investigated.

EDUC 763. Advanced Counseling Practicum.

Fall, Spring and Summer (3). Staff.

Prerequisite: Admission to the Doctoral Counselor Education Program. (Graded pass or fail.)

The advanced practicum is designed to give doctoral students the opportunity to demonstrate and improve the counseling skills they have brought to the counseling program. Students complete a minimum of 100 hours of counseling experience in either an agency or laboratory setting under both college and/or field supervision. In addition, participation in weekly group supervision sessions is required.

EDUC 764. Seminar in Counselor Education.

Spring of even-numbered years (3). Gressard.

This course is an advanced seminar for doctoral students in counselor education. It covers theory, practice, and research in counselor education. Specific topics covered include: instructional theory and methods relevant to counselor education; ethical and legal issues in counselor education and supervision; and implications of socio-cultural, demographic, and lifestyle diversity for counselor education and supervision.

EDUC 765. Doctoral Internship.

Fall and Spring (3). Staff.
(Graded pass or fail.)

The Doctoral Internship is intended to provide doctoral students with experiences in counseling, counseling supervision, teaching, research, and service to the profession and the public. The student will work with faculty members to design an experience that will be consistent with the student's professional goal. The Doctoral Internship requires 300 hours of work experience and weekly group and individual meetings with the faculty supervisor.

Independent Study and Problems in Education

Students planning to enroll in one of the following courses must first seek permission from Dr. Thomas Ward (instructor of record) and inform him of the supervising instructor's name and the reason for taking the course (e.g., elective credit). A required course cannot be taken as an independent study or problems in education course, unless the student petitions the Curriculum Committee and receives prior approval.

EDUC V63. Problems in Education.

Fall, Spring, Summer (Var.). T. Ward.
Prerequisite: Permission of Instructor.

EDUC V91. Independent Study in Education.

Fall, Spring, Summer (Var.). T. Ward.
Prerequisite: Permission of Instructor.

EDUC 691. Independent Study in Education: Advanced.

Fall, Spring, Summer (Var.). T. Ward.
Prerequisites: Permission of Instructor.

EDUC 692. Problems in Education: Advanced.

Fall, Spring, Summer (Var.). T. Ward.
Prerequisite: Permission of Instructor.

Dissertation

EDUC 800. Dissertation.

Fall, Spring, and Summer (Var.). Dissertation chairperson.
Prerequisite: Permission of the instructor. (Graded pass or fail.)

Students must register for a minimum of 3 semester hours.

Educational Policy, Planning & Leadership (EPPL)

EPPL 500. Orientation to Graduate Studies in Higher Education.

Fall (1). Finnegan.

This course introduces new graduate students to the field of higher education and to the resources available for research and professional development. Students are oriented to professional associations, to the library and technological resources, and professional expectations in written and oral communications.

EPPL 501. Educational Leadership and Organizational Dynamics.

Fall (3). DiPaola.

An introduction to general organizational theories and their application in educational settings. Attention is given to developing the leadership competencies needed for entry-level administrative positions. Influences of local, state, and federal levels of government on school administration are examined.

EPPL 502. Educational Leadership: Concepts and Cases.

Fall (3). Tschannen-Moran.

An application of administrative skills and organizational characteristics in educational settings. Attention is given to building and extending leadership concepts, and applying leadership competencies in school settings. This course is an extension of EPPL 501.

EPPL 503. The Administration of Higher Education.

Fall (3). Staff.

Prerequisite: Admission to graduate studies or consent of instructor.

This course is a basic introduction to the administration of higher education institutions in the U.S. Course material includes an overview of management functions, governance, authority, organizational arrangements, and administrative style and behavior. Students examine in detail several administrative operations, including offices of academic affairs, student services, business/financial affairs, university advancement, institutional research, registrar, admissions, athletics, building and grounds, facility planning and construction, continuing education, and communications. In addition, students study various agencies of the state and federal governments that are primarily concerned with higher education.

EPPL 510. Outcomes and Assessment of Undergraduate Education.

Spring of even-numbered years (1). Staff.

This course is designed to explore the foundations of current policies requiring assessment of outcomes of undergraduate education. It develops an historical and theoretical foundation for conceptualizing "outcomes" of undergraduate education. Problems - theoretical, technical, and policy - in the assessment of outcomes are considered.

EPPL 511. Budget Policy and Practice in Higher Education.

Spring (1). Finnegan.

This course enables students to understand the budget process employed by colleges and universities. After examining the fundamental budgeting operational models, the annual planning operations, policy decisions and ramifications, and construction of an institutional budget are discussed and practiced through computer simulations.

EPPL 530. Introduction to Student Affairs Administration in Higher Education.

Spring of even-numbered years (3). Staff.

Prerequisite: Admission to graduate studies or consent of the instructor.

A course designed to provide appropriate experiences for the student who wishes to seek employment in the areas of admissions, student affairs, housing, and food service in institutions of higher education. The course consists of a study of (1) the nature, development, and current status of student personnel services in higher education, (2) major problem areas in the field, and (3) policies and procedures for effective management.

EPPL 534. Instructional Leadership: Administering Educational Programs.

Summer (3). Gareis.

Prerequisites: EPPL 501, EPPL 502 or permission of instructor.

A course for school principals and supervisors that focuses on leading and managing the school instructional program. Topics studied revolve around decision making regarding the school curriculum and instructional program.

EPPL 535. Instructional Leadership: Assessment and Evaluation.

Fall (3). Gareis.

Prerequisites: EPPL 501, EPPL 502, EPPL 534 is recommended.

A course designed to provide individuals with the knowledge and skills required for assessing and evaluating the instructional program. Also, emphasis is placed on the improvement of classroom assessment and evaluation.

EPPL 536. Instructional Leadership: Supervision and Professional Development.

Spring (3). Tschannen-Moran.

Prerequisites: EPPL 501, EPPL 502 or permission of instructor.

This course explores the relationship among professional development, instructional supervision, and ongoing improvement of teaching and learning. Students examine the role of the educational leaders in creating a culture of change that promotes organizational success and personal and professional growth for all members of the school community.

EPPL 550. The Principalship: Managing Instructional Resources.

Spring (3). DiPaola.

Prerequisite: EPPL 501.

A course focused on administrative knowledge and skills related to the effective management of school sites. Attention is given to the role of the principal in planning, organizing, and monitoring the effective use of finance, facilities, and technology. Cases and concepts are applied to school improvement practices.

EPPL 561. Leadership and Cultural Competence.

Spring (3). Patton.

This course is designed to present leadership, administrative and cultural knowledge, skills, and strategies in relations to improving the operation of educational institutions. A major focus of the course is to investigate and experience the concept of cultural competence as applied to leadership in educational organizational settings.

EPPL 585. Internship in Higher Education.

Fall and Spring (3). Staff. (Graded pass or fail.)

An internship is required of all master's students in the higher education emphasis. Individual arrangements are made by the student, internship supervisor and faculty.

EPPL 586/587. Internship in Administration and Supervision (PreK-12) I/II.

Fall/; Spring; Summer (3+3). Tschannen-Moran.

Prerequisite: 21 hours in Educational Policy, Planning and Leadership coursework or permission of instructor. (Graded pass or fail.)

This internship offers intensive, field-based experiences for aspiring educational leaders. Interns encounter authentic challenges in various educational settings and develop leadership abilities, administrative competencies, and personal confidence to work with and through all members of the schools community to bring about improved teaching and learning. The internship must be completed over 2 consecutive semesters. Internship sites, in cooperating school divisions, will be identified by a team consisting of the student, university intern supervisor, and a practicing administrator or supervisor. An internship plan is then developed which involves the student in an integrated internship experience which includes regular leadership seminars, portfolio refinement and presentation, transitional planning for professional growth, and career advisement and outplacement support.

EPPL 599. Master's Project.

Spring (3). Finnegan and Eddy.

A seminar in which graduate students prepare a research paper in a field related to their area of emphasis. The seminar constitutes the final three semester hours in the master's program.

EPPL 601. Educational Policy: Development and Analysis.

Fall; (3). Eddy.

This course provides the opportunity for students to have a clear understanding of how policy works in education, how to analyze and formulate educational policies, and who the key interest groups and players are in the making of policy.

EPPL 602. Educational Planning and Program Evaluation.

Spring (3). Williams.

This course is designed to present knowledge, skills, strategies, and applications of planning for educational organizations. Major foci of the course include determining present status, determining future direction, charting a course of action, and assessing progress toward desired outcomes.

EPPL 603. Leadership in Education.

Fall (3). DiPaola.

This course provides the opportunity to examine theoretical and practical applications of leadership in order to develop the knowledge, skills and attributes required of an effective leader in contemporary educational settings.

EPPL 604. Cross Disciplinary Perspectives in Educational Theory, Research and Practice.

Spring (3). Finnegan and Cross.

This course explores the general paradigmatic structure of knowledge, focusing in particular on the social sciences and humanities, and engages students in the process of conceptualizing educational research problems that are based in social science and humanities theory and models. After considering basic conventions and principles from anthropology, sociology, social psychology, political science, and the humanities, students explore and apply various theoretical perspectives and models to potential research topics in education.

EPPL 610. Advanced Instructional Strategies.

Fall of odd-numbered years (3). Gareis.

A course in which basic teaching procedures are studied in-depth. Students examine and construct teaching models, learn a system for analyzing teaching and study various teaching methods.

EPPL 611. Theories of Curriculum Development and Evaluation.

Fall of even-numbered years (3). Gareis.

A course which involves in-depth study of the foundations, theories, and procedures of curriculum development and evaluation.

EPPL 612. Curriculum and Instruction for Gifted Learners.

Fall (3). Tieso.

Prerequisite: CRIN G80 or equivalent.

This course involves the study of differentiated curriculum and instruction for gifted learners. The course will focus on key content, process, product, concept and implementation issues in working with the gifted in various domains of inquiry.

EPPL 613. The Academic Life.

Fall (3). Finnegan.

Collegiate curriculum and faculty are intimately intertwined. This course explores how the logic of faculty socialization and career development relates to the evolution of teaching and learning environments in colleges and universities. Career issues and the institutional roles of the faculty and curricular forms, functions, processes, content and contexts are examined.

EPPL 614. Curriculum Development in Special Education.

Spring of odd-numbered years (3). Williams.

A course involving advanced study of issues, philosophies, and models of special education curriculum, as well as systematic approaches for evaluating, modifying, and designing curricula for exceptional students.

EPPL 625. Current Issues in Higher Education.

Spring (3). Eddy.

Prerequisite: Admission to graduate studies or consent of instructor.

A study of contemporary higher education in the United States as a specialized field of inquiry and as a professional area in which to work. Attention is centered on current issues emphasizing organization and administration, curriculum, college students, faculty, non-teaching professionals, and finance.

EPPL 628. The History of Higher Education.

Fall (3). Finnegan.

Prerequisite: Admission to graduate studies or consent of instructor.

This graduate course presents critical analysis and interpretation of historical developments in higher education from the medieval to modern periods. Emphasis is on key institutions, episodes, and social trends which illustrate the continuities, complexities, and changes in colleges and universities. Students are introduced to the use of historical documents and the logic of historical analysis.

EPPL 632. The Community College.

Occasionally (3). Staff.

The focus of this course is on the development and structure of the community college: its history, purpose, characteristics, social function, organization and administration, curriculum, faculty, and students.

EPPL 633. Planning and Management in School Finance and Facilities.

Fall (3). Staples.

A study of the historical development, design, and management of school facilities and systems of financing education. Topics include forecasting need, potential sources of revenue, state and local systems of finance, financial management, budget development, and construction management. Selected state models for funding education and facilities will be examined. (This course replaces EPPL 631 and EPPL 675.)

EPPL 635. Organization and Governance of Higher Education.

Spring (3). Staff.

Prerequisite: Admission to advanced graduate studies or consent of the instructor.

A course for advanced graduate students on the organization and governance of institutions of higher education. Attention is given to understanding higher education organizational development, structure, characteristics, settings, and internal and external influences. In addition, administrative roles, decision making problem solving and political realities are examined.

EPPL 638. Comparative Higher Education.

Spring of even-numbered years (3). Finnegan.

This course explores diverse post-secondary systems, structures, and organizational issue across the globe and outside of the traditional American system. After gaining an understanding of various distinct models of national tertiary systems, attention will turn to the general topics of history, curriculum, faculty, access, governance, and finance. Students will pursue a research topic of choice and share their scholarship in a colloquium format.

EPPL 639. Educational Technology Planning.

Occasionally (3). Roche.

This seminar provides a forum for students to explore the impact of information technology on contemporary educational systems and to develop the skills necessary to serve as leaders in incorporating educational technology into the teaching and learning process. A major focus of the course is determining how the human and technical resources of an institution can be focused on creating a coherent and effective technological architecture. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

EPPL 640. Administration and Supervision of Special Education.

Summer of even-numbered years (3). Williams.

A study of the role of the administrator of special education programs. Emphasis is placed on planning implementation, and assessment of programs in rural, urban, and suburban settings.

EPPL 642. Interpersonal and Public Relations in Education.

Spring (3). Staples.

A course focused on the principles, knowledge, and skills related to effective interpersonal and public relations in educational organizations. Special emphasis is given to the study of communication theory and practice, the social ecology of organizations, conflict and crisis management, community relations, strategic marketing in educational organizations, and legal and ethical considerations.

EPPL 643. Human Resources Administration.

Fall (3). Stronge.

A study of personnel services for educational and public agency administrators. Selected personnel functions including planning, recruitment, selection, induction, compensation and evaluation are discussed.

EPPL 645. The Superintendency Team.

Occasionally (3). DiPaola.

Prerequisites: Master's degree in educational leadership, admission to EPPL doctoral program or permission of instructor.

This course is concerned with applying and synthesizing functions and responsibilities of executive-level central office personnel and the school superintendent within the context of dynamic educational organizations.

EPPL 650. Developmental Perspectives in Gifted Education.

Fall (3). Cross.

This course focuses on the issues associated with the development of gifted individuals over the lifespan from a cognitive, psychosocial, and physiological perspective. Emphasis will be placed on exploring positive deviance in early childhood, middle childhood, adolescence, and adulthood. The role of institutions, individuals, and intrapersonal influences on the developmental process of talented learners will be explored and implications for program development and administration stressed.

EPPL 660. Educational Law.

Spring (3). Stronge.

An examination of principles of school law by use, in part, of the case study approach. Legal foundations of public and non-public schools are studied with consideration given to the Virginia School code. Basic legal principles and guidelines for assisting teachers, administrators, and professional support personnel are developed.

EPPL 661. Law and Higher Education.

Spring (3). Finnegan.

A course for advanced graduate students that examines constitutional, statutory, and case law relevant to higher education and the implications of this body of law for policies and practices affecting students, faculty, administrators, and staff. Students will learn basic legal concepts and become familiar with relevant legal terminology.

EPPL 670. Gifted Program Planning, Development and Evaluation.

Spring (3). Tieso.
Prerequisite: CRIN G80.

This course focuses on the fundamental principles of program design and development for gifted learners. Role functions and reference groups are emphasized as well as general educational administration and supervision theories. Program evaluation models are also stressed.

EPPL 676. The Financing of Higher Education.

Fall (3). Staff.
Cross-listed with PUBP 644.

This course is designed to provide students with an overview of the financing of higher education. Besides becoming acquainted with the literature and main issues in finance, students will develop the ability to examine and analyze financial statements, assess the budget as an instrument of control and relate the budget to the educational program.

EPPL 712. Administration and Policy Issues in Gifted Education.

Spring of even-numbered years (3). Cross.
Prerequisite: EPPL 670.

This course focuses on the in-depth study of issues and competencies related to administration and policy in gifted education at local, state, regional and national levels. Research and development concerns and practical applications of the state-of-the-art knowledge-base in the education of the gifted are emphasized.

EPPL 713. Higher Education and Public Policy.

Spring of odd-numbered years (3). Staff.
Cross-listed with PUBP 645.

A seminar for advanced graduate students in which the general topic of the relationship between the government and higher education is developed. Major attention is given to developments since World War II.

EPPL 714. Adult and Continuing Education Practice and Policy.

Occasionally (3). Staff.

A course designed to assist students in the development of perspective and insight in adult and continuing education policy and practice. Specific topics include a survey of programs for personal and professional growth, mass media delivery systems, experiential learning, distance education, and public policy. As a seminar for advanced students, it will place particular emphasis on developing research questions and methods for understanding the evolution, implementation, and assessment of educational policy. This course should be preceded by EPPL 601, Educational Policy, Development and Analysis or equivalent.

EPPL 733. Seminar on Legal Issues in Education.

Spring of even-numbered years (3). Stronge.
Prerequisites: EPPL 660, 735, or a comparable course.

An advanced seminar on school law designed to explore legal issues of interest to graduate students.

EPPL 734. Seminar in Human Resource Leadership in Education.

Summer (3). Stronge.
Prerequisite: EPPL 643 or consent of instructor.

A seminar in the study of human resource leadership with a particular focus on school improvement. The intersection among, theory, research, and practice relative to the issues of educational change, quality-based recruitment and selection, innovative compensation packages, performance evaluation, and legal policy will be featured. The framework for review, discussion, debate, and development of these issues is decision-making relative to teacher quality.

EPPL 735. Legislation, Litigation and Special Education.

Spring of even-numbered years (3). Williams.
Prerequisites: EPPL 660; admission to advanced graduate studies in Educational Policy, Planning and Leadership with emphasis in special education or permission of the instructor.

A study of the impact of legislation and litigation on the field of special education.

EPPL 750. Current Trends and Issues in Gifted Education Administration.

Fall of even-numbered years (3). Cross.

This course will focus on the most current trends and issues in the field of gifted education for leadership personnel to address. Major emphasis will be placed on: (1) new conceptions of giftedness; (2) research and development emphases for special populations of gifted learners; (3) exemplary identification, program development and evaluation practices in school practice; and (4) planning and administration of gifted education.

EPPL 751. Colloquium in Educational Policy, Planning and Leadership.

Occasionally (Var.). Staff.

This course description is developed each time the course is offered to describe the areas to be investigated.

EPPL 752. Interdisciplinary and Interagency Service Delivery.

Fall of even-numbered years (3). McLaughlin.
Prerequisite: Admission to the doctoral program or permission of the instructor.

An advanced course to examine models for interdisciplinary teamwork in the design, delivery, and evaluation of services for students with disabilities and at-risk. Both school-based and interagency collaborative services are emphasized.

EPPL 760. Independent Study in Educational Policy, Planning and Leadership.

Fall; Spring; Summer (Var.). Stronge.
Prerequisite: Permission of the instructor.

This course provides the opportunity for an advanced graduate student to pursue a topic of personal interest or need with the guidance and supervision of a member of the faculty.

EPPL 765. Applied Field Research Project.

Fall (3). Stronge.
Prerequisites: EDUC 663, 664, 665, successful completion of comprehensives. (Graded pass or fail.)

This course is designed to provide advanced graduate students with opportunities to apply their research knowledge to a research study in their area of interest in either educational administration, special education, gifted education or higher education. Emphasis is on conducting research in collaborating with faculty or graduate students.

EPPL 770. Advanced Internship in Administration.

Fall (3). Williams.
Prerequisite: Doctoral status or consent of instructor.
(Graded pass or fail.)

A full-time supervised clinical experience in the administration of educational programs. The internship focuses on the development of an understanding of administration in various educational settings depending on the selected concentration area and provides the opportunity for field-based problem solving and the demonstration of emerging leadership skills.

EPPL 790. Educational Policy, Planning and Leadership Research Seminar.

Fall and Spring (3). DiPaola and Tschannen-Moran.
Prerequisites: EDUC 663, 664, 665, successful completion of comprehensives or permission of the instructor.
(Graded pass or fail.)

This seminar enables students to explore the current literature associated with their research interests and resources for doing research, and to confront problems in conducting original investigations in higher education, general education administration, gifted education administration, and special education administration. Attention is given to the investigation of a research problem of each student's interest.

(Note: Students may be exempted from the EPPL 790 requirement and instead substitute 3 hours of EDUC 800 with prior permission of the advisor and dissertation chair.)

Working closely with the Dean and the Development Office, the Development Board provides leadership to advance the School of Education's mission through a comprehensive fundraising strategy. The School's funding priorities include: student scholarships, faculty support, and the new School of Education building.



DEVELOPMENT BOARD MEMBERS

Dr. Jill S. Hunter '71 (Chair)

Richmond, VA

Members

Ms. Brianne Booth '05

Manassas, VA

Dr. Mary Frances Briley '66, M.Ed. '75, Ed.D. '90

Carrollton, VA

Dr. Virginia Vogel Carey '71, M.Ed. '79, Ed.D. '97

Williamsburg, VA

Dr. J. Roy Geiger '72, M.Ed '77, Ed.S. '86, E.Ed. '94

Williamsburg, VA

Dr. Robert Grant, Ed.D. '83

Palmyra, VA

Mrs. Ann Gray, Ed.S. '03

Williamsburg, VA

Mr. Robert W. Harrell '60, Ed.S. '83

Suffolk, VA

Mrs. Karol W. Hull, C.A.G.S. (A.C.E.A.) '82

Williamsburg, VA

Dr. Robert S. Kelley, Ed.D. '98

Midlothian, VA

Dr. Marsha V. Krotseng '77, M.Ed. '81, C.A.S.E. '83, Ed.D. '87

Bismark, ND

Mrs. Judi Lownes '60

Williamsburg, VA

Mr. Paul L. Parsons, M.Ed. '91

Washington, DC

Mr. Austin L. Roberts '69, MBA '77

White Stone, VA

Ms. Deborah Ann Gold Smith '92

Atlanta, GA

Mr. Phillip S. Wherry '91

Vienna, VA

Ex-officio Board Members

Dr. Virginia L. McLaughlin, Dean

Dr. Thomas J. Ward, Associate Dean for Academic Programs

Dr. Christopher Gareis, Associate Dean for Teacher Education and Professional Services

Dr. Patty Purish O'Neill, Director of Development

The College of William and Mary Diversity Statement

The College of William and Mary in Virginia is a community of teachers, students, and staff who share our national ideals of human equality, democracy, pluralism, and advancement based on merit. We give life to these principles—and prepare women and men to be citizens of the wider world—when we value diverse backgrounds, talents, and points of view. As a community, William and Mary believes that cultural pluralism and intellectual freedom introduce us to new experiences, stimulate original ideas, enrich critical thinking, and give our work a broader reach. We cannot accomplish our mission of teaching, learning, discovery, and service without such diversity. William and Mary belongs to all Virginians, to the nation, and to the world. Yet our College, like our country, failed for many years to open the door of opportunity to all people. In recent decades, William and Mary has made itself a more diverse community, and thus a better one. Structures and habits that create injustices, however, have yet to be fully banished from American society. We are committed to establishing justice. The College of William and Mary strives to be a place where people of all backgrounds feel at home, where diversity is actively embraced, and where each individual takes responsibility for upholding the dignity of all members of the community.

—Approved by the Board of Visitors on November 17, 2006.



The School of Education
P.O. Box 8795
Williamsburg, Virginia 23187-8795
<http://education.wm.edu>

Book Rate



2010 -2011

WILLIAM & MARY