



The School of Education
P.O. Box 8795
Williamsburg, Virginia 23187-8795

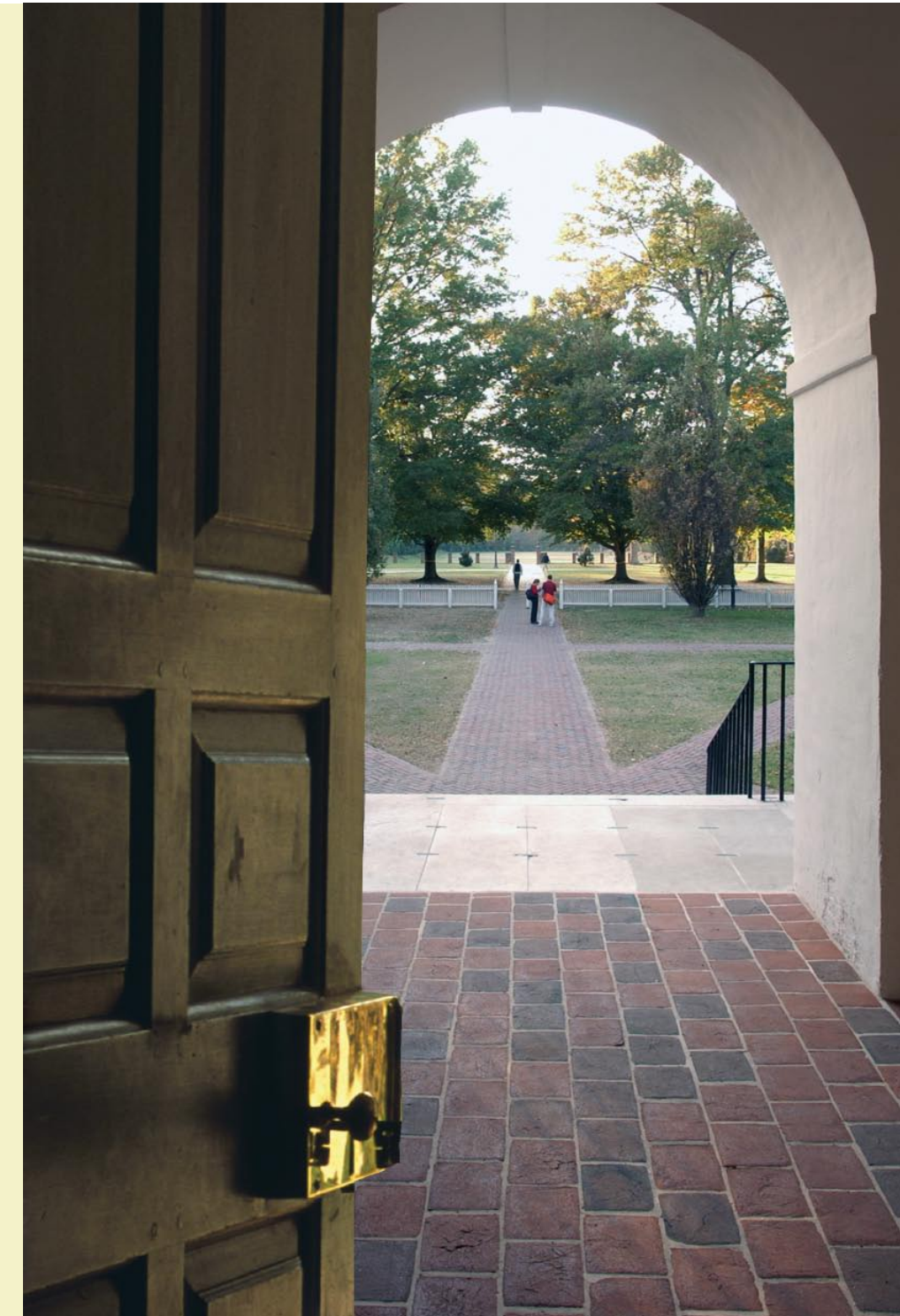
Book Rate

WILLIAM & MARY

SCHOOL OF EDUCATION GRADUATE PROGRAMS



Chase Grooms



2006-2007

www.wm.edu/education

Administration

Chancellor of the College

Sandra Day O'Connor

President of the College

Gene R. Nichol

Board of Visitors

Officers:

Michael K. Powell '85,

D.P.S. '02 - Rector

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

Suzann W. Matthews '71 - Secretary

Fairfax Station, VA

Norfolk, VA

McLean, VA

Members:

Alvin P. Anderson '70, J.D. '72

Robert A. Blair '68

Janet M. Brashear '82

Thomas E. Capps

Lawrence S. Eagleburger, D.P.S. '01

John W. Gerdelman '75

Sarah I. Gore '56

R. Philip Herget III

Jeffrey L. McWaters

Joseph J. Plumeri II '66

Anita O. Poston, J.D. '74

Jeffrey B. Trammell '73

John Charles Thomas

Barbara B. Ukrop '61

Williamsburg, VA

Washington, D.C.

Virginia Beach, VA

Richmond, VA

Charlottesville, VA

Williamsburg, VA

Newark, DE

Alexandria, VA

Virginia Beach, VA

Bedminster, NJ

Norfolk, VA

Washington, DC

Richmond, VA

Richmond, VA



2006-2007 Faculty Representatives:

Colleen Kennedy

To be appointed

College of William and Mary

Richard Bland College

2005-2006 Student Representatives:

Ryan M. Scofield

Joell Christodonte

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: \$8,880 annually for full-time in-state students; \$21,166 for full-time non-residents. Part-time tuition and fees: \$245 per semester hour for state students; \$685 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 Resource/Co-laborating Teaching).

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. The first part of this road is limited access. Turn left onto Jamestown Road, which is the second traffic light. Continue until you reach Campus Drive. Turn left into the parking lot located along Campus Drive and Jamestown Road. The Office of Admission and Professional Services is located in Jones Hall (Room 100), the second building from Campus Drive. Metered parking is available in the front of the parking lot or parking is permitted anywhere on campus with a visitor's parking permit which may be obtained through the Parking Services Office on South Boundary.

From Norfolk/Virginia Beach on I-64, take Exit 242A, Route 199. At the fourth traffic light (approximately 5 miles), Jamestown Road, take a right. Follow the directions above from Jamestown Road.

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, the community, and the profession.

CONTENT EXPERT

The basis of the first strand is our belief that professionals must have specific knowledge to be able to learn in context and problem solve throughout a career. We understand that a deep and confident understanding of disciplinary subject matter is vital. We also understand that subject matter knowledge must be accompanied by pedagogical content knowledge so that individuals will have an understanding of how to interpret, communicate, and construct such knowledge so as to promote learning (Shulman, 1987; and Cohen, McLaughlin, and Talbert, 1993). The value of this long-standing commitment to intellectualism by our faculty is confirmed by recent research conducted by Monk (1994), Fetler (1999), Goldhaber and Brewer (1999), and Wenglingsky (2000) that validated the need for intellectual rigor in subject matter. Thus, the role of the program is to provide opportunities and a context for students to build and evaluate knowledge. A primary way to accomplish this goal is to help students study selected content appropriate to disciplinary foci, reflect on their actions, consider multiple perspectives, and generate various possible responses based on best practice. The organization and transfer of skills and knowledge across these experiences results in deeper meaning for the learner.

REFLECTIVE PRACTITIONER

The second strand emanates from our belief in the position of Schon (1987) that the ideal preparation is one that produces a professional who is able to “reflect-in-action.” According to research-based principles of reflective practice, learning does not occur through direct transmission of knowledge from instructor to student. Instead, the learners are provided with opportunities to articulate their own ideas, experiment with the ideas, and make connections between their studies and the world in which they live. To this end, a style of reflective practice is cultivated that embraces the role of data, active inquiry, careful analysis, and a thoughtful process for decision-making. Although students in our programs may develop specializations, the broader focus is on the development of analytical and creative practices that allow them to approach new issues and problems in a proactive way. We believe that such multivariate patterns of thinking within role-specific contexts are necessary for dealing with the current and future level of complexity that working as a leader among professionals requires. We believe that teaching is a cognitive process involving decision making (Sergiovanni & Starratt, 1993). We hold that our responsibility is, in large part, to educate our students to reason soundly and to perform skillfully.

EDUCATIONAL LEADER

The third strand highlights the notion that we expect our graduates to be prepared and willing to assume leadership roles that allow them to effectively impact educational and societal change. Today, educators not only are providing school-based leadership, but increasingly they are working as mentors to new teachers, undertaking professional development activities, and carrying out educational research (Dimock and McGree, 1995; Livingston, 1992). We believe that preparing students to be leaders must be proactive rather than reactive, helping students focus on how to improve educational contexts through the application of sound theory and ethical principles. Special attention is given to developing specific competencies required in each area of certification along with developing the affective side of students in respect to their personal sense of competence and confidence in leadership roles and their resilience in coping with change. We hope to prepare our students to understand human problems from a developmental and systemic perspective that allows them to formulate and implement individual and systemic plans of action for prevention, remediation, and growth. We are sensitive to the myriad of educational contexts that students will encounter in their educational careers. Thus preparation promotes the qualities of flexibility, interpersonal skills, and ethical behaviors that reach across such contexts and are essential to educational leadership.

EFFECTIVE COLLABORATOR

Finally, we promote and develop the use of collaborative styles in recognition of the need to work effectively and cooperatively in the professional community, no matter how broadly or narrowly defined. We agree with Bredson (1995) that the behaviors and skills related to collaborative work should be integral parts of the curriculum and not considered an add-on element. Evidence indicates that professionals grow through an interactive process of learning from each other (Ponticell, Olsen, & Charlier; 1995), and collaboration has been strongly supported by research in family-professional relations (Corrigan & Bishop, 1997). We believe that training in collaboration is an obligation of programs that are preparing individuals who will assume roles of teaching, service, and leadership.

A DYNAMIC AND CORE FRAMEWORK

We believe that 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 area. 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.

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, 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 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.

General Institutional Policies

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).

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), 757/221-2302 (TDD), 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://deanofstudents/disable/index.php>). All documentation will be handled confidentially and shared only with the student's express written permission for accommodation purposes.

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 Registrar of the College for full details.

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.

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.

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.

School of Education

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.

Dorothy L. Sluss (2005), *Associate Dean for Teacher Education and Professional Services*—B.S., University of Virginia at Wise, M.A. and Ph.D., Virginia Tech.

Andrew C. Barry (2004), *Director of Development*—B.A., Dickinson College; M.A., The College of William and Mary.

Shanay Butler (2005), *Faculty Secretary*—Thomas Nelson Community College.

Donna Gill (2006), *Fiscal Specialist*.

Jennifer Hay (2006), *Development Associate*—B.S. and M.S., University of Charleston.

Margaret Jones (1994), *Office Manager, Special Education Projects*.

Carol Moore (2002), *Learning Resources Center Librarian*—B.A., Radford University.

Jamal Mosley (2006), *Assistant Director of Admission & Financial Aid*—A.A., Johnson County Community College

Gwendolyn Pearson (1992), *Director of Records and Matriculation*—B.A., Christopher Newport University.

Jan Rozzelle (1998), *Director, Professional Development Center*—B.A., West Georgia College; M.A., Appalachian State University; Ed.D., The College of William and Mary.



Dr. Virginia McLaughlin, Dean

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

Jacelyn Tyson (2005), *Dean's Secretary*.

Deborah Walker (1995), *Director, Professional Services*—Oklahoma Military Academy and Elizabethtown Community College.

Faculty*

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., University of Georgia; Ph.D., University of Georgia

Julia A. Bryan (2003, 2003), *Assistant Professor*—B.Sc., University of the West Indies; M.Ed., University of Southern Mississippi, Ph.D., University of Maryland.

Sharon H. deFur (2004, 1998), *Alumni Memorial Associate Professor of Education*—A.B., The College of William and Mary; M.Ed., Loyola College; Ed.D., George Washington University.

Michael F. DiPaola (1998, 1998), *Associate 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.

SCHOOL OF
EDUCATION—
ADMIN. &
FACULTY

* 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.
- John D. Foubert (2002, 2002), *Assistant Professor*—B.S., The College of William and Mary; M.A., University of Richmond; Ph.D., University of Maryland, College Park.
- Christopher R. Gareis (2001, 2002), *Assistant Professor*—B.A., Washington and Lee University; M.A. Ed., Ed.S., and Ed.D., The College of William and Mary.
- Charles F. Gressard (1996, 1993), *Associate Professor*—B.A., Wittenberg University; M.Ed., Kent State University; Ph.D., University of Iowa.
- 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.
- Juliet Hart (2004, 2004), *Assistant Professor*—B.A., MS.Ed., Ph.D. University of Miami.
- Mark Hofer (2005, 2005) *Assistant Professor*—B.A. Notre Dame University; M.S. Butler University; Ph.D. University of Virginia.
- C. Denise Johnson (2005, 2006), *Associate Professor and University Professor for Teaching Excellence*—B.S., Kansas State University; M.Ed., University of Texas at Tyler; Ph.D., University of Memphis.
- Lori A. Korinek (1997, 1985), *University Professor for Teaching Excellence*—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.
- David W. Leslie (1996, 1996), *Chancellor Professor*—B.A., Drew University; M.Ed., Boston University; Ed.D., The Pennsylvania State University.
- Marguerite M. Mason (2000, 1997), *Professor*—A.B., Knox College; M.S., Western Illinois University; Ph.D., University of Iowa.
- Juanita Jo Matkins (2004, 2004), *Assistant Professor*—B.S. Towson State University; M.Ed and Ed.D. University of Virginia.
- Charles R. McAdams (2003, 1997), *Associate Professor*—B.S., M.Ed., and Ed.D., North Carolina State University.
- Gail McEachron (2004, 1987), *Professor*—B.A. and M.A., Arizona State University; Ph.D., University of Texas at Austin.
- John Noell Moore (2002, 1999), *Associate Professor*—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.
- Lynn E. Pelco (1999, 1992), *Professor*—B.S., M.S., and Ph.D., The Pennsylvania State University.
- Roger R. Ries (1982, 1968), *Professor*—B.S., M.Ed., and Ph.D., University of Missouri at Columbia.
- Jeremy Stoddard (2006, 2006), *Assistant Professor of Education*—B.A., Hamlin University, M.S., and Ph.D., University of Wisconsin-Madison.
- James H. Stronge (1995, 1989), *Heritage Professor*—B.S. and MA, University of Alabama at Birmingham; Ph.D., University of Alabama at Tuscaloosa.
- Carol Tieso (2005, 2005), *Assistant Professor*—B.A. University of California, Berkeley; MA. California State University, Stanislaus; Ph.D. University of Connecticut.
- Megan Tschannen-Moran (2000, 2006), *Associate Professor*—B.S., Northwestern University; M.Ed., Ph.D., The Ohio State University.
- Joyce VanTassel-Baska (1987, 1987), *Jody and Layton Smith Professor*—B.Ed., M.A., M.Ed., and Ed.D., University of Toledo.
- 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) *Assistant Professor*—B.A. Rhode Island College; M.A. Florida Gulf Coast University; Ph.D. Florida State University.
- Keith Whitescarver (1999, 1999), *Assistant Professor*—B.A., University of Florida; M.Ed., Auburn University; Ed.D., Harvard 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
Elissa Brown
Judy Brown
Virginia Carey
Sharon Carter
Beth Check
Harold Cothorn
M. Laverne Daniels
Nancy Dutro
Laura Hazelwood
Sue Land
Ann Massey
Janet Parker
Patricia Popp
Kenneth Reczkiewicz
Laurie Rokutani
Lee Schuster
Kristin Schweitzer
Steven Staples
John William Williams

University Supervisors

Marjorie Artzer
Margaret Barron
Judy Brown
Irving Driscoll
Nancy Dutro
Kathy Ethridge
Pamela Edwards
Heather French
Sandra Gillette
Bonnie Gobble
Sam Heatwole
Janet Parker
Ken Reczkiewicz
James Salvatore
Lee Schuster
Trina Spencer
Nancy West

Clinical Faculty

Bunny Akers*
Susan Alis
Marybeth Alley*
Richard Ambler
Kerry Armbruster
Karen Armstead
Kathleen Barrett
Julie Barrett
Jenny Blazvick
Melissa Bonta-McAdams
Elizabeth Boucher
Leslie Bowers
Alice Bowles
Ann Bradshaw
Judy Bristow
Marcia Brooks
Amy Brown*

Eugene Bruss
Robin Burford
Jason Burns
Kathryn Burns
Patricia Byrd-Pritchett
Barbara Cahill
Joan Cannon
Griselda Carlsen
Sharon Carter
Sue Casto
Susan Catlett
Linda Cavanaugh*
JaNeice Chambers
Kay Cheves
Heather Cline
Bryan Cole
Leslie Coleman
Karla Collins
Jane Core Yatzeck
Katie Coyle
Thomas Dagley
Patricia Daniel
Diane Danks
April Dawson
Laura Dollieslager
Tiffany Dormire
Leah Duckworth
Julie Durrant
Louise Ella Edwards-Pair
Deborah Eggers
Deborah Erwin
Angela Estis
Janet Evans
David Fahey
Rocky Farmartino
Geri Farrell
Tama Ferrara
Dawn Florence
Reinhard Flores
Barbara Flynn
Terri Foley
Carla Ford
Robin Ford
Courtney Frantz
Gina Froton*
Connie Gardner
Rosann Gatski*
Shelby Gault
Lynn Gaunt
Leslie George
Sherrie Geyer
Roban Graham
Wallace Green
Suzan Griffin
Christopher Hailey
Carol Hall
Tina-Marie Hamilton
Mary-Lyons Hanks
Jane Harding
William John Harris
Barbara Havens
Karen Heard
Lynda Heath*

Barbara Henning
Debra Highsmith
Catherine Holloway
Susan Holmes
Kimberley Hundley
Merle Ivey*
Pat Janot
Betty Jenkins
Nancy Jensen
Marjie Johnson
Gloria Johnson*
Beth Johnston
Sherry Jones
Pam Kayanan
Kelly Ann Kelly
Laura Kindley
Jeanne King
Patricia Kline
April Knowles
Robert Knowles
Rita Kohr
Sharon Krumpe
Susan LaFrance
Lara Lansford
Gene Lee
Kathleen Linthwaite
Julie Lipscomb
Jean Louie
Al Lovelace
Donna Madison
Donna Marshall
Liz Massaro
Pamela Mathias
Beth Maxwell
Pamela McCants
Lisa Meier
Wendy Melzer
Gwen Milholen
Cynthia Miller
Steven Mills
Jessica Mistr
Sylvia Mitchell
Robert Moff
Martha Mullendore
Sandi Murawski
Janell Nickols
Janice Nimmo*
Martha Nunley
Elizabeth O'Brien
Judith Old
Robyn O'Neal
Betty Pace
Kelly Pastirik
Gloria Peratsakis*
Janice Perger
Rachael Persinger
Leigh Ann Phillips
Trudie Pitkin
Virginia Price
Angela Pyrtle

Jonelle Reese
Leonora Reiley
Monica Rettig
Trudi Reynolds
Susan Roberts
Gloria Roberts
Cathryn Robinson
Ann Marie Robinson
Theresa Roettinger
Glen Roettinger
Michael Sams
Candace Schafer-Southard
Lee Schuster
Kathleen Schutte
Patty Seftas*
Wilma Sharrett*
Connie Shepard
Linda Sidebottom*
Kate Sikes
Robert Skelly
Hope Skinner
Joanne Smith
Kelly Sowden*
Amy Stelljes
Jennie Stolarski
Teresa Stronge
Marcia Swanson
Nancy Tatum
Jayne Taylor
Howard Townsend, IV
Linda Upshaw
Jackie VanBuren
Ann Vinson
Sarah Viskochil
Bonnie Wade
Elizabeth Waggener
Kristi Wagner
Archie Walker
Marcie Wall
Cynthia Wall
Lynn Walls
Noel Walsh-Gardner
Courtney Walter
Valerie Way
Debra White
Margaret Wiggins
Tammy Williams
Lisa Winfield
Linda Woodard*
Mallory Young
Babette Zabo

*Denotes Lead Clinical Faculty

Cooperating Teachers

Kerry Armbruster
Patricia Bigger
Jess Bond
Pam Camblin

Sharon Carter
Carrie Collin
Roselyn Colton
Linda Davis
Valerie DiPaola
Danny Dotson
Linda Edwards
John Esher
Lynda Fairman
Kathy Gray
Pamela Gregory
Nancy Harding
Linda Hite
Scott Holland
Dee Ann Hughson
Crystal Hunt
Allison Jansen
Audra Kennedy
Belinda Lotz
Meghan Lunsford
Rhonda Messner
Tish Mitchell
Eileen Newara
Nancy Orth
Martin Podbesek
Kathy Poe
David Reed
Jack Reynolds
Floyd Reynolds
Adrian Richardson
Doug Roper
Sandy Rovelli
Candice Schaffer
Melinda Schenkan
Susan Sharp
Virginia Shriner
Sharon Spain
John Spence
Krista Stachura
Karen Strachan
Alexis Swanson
Marcie Swanson
Nicole Throckmorton
Howard Townsend, IV
Sarah Viskochill
Bonnie Wade
Kristi Wagner
Jennifer Walker
Cynthia Wall
David Wallace
Lynn Walls
Sara Ware
Valerie Way
Christine White
Debra White
Jackie Wilson
Lisa Winfield
Linda Woodard
Debbie Zanca
Terry Zeytoonian
Debbie Zanca
Terry Zeytoonian

School Psychology Field Supervisors

Jill Apperson
Worth Bradley
John Brinkman
April Butler
Karen Chapman
Elena Evans
Doris R.L. Feltman
Steve Gallas
Lily Greenberg
Gaile Hardinge
Lisa Harrell
Anne Hearth
Becky Huff
Nancy Hunyady
Jim Jamison
Ann Larkum
John Markey
Heather Newman
Cara Jean O'Neill
Pamela M. Ota
Leesa Parnell
Linda Petrillo
Mary Swenson
Lisa Smith
Catherine Turner
Rita Wagner
Kristi Wagner
Jennifer Walker
Cynthia Wall
David Wallace
Lynn Walls
Sara Ware
Valerie Way
Christine White
Debra White
Jackie Wilson
Lisa Winfield
Linda Woodard
Debbie Zanca
Terry Zeytoonian

Mission of 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.

Purposes

The mission of the School of Education at the College of William and Mary is the pursuit of excellence in the education of 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 **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.
- 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 PK-12, higher education, and agency settings.

Common Assumptions and Values

Teaching and scholarship are central activities in the School of Education and each individual in the School is valued for her or his unique contributions to these activities. The School is a community whose culture allows faculty to develop scholarly interests which reflect dedication to the development of new knowledge through their interests in teaching, research, and leadership. Faculty are committed to excellence in teaching, to serving as role models of exemplary instructional practice, and to experimenting with new instructional forms and structures. Within the mission of the School of Education,

courses and academic degree programs are reflective of the theory, research and national movements within a field. Faculty value the tradition and concept of shared governance, they are cognizant of the importance of clear and effective communication, and they are sensitive to their responsibilities for the quality and integrity of the university and its programs. Finally, the faculty and School serve as a primary link between The College of William and Mary and elementary and secondary schools, institutions of higher education, and human service agencies in the region. This requires an individual and collective commitment among School of Education faculty to prepare personnel; to provide expert knowledge and service through consultation, institutes, conferences, and programs; and to provide direct services to children and adults.

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.) in Curriculum and Instruction degree level students have an opportunity to continue their professional preparation in Elementary and Secondary Education; Reading, Language and Literacy; Gifted Education; and Special Education (initial certification and Resource/Collaborating Teaching). A Master of Education (M.Ed.) degree is offered in Counseling (Family, School, Community and Community and Addictions), Educational Leadership (with concentrations in Higher Education Administration, Gifted Education Administration 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 Administration, Gifted Education Administration, Special Education Administration, Curriculum Leadership, Curriculum and Educational Technology, and Higher Education). An Educational Specialist degree (Ed. S.) program is offered in School Psychology.

On matters related to the preservice 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.

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 program is 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 41 other states.

Noteworthy

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.

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 opportunity 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.

Project Athena demonstrates how the development and implementation of high-powered, interdisciplinary curriculum in language arts can raise the threshold of performance in economically disadvantaged high ability learner. By setting high standards for curriculum content and instructional pedagogy and by working with administrators, teachers, students, and parents to embed these expectations in classroom practice with supporting structures in the home and community, this project will advance the state of the art of gifted education.

Project Clarion focuses 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 is also researched.

Facilities and Services

Office of Admission and Professional Services

Located in Jones Hall 100, this office serves as the point of contact for graduate admissions; 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 advisors are assigned to admitted graduate students, but professionals in the Office of Admission and Student Services are prepared to respond to general questions regarding graduate curricular programs and academic policies and practice.

Applications for certification of teachers and other school personnel are also processed through the Office of Admission and Professional Services at no charge. By means of the Interstate Compact, graduates who qualify for certification in Virginia may qualify for certification in forty-four other states. All completed applications for certification and all required fees should be filed with the Associate Dean for Professional Services two weeks prior to graduation. The Associate Dean for Professional Services serves as the Certification Officer for The College of William and Mary in its relations with the Virginia Department of Education. The office also coordinates and processes student financial assistance within the School.

For more information, please call 757/221-2317 or send an e-mail message to GradEd@wm.edu.

Learning Resource Center

To supplement the resources of Swem Library, the School of Education maintains a Learning Resource Center in 207 Jones Hall. 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 Debit 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 221-2311.

The William and Mary 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 career placement service for School of Education students is located here. Credential files will be 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/Circ>.

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://swem.wm.edu/proxy> 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/Guide/hours.htm>

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/it>.

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 administration of 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.

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.

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. Inquiries should be forwarded to the Chapter Counselor, Dr. Mike DiPaola (757/221-2344) or view information on-line at <http://web.wm.edu/education/information/kdpi.php>.

Chi Sigma Iota

Chi Sigma Iota Counseling and Professional Honor Society is 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.

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:

Advisement

Each student is assigned a program 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 Admission and Professional Services 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 400'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/theses 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 from the Office of Admission and Professional Services. The coordinator will make the necessary arrangements for an oral and/or written assessment and will report the results to the Office of Admission and Professional Services. 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 Admission and Professional Services. 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 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).
- For each semester credit in a course in which 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.

The following additional symbols are used when assigning semester grades:

- W/P—Notation used when a student withdraws after mid-semester and, in the opinion of the professor, is performing satisfactorily at the time of withdrawal.
- W/F—Notation used when a student withdraws after mid-semester and, in the opinion of the professor, is performing unsatisfactorily at the time of withdrawal.
- I—Notation used at the discretion of a professor when a student has not completed all requirements because of illness or other extenuating circumstances. An I grade automatically converts to an F if the work is not completed by the end of the regular semester following the course or at the end of an additional semester if an extension is given.
- G—Deferred grade only used for dissertation credit.

The record of any student who withdraws from graduate courses for verified medical reasons will not list grades for any of the courses in progress at the time of 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) School Psychology and Counselor Education, and (3) Educational, Policy, Planning and Leadership. 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 emphases are available in the Office of Admission and Professional Services or on the School of Education's website under the heading "forms."

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 the fee is 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 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 Director of Records and Matriculation (Jones Hall 100). 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 Admission and Professional Services 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.

Financial Information

Changes in Charges

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 Other Expenses

The academic year, 2005-2006, Tuition and General Fees (\$4,440 per semester for full-time, in-state students and \$10,583 for full-time, out-of-state students) includes a payment toward the general maintenance and operating costs of the College, including recreational and health facilities. During the fall and spring semesters, any graduate student registered for nine hours or more at any level (graduate or undergraduate courses) is considered a full-time student and will be charged the full-time rates. During the summer sessions, six hours or more is considered a full-time load but tuition is always calculated on a per credit hour basis. Part-time tuition is calculated at \$245 per credit hour for in-state students and \$685 per credit hour for out-of-state residents. Meal plan and room charges are additional. Auditing fees are the same as those specified for part-time students, unless the auditor is a full-time student.

Payment of Accounts

Charges for tuition and general fees, as well as fees for room, board and miscellaneous fees are payable in advance by semester. Any unpaid balance on a student account may result in cancellation of registration.

Payment must be made in U.S. dollars only by cash or check made payable to the **College of William and Mary**. Checks returned by the bank for any reason will constitute nonpayment of fees and may result in cancellation of registration. In the event a past-due account is referred to an outside collection agency, the student is required to pay all costs associated with the collection and/or litigation. The College does **not** accept payment by credit cards.

Late Fees

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. If the student has not paid by the end of add/drop period, the student may be cancelled from all classes.

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. 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 the required enrollment deposit for entering students or 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.

Return of Title IV

The return of Title IV funds for students with Title IV Federal Aid (Federal PELL, 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.

Keep in mind that, when funds are returned, the student borrower may owe a balance to the college. If that is the case, the student should contact the Student Accounts/Bursars Office to make payment arrangements.



Example of Return of Funds Calculation

Example 1: Virginia resident who lives on campus

| <u>Institutional Charges</u> | |
|------------------------------|--------|
| Tuition | \$3215 |
| Housing | \$1641 |

| <u>Financial Aid Package</u> | |
|------------------------------|--------|
| Pell Grant | \$1500 |
| Subsidized Loan | \$1887 |
| State Grant | \$3086 |

The student withdraws on 10/20, which is day 57 out of 116 in the semester ($57/116 = 49.1\%$ of Title IV funds earned by the student). Title IV funds = \$3387 (\$1500 Pell + \$1887 Sub Stafford). $\$3387 \times 49.1\% = \1663.02 of earned Title IV funds. The remainder of funds unearned $\$3387 - \$1663.02 = \$1723.98$ will be returned to Federal programs. The state grant will be reduced using the same formula; $\$3086 \times 41.1\% = \1268.35 earned and \$1817.65 unearned. William and Mary must return \$1723.98 to the Subsidized Stafford Loan and \$1817.65 of the state grant.

Example 2: Out of state student not living on campus

| <u>Institutional Charges</u> | |
|------------------------------|---------|
| Tuition | \$10608 |

| <u>Financial Aid payments</u> | |
|-------------------------------|--------|
| Sub Stafford | \$807 |
| Unsub Stafford | \$1860 |
| Perkins | \$750 |
| FA Grant | \$9076 |

The student withdraws on 10/27 which is day 64 out of 116 in the semester ($64/116 = 55.2\%$ of Title IV funds earned by the student). Title IV funds = \$3,417 (\$807 Sub Stafford + \$1860 UnSub Stafford + \$750 Perkins Loan). $\$3,417 \times 55.2\% = \1886.18 of earned Title IV funds. The remainder of funds unearned $\$3,417 - \$1886.18 = \$1530.82$ will be returned to Federal programs. The FA grant will be reduced using the same formula; $\$9076 \times 55.2\% = \5009.95 earned and \$4066.05 unearned.

William and Mary must return \$1531 to the Unsubsidized Stafford Loan and \$4066.05 of the FA grant.

Part-time Students Who Withdraw from the College

A part-time student who withdraws from the College within the first school week of the semester is 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.

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.

Credit for Scholarships

The Office of the Bursar/Student accounts must receive written notification of any outside scholarship from the organization before the actual credit can be given towards tuition and fees.

Withholding of Transcripts and Diplomas in Cases of Unpaid Accounts

Transcripts or diplomas will not be released until any outstanding debt/s is paid in full.

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" to the Office of the University Registrar (112 Blow Memorial Hall) before the first day of

classes. The Office of the University Registrar evaluates the application and notifies the students if their 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 (108 Blow Memorial Hall), before the first day of classes. The Office of the University Registrar evaluates the application and notifies the students if their 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, 757/221-2809.

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
- State to which income taxes are filed or paid
- Sources of Financial Support
- Driver’s license
- Location of checking or passbook savings
- Motor vehicle registration
- Social or economic ties with Virginia
- Voter registration

Please note: *Out-of-state students who hold a graduate assistantship and are eligible to pay in-state tuition rates, need not apply for Virginia domiciliary status.*

Meal Plans

The College of William and Mary provides students with a comprehensive and diverse dining program in its three food service facilities. The Dining Commons is located on the west end of campus and features unlimited seconds. The Marketplace is a food court located in the old Campus Center that features brand name food concepts. The University Center Food Court is nestled in the heart of campus and offers a wide range of upscale menu

selections. The University Center also includes a snack bar and a rathskeller which hosts evening activities.

The College offers students a choice of meal plans designed for convenience, flexibility and value. For more information, contact the ID office at 757/221-2105.

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.

A room deposit of \$200.00 is required upon assignment to campus housing. This deposit is nonrefundable and is applied to the student’s rent. Students enrolled for the first time may make application only after being notified of admission. Students should make housing application by submitting the housing form sent by the graduate departments to the Office of Residence Life, The College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795.

A room damage deposit of \$75.00 is required upon assignment of an apartment and is payable in advance. This deposit is refunded upon leaving college housing subject to damage assessment.

Students withdrawing from college housing at any time, who continue their enrollment in the college, will receive no refund of room rent. This regulation applies to all students, regardless of the reason why they withdrew from college housing. The housing contract is for an entire year (August through May).

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).

Non-Recurring Expenses

Application fee: A non-refundable processing fee of \$45.00 is required with applications for admission to School of Education graduate programs. *This fee is not credited to the student's account.*

Room Deposit: For returning students, a non-refundable deposit of \$200.00 is required by the College for a student to request a room. This payment is made to the Bursar's Office and is applied to the student's account. Although payment of this deposit by returning students does not guarantee a place on campus, the College makes every effort to accommodate students who desire College housing. This deposit may be made by students already enrolled at any time after the beginning of the second semester, but must be paid before the designated day in February. No rooms will be reserved for students who have not paid a room deposit by this specified date.

Room Damage Deposit: A \$75.00 Room Damage Deposit is required before occupancy. This deposit is refundable upon leaving College housing subject to damage assessments. Room assignments for students and changes in rooms are made through the Office of Residence Life.

Room Change Penalty: Students who change rooms without the approval of the Office of Residence Life will be charged a penalty of \$25.00.

Academic Regalia: Graduate students may procure caps, gowns and hoods from the College Bookstore.

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.

School Of Education Financial Assistance

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 or salary. 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.

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.

Assistantship Applications

If you would like to request an application by mail, please write to Mr. Jamal Mosley, College of William and Mary, School of Education, P.O. Box 8795, Williamsburg, VA 23187-8795. Continuing students may obtain the assistantship application from the Office of Admission and Professional Services or on-line at <http://www.wm.edu/education>. The application deadline is **February 1 or October 1**.

Application Process

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 **February 1** 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 and some programs have provided limited support for part-time students. Because assistantship opportunities may develop during the year, it is recommended that those students who do not initially receive appointments allow their assistantship applications to remain on file for future consideration. For more information, or another application, please contact the Office of Admission and Professional Services in the School of Education at (757) 221-2317.

Appointment Process

Graduate Assistantships are awarded on merit and financial need. The appointment of graduate assistants is a process that can be greatly augmented by the entrepreneurial capacity of the student. 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, person-to-person interviews, 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 a position. Consider this an application for employment.

Graduate assistantship contracts and other financial assistance information are issued by the Office of Admission and Professional Services. 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. To best effect your appointment effort, it may be wise to familiarize yourself with faculty members from your program area. Your *Application for a Graduate Assistantship* and other submitted documents (resumes, portfolios, etc.) are maintained in the Office of Admission and Professional Services.

Responsibilities of the Graduate Assistant

The graduate assistantship is recognized as a serious commitment on the part of the student. Students may be appointed 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 runs from August 16 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.

Summer assistantships are available, yet are small in number and are dependent upon funding. Summer assistants usually work 20 hours per week for a six-week period, or a total of 120 hours, or 10 hours per week for a six-week period, or a total of 60 hours.

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: In-State Status

- Full-time assistantship in-state: full tuition coverage plus a semi-monthly stipend (during the contract period), or a total remunerative value of \$10,000.

- Half-time assistantship: A contribution of \$500 per semester toward in-state tuition plus a semi-monthly stipend (during the contract period), or a total remunerative value of \$5,000.

Master's Level: Out-of-State Status

- Full-time assistantship: \$6000 in tuition and \$4000 in stipend for a total remunerative value of \$10,000. Total package value with out-of-state tuition waiver is \$22,000.
- Half-time assistantship: A contribution of \$500 per semester toward in-state tuition plus a semi-monthly stipend (during the contract period), or a total remunerative value of approximately \$17,000 when out-of-state waivers are factored into the package.

Doctoral Level: In-State Status

- Full-time assistantship: full tuition coverage plus a semi-monthly stipend (during the contract period), or a total remunerative value of approximately \$13,000.
- Half-time assistantship: A contribution of \$500 per semester toward in-state tuition plus a semi-monthly stipend (during the contract period), or a total remunerative value of approximately \$6,500.

Doctoral Level: Out-of-State Status

- Full-time assistantship: \$9,000 in tuition coverage plus a semi-monthly stipend (during the contract period), or a total remunerative value of approximately \$26,000 when out-of-state waivers are factored into the package.

NOTE: Out-of-State students must earn \$4,000 in stipend during the academic year in order to be eligible for an in-state tuition waiver.

- Half-time assistantship: A contribution of \$500 per semester toward in-state tuition plus a semi-monthly stipend (during the contract period), or a total remunerative value of approximately \$18,500 when out-of-state waivers are factored into the 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 <http://www.wm.edu/education>.

Assistantship Opportunities

A number of opportunities exist for graduate assistants. As previously stated, the School of Education students work as assistants to the faculty, providing research support and other services. Students may also work in various offices providing administrative support. These offices include:

- The Office of Admission and Professional Services
- The Center for Gifted Education
- Project H.O.P.E.
- T/TAC (Training and Technical Assistance Center)
- The Learning Resource Center

Assistantship opportunities also exist in other offices on the William and Mary campus. Many of these opportunities are jointly supported by the office where the assistantship occurs and the School of Education and are referred to as "cooperative assistantships." However, opportunities often exist where a School of Education student is entirely supported by the office or agency where the assistantship is housed. Many of these opportunities relate to the student's specific career goals.

Other William & Mary offices where assistantships may be available are:

- The University Center
- The Vice President for Student Affairs
- Office of Career Services
- Office of University Development
- Office of Annual Fund
- Office of Capital Support
- Office of Recreational Sports
- Office of Student Activities
- Office of Dean of Students
- Office of Multicultural Affairs
- Muscarelle Museum

There are also assistantship opportunities with other educational agencies within the local community. All assistantship appointments are coordinated through the Office of Admission and Professional Services.

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 Admission and Professional Services. Additional information is available in Jones Hall 100 - telephone: (757) 221-2320 and on the web at <http://web.wm.edu/education>.

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

- **School of Education Award for Excellence** (\$500* each to three outstanding students in education in recognition of academic and professional excellence)
- **Frederick L. Hill Mathematics Teaching Scholarship** (\$2,000* each to two students pursuing licensure to teach secondary school mathematics)
- **Helen C. Hopper Memorial Scholarship** (\$1000* to a student pursuing a master's degree in Counseling)
- **Hornsby Family Scholarship** (\$700* to a student preparing to teach at the primary grade levels)
- **Armand J. and Mary Faust Galfo Education Research Fellowship** (\$12,000* to a graduate student who has demonstrated outstanding promise in educational research)
- **Mary Faust Science Teaching Award** (\$1,000* to a student who has shown outstanding promise in science teaching)
- **Harry Robert Elmore Memorial Scholarship** (\$1,000* to a Virginia resident who is academically distinguished)
- **Frances H. and Robert O. Nelson Memorial Scholarship** (\$700* to a student in either teaching or Educational Leadership K-12)
- **Edward E. Brickell School Leader Partnership Award** (\$500* to a student in Educational Leadership K-12)
- **Kevin E. Geoffroy Memorial Scholarship** (\$1000* to a distinguished student in Counseling)
- **John B. & Frances H. Harmon Family Scholarship for Men** (\$1000* to a male student in Guidance and Counseling)
- **John B. & Frances H. Harmon Family Scholarship for Women** (\$1000* to a female student in Guidance and Counseling)

- **The Harry & Martha Divens and Lawrence & Margaret Hauben Scholarship** (\$900* to an undergraduate in Elementary or Secondary)
- **James Scott Duff Memorial Scholarship** (\$4,500* to an undergraduate in Elementary or Secondary who is a Virginia resident)
- **Barbara Eanes Lockwood Memorial Scholarship** (\$1,000* to a student in the Reading program)
- **John H. & Ardyss S. Wherry Scholarship** (\$700* to a student in Guidance and Counseling)
- **Emma Waddill Davis Memorial Scholarship** (\$1000* to a student in Secondary Education)
- **The Peter and Phyllis Pudon Scholarship** (\$6,600* to an Elementary Education student from VA, NC, or TN)
- **The Margie Lee Wygal & Family Scholarship** (\$1400* to an undergraduate in Elementary Education)
- **Carol Veazey Titmus Scholarship** (\$1000* to an Elementary Education student)
- **The Christopher Wren Association Scholarship** (\$2,000* to a part-time graduate student)
- **Kappa Delta Pi Achievement Award** (\$500* to an active Kappa Delta Pi graduate student)
- **Dean Bettker Memorial Endowment Scholarship** (\$1,300* to a student who has demonstrated financial need - preference: from or born in New York)
- **James E. and Barbara B. Ukrop Richmond City Public School Teacher Scholarship** (\$5,000* to a student in Elementary or Secondary Math or Science who agrees to teach in Richmond)
- **Mary L. Murphy Scholarship** (\$750* to a graduate student in Educational Policy, Planning & Leadership—preference: 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** (\$2,400* to an academically distinguished undergraduate or graduate student interested in teaching Social Studies)

*Note: Dollar amounts are approximate.

**SCHOOL OF
EDUCATION—
PROGRAMS**

Graduate Programs of Study

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 concentrations in Reading, Gifted Education, Special Education, Counseling, School Psychology, Administration and Supervision (K-12 Administration and Gifted 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 resource collaborating teaching). 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.

Detailed descriptions of each master's degree program in the School of Education follow. There are 3 program areas: (1) Curriculum & Instruction (2) School Psychology and Counselor Education (3) Educational Policy, Planning & Leadership.

Division 1. Curriculum & Instruction (C&I)

Programs leading to a Master of Arts in Education (M.A.Ed.) and Teacher Licensure

The M.A.Ed. Programs in Curriculum & Instruction with concentrations in Elementary and Secondary Education are **full-time, four-semester programs** beginning in the summer, continuing in the fall and spring semesters, and finishing in the next summer. 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 M.A.Ed. programs in Curriculum and Instruction with concentration in Elementary and Secondary Education which lead to initial certification are open to, and only to, people who are not already certified.

The conceptual focus remains on developing "reflective practitioners" who carefully collect information to make informed teaching decisions. These are nine important strands articulated throughout this 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 their accomplishments during the program; and
- Attainment of action research skills to complete a culminating research project.

These program strands are supported by having full-time students completing the program according to a set four semester course sequence. Students also have important field experiences prior to their student teaching semester. Because these students will be placed in the same school for fall and spring semester, they should be better prepared for their ten-week student teaching experience. The seminar that accompanies student teaching should also allow more group discussion and university instructor feedback about their teaching experiences.

Students seeking licensure in Virginia are required to achieve passing scores on professional teacher's assessments prescribed by the Board of Education. Four tests may be required for licensure. Praxis I, 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/VDOE/newvdoe/praxis.pdf>.

Praxis I is an academic skills assessment of mathematics, reading and writing. The Board of Education has approved an SAT score substitution for Praxis I. A score of 1100 on the SAT, taken after April 1, 1995, with at least a 530 on the verbal and 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. The Praxis I must be passed or SAT substitution made prior to student teaching in the Elementary Education, Secondary Education and Foreign Language Programs and before the second student teaching experience in the Special Education Dual Endorsement Program.

Praxis II is a content knowledge assessment that must be passed before graduation in the Elementary Education, Secondary and Foreign Language Programs.

Students are responsible for providing copies of Praxis I and II score report to the Office of Teacher Education and Professional Services in Jones 100 prior to student teaching (Praxis I) and prior to graduation (Praxis II). Students must submit a paper copy of the "Examinee Score Report" directly to the Office of Teacher Education Professional Services. Information about registration is available in the Office of Teacher Education and Professional Services in Jones Hall 100 or on the web at <http://www.wm.edu/education/profserv/praxis.html>.

The Virginia Reading Assessment is a test of students' knowledge of reading instruction. Current information is available on the web at www.vra.nesinc.com. Individuals seeking an endorsement in elementary education, special education and reading specialists, are required

by the Commonwealth of Virginia to pass the Virginia Reading Assessment.

The Virginia Communication and Literacy Assessment is a test of students' knowledge of communication, reading, and writing skills. Individuals seeking an endorsement in elementary education, secondary education, special education and foreign language are required by the Commonwealth of Virginia to complete this test. Current information is available on the web at www.vcla.nesinc.com.

Students seeking licensure in Virginia must complete training in Child Abuse Recognition and Reporting. For students who take and pass EDUC F11, this requirement is met. If a student is exempted from EDUCF11 for any reason, then he or she must contact the Office of Teacher Education and Professional Services in order to complete a training module in these competencies.

To satisfy the General Education requirements in the M.A.Ed. Elementary Education program, students must obtain at least three credits in each of the following areas: English, history, social science, mathematics, and a lab science. You must have a bachelor's degree to apply to this program.

The M.A.Ed. Program in Secondary School Teaching is designed for individuals who have baccalaureate degrees in arts and science disciplines and wish to earn initial certification to teach in grades 6-12. Students must also satisfy all School of Education requirements for endorsement in English, mathematics, foreign languages (French, German, or Spanish), science, (biology, chemistry, earth science, or physics), social studies, history or government.

The sequence of course work for the M.A.Ed. in Curriculum and Instruction—initial endorsement in Elementary and Secondary education—follows on the next few pages. During the first summer students will take credit hours in social foundations, educational and developmental psychology, current issues in curriculum, instruction and assessment and educational research. In the final summer students will complete a course on collaborating with families and school personnel and a culminating research project. Both elementary and secondary program students will do their supervised student teaching in the spring semester. During the fall and spring semesters they will complete courses specific to their intended endorsement area.

The remaining M.A.Ed. programs in Curriculum and Instruction (concentrations in Gifted Education, Reading, Language and Literacy Education, Special Education, and Resource/Collaborating Teaching), also include the foundations course work, research emphasis, and family/school personnel collaboration. However, some of these students will be part-time so their course sequence will not require the compliment of summer course work, although these courses will be available.

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 in Jones Hall 100.

1. Elementary Education (PK–6 initial certification)—Total hours: 48

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

FIRST SEMESTER (SUMMER)

- 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

SECOND SEMESTER (FALL)

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

PRAXIS I must be passed before student teaching semester.
Prerequisite: Successful completion of all course work and practica in program prior to the professional internship (CRIN L20)

THIRD SEMESTER (SPRING)

- CRIN 550 Assessment of Learning—1
CRIN E08 Introduction to Classroom Management, Organization & Discipline—1
CRIN E10 Adaptations for Exceptional Student Populations (Elementary Education)—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

FOURTH SEMESTER (SUMMER TWO)

- CRIN 590 Collaborating with Families and School Personnel—3
CRIN 599 Master's Degree Research Project—3

PRAXIS II must be passed before graduation.

*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.

2. Secondary Education (Grades 6–12 initial certification)—Total hours: 43 or 46

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

FIRST SEMESTER (SUMMER)

- 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

SECOND SEMESTER (FALL)

Select one of the following (3 hours):

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

Select one of the following (1 hour):

- CRIN S10 Practicum in Secondary Schools (Social Studies)—1
CRIN S11 Practicum in 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 and Managing in Diverse Classrooms Practicum: Secondary—1
*CRIN S77 Literature for Adolescents—3

*Required of Secondary English students only.

PRAXIS I must be passed before student teaching semester.
Prerequisite: Successful completion of all course work and practica in program prior to the professional internship (CRIN L20)

THIRD SEMESTER (SPRING)

CRIN 550 Assessment of Learning—1

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 Language 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 Curriculum and Instruction Seminar (English)—1
- CRIN S44 Secondary Curriculum & Instruction Seminar (Mathematics)—1
- CRIN S45 Secondary Curriculum & Instruction Seminar (Modern Foreign Language)—1
- CRIN S46 Secondary Curriculum & Instruction Seminar (Science)—1
- CRIN S47 Secondary Curriculum & Instruction 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

FOURTH SEMESTER (SUMMER TWO)

CRIN 590 Collaborating with Families and School Personnel—3

CRIN 599 Master's Degree Research Project—3

PRAXIS II must be passed before graduation.

*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.

Subject Area Requirements for Specific Secondary School Teaching Endorsements

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

English

Dr. John Noell Moore
Jones Hall 228; jnmoor@wm.edu; 757/221-2333

Students who wish to teach English in secondary schools must have a state license to do so. To be eligible for a state license, students must successfully complete the course requirements in Professional Studies listed above, pass PRAXIS I and PRAXIS II, and complete the subject area requirements listed below. 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.

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

Mathematics

Dr. Margie Mason
Jones Hall 226; 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 Research-Deterministic Models.

Modern Foreign Languages

Dr. John Noell Moore
Jones Hall 228; jnmoor@wm.edu, 757/221-2333

Students who concentrate in French, German, Spanish or Latin may become certified to teach in preK-12 schools by fulfilling the general studies and professional studies requirements, a completed major in the specific foreign language, or 30 semester hours above the intermediate level in the foreign language. Experiences shall include courses in advanced grammar and composition, culture and civilization, linguistics, and literature. Students are encouraged to qualify for endorsements in two languages by concentrating in one and taking at least an additional 24 hours in a second language. Candidates in the modern foreign languages (Spanish, French and German) must complete an official Oral Proficiency Interview or an approved alternate proficiency interview and receive a rating no less than Advanced Low level on the ACTFL scale.

Native speaker candidates of the foreign language must complete the following requirements:

1. Achieve a minimum score of 630 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 composite score at or above the 50th percentile on the listening, speaking, reading, writing, civilization, and culture sections of the Modern Language Associate Proficiency Test for Teachers and Advanced Students (MLA). No individual section score shall be below the 25th percentile.
3. Provide evidence of core post-secondary courses in the foreign language that include study of the language at advanced levels, linguistics, culture and literature.

Science

Dr. Juanita Jo Matkins

Jones Hall 214; 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 and space science (geology), 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, student's undergraduate programs must minimally have included 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 38 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 of these areas of science by completing a minimum of 18 semester hours in the second endorsement area provided the coursework specified above for that particular endorsement is included.

Social Studies

Dr. Jeremy Stoddard
Jones Hall; jdstod@wm.edu

Students who wish to teach History & Social Science, History or Political Science (Government) must have a state license to do so. To be eligible for a state license, students must successfully complete the M.A.Ed. program in Curriculum & Instruction with a concentration in Secondary School Education, pass Praxis I and II, as well as complete the Subject Area Requirements which follow:

History & Social Science

Allows you to teach History, Political Science (Government) and other subjects in the field of Secondary Social Studies.

1. A major in History or Government
 - a. 12 hours in Government (needed for History major)
 - b. 18 hours in History (needed for a Government major)
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

History

Allows you to teach History.

1. A major in History or equivalent of a major in History (33 semester hours)
2. 3 hours in Government (U.S. Government)
3. 3 hours in Economics (micro or macro)
4. 3 hours in Human Geography
5. 3 hours in non-Western History/Culture
6. 3 hours in Sociology
7. 3 hours in Anthropology

Political Science (Government)

Allows you to teach Political Science (Government).

1. A major in Government or the equivalent of a major in Government (33 semester hours)

2. 3 hours of Economics (micro and 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

3. Gifted Education—

Total hours: 35

The M.A.Ed. Program in Curriculum 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 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
- EDUC F67 Psychological & Educational Measurement—3
- OR
- CRIN X59 Psychoeducational Assessment—3

GIFTED EDUCATION (14 HOURS)

- CRIN G80 Psychology and Education of Gifted Learners—3
- EPPL 612 Curriculum and Instruction for Gifted Learners—3
- CRIN G82 Socio-Emotional Development & Guidance of the Gifted Learner—3
- EPPL 670 Gifted Program Planning, Development & Evaluation—3
- CRIN G84 Practicum in Gifted Education—2

OTHER (6-9 HOURS)

- CRIN 590 Collaborating with Families and School Personnel—3
- OR
- EPPL 642 Interpersonal & Public Relations in Education (requires advisor approval as substitution for CRIN 590)—3
- CRIN R11 Content Area Reading—3
- and/or
- Elective

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)

4. Reading, Language, and Literacy Education —Total hours: 39

The importance of early literacy experiences for at-risk students, emphasis on reading and writing instruction in middle schools, and the demand for more literature in the language arts curriculum have given rise to this M.A.Ed. Program in Curriculum and Instruction with a concentration in Reading, Language and Literacy Education.

The program has been designed for elementary, middle, or secondary school teachers. Chapter I teachers not currently holding reading specialist endorsement can earn this endorsement through this graduate program. Students who already hold a graduate degree and wish to add the reading 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

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 (6 HOURS)

- CRIN R15 Diagnosis of Reading Difficulties Practicum—3
- CRIN R17 Correction of Reading Difficulties Practicum—3

CULMINATING EXPERIENCE (9 HOURS)

- CRIN R29 Reading, Language, and Literacy In-service Seminar—3
- CRIN 590 Collaborating with Families and School Personnel—3
- CRIN 599 Master's Degree Research Project—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, helping students become better writers, and assisting other teachers teach 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 you may acquire this training, call Dr. James Beers at 757/221-2385.

5. Special Education (ED/LD/MR Initial Endorsement)— Total Hours: 33–49

The M.A.Ed. Program in Curriculum and Instruction with a concentration in Special Education with emphases in Learning Disabilities, Mental Retardation, and/or Emotional Disturbances is designed to prepare teachers for students with disabilities who may be served in a variety of educational settings, including public or private schools, regional programs, residential schools, institutions, and correctional facilities. Students who have an undergraduate degree in arts and sciences, elementary, secondary, or special education may apply to this program. Those who are not already certified, must have an undergraduate arts and science degree or complete the general studies requirements defined by the Virginia State Department of Education. Any requirements not fulfilled as part of the baccalaureate program must be satisfied as prerequisites for certification. Each student is required to select a dual emphasis and to complete all coursework for endorsement in at least two areas of exceptionality: learning disabilities and mental retardation, mental retardation and emotional disturbance, or emotional disturbance and learning disabilities.

Students enroll in two sections of student teaching and spend ten weeks of the fall semester student teaching in one area of exceptionality and the remaining ten weeks in a second area during the spring semester to earn their dual endorsements.

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

For master's degree programs in Special Education

(Initial Endorsement in Ed/LD/Mr and Resource/Collaborating Teaching emphases), students will be required to: (a) earn at least a B- grade in designated “methods” courses (CRIN X51, X55, X33, 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 or internship semester experience in their respective programs. Students will also be required to successfully complete their program portfolio prior to being allowed to graduate from their respective programs.

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 SPECIALITY (16-20 HOURS)

- 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
- CRIN X55 Teaching Students with Emotional/Behavioral Disorders—3
- CRIN X59 Psychoeducational Assessment—3
- CRIN T02 Technology for Special Populations—1

Select one of the following options:

- CRIN X33 Teaching Mathematics to Special Populations—1 (must be taken with X52)
- AND
- CRIN X52 Methods & Materials for Teaching the Exceptional Child with Learning Problems—3
- OR
- CRIN X86 Advanced Teaching Strategies for Exceptional Students with Learning Problems—3

SPECIAL EDUCATION EMPHASES AND FIELD EXPERIENCES

(Students must complete two emphases areas and field experiences) (8-14 Hours)

A. Mental Retardation

- CRIN X50 Characteristics and Psychology of Mental Retardation—3*
- CRIN X13 Supervised Teaching in Special Education (MR)—4

B. Emotional Disturbance

- CRIN X47 Psychopathology and Emotional Disorders of Children and Adolescents—3*
- CRIN X14 Supervised Teaching in Special Education (ED)—4

C. Learning Disabilities

- CRIN X53 Students with Learning Disabilities—3*
- CRIN X15 Supervised Teaching in Special Education (LD)—4

CULMINATING EXPERIENCE (6 HOURS)

- CRIN 590 Working with Families/School Personnel Collaboration—3

- CRIN 599 Master's Degree Research Project—3
** If not completed at the baccalaureate or master's level within the past five years.*

For more information, please contact: Sharon deFur
 (Jones Hall 229, 757/221-2150; shdef@wm.edu)

6. Special Education (Resource/Collaborating Teaching) Total hours: 36–48

The need for a more integrated service delivery and closer collaboration between general and special educators prompted the development of this emphasis in Resource/Collaborating Teaching (R/CT) within the M.A.Ed. Program in Curriculum and Instruction with a concentration in Special Education. The program is designed to prepare experienced teachers to work effectively with students with disabilities and their teachers in a collaborative mode. Coursework is organized into a foundations of education component, a curriculum and instruction component, a special education component, and a resource collaborating teacher emphasis. Given the need for expertise in both general and special education those entering with certification and at least two years experience in elementary, middle, or secondary education will complete an expanded special education component; those entering with certification and at least two years experience in special education will complete an expanded curriculum and instruction component. Specific course requirements for each group of students follow:

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 SPECIALITY (18-30 HOURS)

- EDUC P56 Consultation in the Schools—3
 CRIN X48 Current Trends and Legal Issues in Educating Special Populations—3*
 CRIN X55 Teaching Students with Emotional/Behavioral Disorders—3
 CRIN X59 Psychoeducational Assessment—3*
 CRIN X86 Advanced Teaching Strategies for Exceptional Students with Learning Problems—3
 CRIN X87 Resource/Collaborating Teaching—3
 CRIN 590 Collaborating with Families & School Personnel—3

(for students with general education backgrounds)

Select one of the following: (3 credits)

- CRIN X47 Psychopathology & Emotional Disorders of Children & Adolescents—3
 CRIN X53 Students with Learning Disabilities—3

CURRICULUM & INSTRUCTION COURSE WORK

(for students with special education backgrounds)

An appropriate course in Curriculum & Instruction to complement background preparation—3

Select one of the following (3 credits)

- CRIN 591 Current Curriculum, Instructional, & Assessment Issues In School—3
 EPPL 610 Advanced Instructional Strategies—3
 CRIN X84 Secondary Transition Issues—3
 EPPL 535 Instructional Leadership: Assessment & Evaluation—3
 EPPL 534 Instructional Leadership: Administering Educational Programs—3

CLINICAL (6 HOURS)

- CRIN X89 Internship in Resource Collaborative Teaching—6

CULMINATING EXPERIENCE (3 HOURS)

- CRIN 599 Master's Degree Research Project—3

The following two courses are NOT required for the R/CT M.A.Ed. but are necessary for an additional endorsement in LD, ED, or MR if not previously completed:

- CRIN X51 Language Development and Reading Instruction for Exceptional Students—3
 CRIN R11 Content Area Reading—3

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

For more information, please contact:

Dr. Lori Korinek (Jones Hall 225, 757/221-2335;
 lakori@wm.edu)

7. Secondary Education Program

SPECIAL EDUCATION COURSE WORK

for Teachers Holding Certification (Mathematics or Science)

Total Hours - 40

FOUNDATIONS

- 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—3

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 COURSES—6 HOURS

- CRIN 590 Collaborating with Families & School Personnel—3
- CRIN 599 Master's Degree Project—3

**SCHOOL OF
EDUCATION—
PROGRAMS**

Division 2: School Psychology and Counselor Education (SPACE)

Programs Leading to a Master of Education Degree (M.Ed.)

1. 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.

A. COMMUNITY COUNSELING (54 HOURS)

GENERAL EMPHASIS

FOUNDATIONS (9 HOURS)

- EDUC F65 Research Methods in Education—3
- EDUC F67 Psychological & Educational Measurement—3
- EDUC F09 Human Growth and Development: A Life-Span Perspective—3

BASIC COUNSELING COMPONENT (30 HOURS)

- EDUC C29 Substance Abuse & Society—3
- EDUC C31 Career Development—3
- EDUC C32 Theories of Counseling and Psychotherapy—3
- EDUC C33 Techniques of Counseling—3
- EDUC C34 Group Theory and Techniques—3
- EDUC C42 Supervised Practicum in Counseling—3
- EDUC C43 Professional, Ethical and Legal Issues in Counseling—3
- EDUC 624 Theory and Practice of Multicultural Counseling—3
- EDUC 627 Marriage and Family Counseling—3
- EDUC 645 The Counselor & Psychopathology—3

COMMUNITY COUNSELING COMPONENT (15 HOURS)

- EDUC C46 Introduction to Community Counseling—3
- EDUC C47 Internship in Community Counseling (2 semesters)—6
- Two 3-credit-hour electives—6

ADDICTIONS COUNSELING EMPHASIS (54 HOURS)

FOUNDATIONS (9 HOURS)

- EDUC F65 Research Methods in Education—3
- EDUC F67 Psychological & Educational Measurement—3
- EDUC F09 Human Growth and Development: A Life-Span Perspective—3

BASIC COUNSELING COMPONENT (30 HOURS)

- EDUC C29 Substance Abuse & Society—3
- EDUC C31 Career Development—3
- EDUC C32 Theories of Counseling and Psychotherapy—3

- EDUC C33 Techniques of Counseling—3
- EDUC C34 Group Theory and Techniques—3
- EDUC C42 Supervised Practicum in Counseling—3
- EDUC C43 Professional, Ethical and Legal Issues in Counseling—3
- EDUC 624 Theory and Practice of Multicultural Counseling—3
- EDUC 627 Marriage and Family Counseling—3
- EDUC 645 The Counselor & Psychopathology—3

COMMUNITY & ADDICTIONS COUNSELING

COMPONENT (15 HOURS)

- EDUC C44 Addictions Counseling—3
- EDUC C45 Transpersonal Psychology: Theory, Research, Practice—3
- EDUC C46 Introduction to Community Counseling—3

One of the following 2 options (total of 6 credits required):

- EDUC C47 Internship in Community Counseling*—3 (2 semesters)—6

*Three of the internship credit must be in addictions counseling OR

- EDUC C50 Internship in Addictions Counseling—3 (2 semesters)

B. SCHOOL COUNSELING (57 HOURS)

The applicant seeking an endorsement in School Counseling shall complete the following:

- An earned master's degree from an approved program in school counseling or a master's degree from an accredited college or university and an approved school guidance counseling program.
- Two years of successful full-time teaching. Two years of successful, full-time experience in guidance and counseling under a provisional license may be accepted to meet this requirement.

(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 and Practice of Multicultural Counseling—3
- EDUC F65 Research Methods in Education—3
- EDUC C28 Prevention Strategies in Schools and Communities—3

SUMMER YEAR 1 (9 HOURS)

- EDUC C31 Career Development—3
- EDUC F09 Human Growth and Development: A Life Span Perspective—3
- EDUC 645 The Counselor & Psychopathology—3

SEMESTER 3 (12 HOURS)

- EDUC C43 Professional, Ethical and Legal Issues in Counseling—3
- EDUC F67 Psychological and Educational Measurement—3
- EDUC C49 Supervised Internship in School Counseling—3
- EDUC 667 The Young Child: Psychosocial Assessment and Clinical Methods—3

SEMESTER 4 (12 HOURS)

- CRIN X47 Psychopathology and Emotional Disorder of Children and Adolescents—3
- EDUC 627 Marriage & Family Counseling—3
- EDUC C49 Supervised Internship in School Counseling—3
- EDUC P56 Consultation in the School—3
- EDUC C91 Advanced Issues in Professional 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 or 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.

C. FAMILY COUNSELING (63 HOURS)**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 630 Family Development & Processes—3

SEMESTER 2 (12 HOURS)

- EDUC C42 Supervised Practicum in Counseling—3
- EDUC C46 Introduction to Community Counseling—3
- EDUC F65 Research Methods in Education—3
- EDUC 627 Marriage & Family Counseling—3

SUMMER, YEAR 1 (9 HOURS)

- EDUC 625 Couples Counseling and Sex Therapy—3
- EDUC 636 Addictions & Family Systems—3
- EDUC 646 Internship in Family Counseling—3

SEMESTER 3 (12 HOURS)

- EDUC C29 Substance Abuse & Society—3
- EDUC C43 Professional, Ethical & Legal Issues in Counseling—3
- EDUC F67 Psychological & 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 624 Theory & Practice of Multicultural Counseling—3
- EDUC 646 Internship in Family Counseling—3

SUMMER, YEAR 2 (6 HOURS)

- EDUC C31 Career Development—3
- EDUC 645 The Counselor & Psychopathology (required for LMFT & LPC)—3
- Culminating Course (The various practica experiences constitute the culminating activities)

RECOMMENDED ELECTIVES

- EDUC C44 Addictions Counseling—3
- EDUC P56 Consultation in the Schools—3
- CRIN X47 Psychopathology & Emotional Disorders of Children & Adolescents—3
- EDUC P20a Psychoeducational Assessment for School Psychologists—3
- EDUC P20b Psychoeducational Assessment for School Psychologists—3

Students in 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 as a counselor, 20 hours of post-master's supervision, and successful completion of the licensure examination. The 60 hours of course work includes courses taken for the master's degree. With the exception of psychopathology, the course work for the M.Ed. degree in Counseling at William and Mary covers all the required areas of course work for licensure. 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.

The Counseling program offers the following clinical training opportunities for masters and doctoral students in the School of Education.

New Horizons Family Counseling Center

The New Horizons Family Counseling Center (NHFCC) 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. NHFCC 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.

2. School Psychology—

Total Hours: 32

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 for applying for admission is **February 1. Preference for admission will be given to applicants who intend to pursue full-time graduate study.**

FIRST SEMESTER

- EDUC F12 Advanced Educational Psychology & Development—3
- EDUC F67 Psychological & Educational Measurement—3
- *EDUC P20b Psychoeducational Assessment for School Psychologists—4
- CRIN X52 Methods and Materials for Teaching the Exceptional Child with Learning Problems—3
- Elective (to be selected in consultation with advisor)

SECOND SEMESTER

- EDUC F65 Research Methods in Education—3
- *EDUC C32 Psychoeducational assessment for school Psychologists—4
- EDUC 669 Neuropsychological Bases of Behavior—3
- CRIN X47 Psychopathology and Emotional Disorders of Children—3
- CRIN X53 Students with Learning Disabilities—3

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

Division 3: Educational Policy, Planning and Leadership (EPPL)

Programs Leading to a Master of Education Degree (M.Ed.)

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 areas of emphasis: preK-12 administration & supervision and higher education administration. The Program Area Coordinator is Dr. Mike DiPaola (757/221-2344; mfdipa@wm.edu).

1. Educational Leadership—Administration and Supervision preK-12—Total Hours: 30–39

The administration and supervision preK-12 program emphasizes skills needed for entry-level leadership positions. This degree leads to endorsement by the Virginia Department of Education. Licensure is available to admitted students who are matriculating. Students should contact their advisor to plan a program which includes licensure course work.

INTRODUCTORY CORE

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

Required only if no previous course (undergraduate or graduate) completed in 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

***Not required for track C. Required for tracks A & B only if no comparable course (undergraduate or graduate) in social foundations or theories of learning.

ORGANIZATIONAL LEADERSHIP

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

INSTRUCTIONAL LEADERSHIP

- 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

- #EPPL 586 Internship in Administration and Supervision I—3
(Not required for track B)
- ##EPPL 587 Internship in Administration and Supervision II—3
(Not required for track B and C)

NOTES:

*Not required if individual holds a master's degree in education or related field which included equivalent courses.

**If no previous course (undergraduate or graduate) completed in special education, EPPL 640 is required.

***Not required if individual holds a master's degree in education or related field which included equivalent courses

OR

Required if individual does not hold a master's degree and if no comparable course (undergraduate or graduate) in social foundations or theories of learning.

#Not required for degree-only student, no licensure sought.

##Not required if individual holds a master's degree in education or related field.

See chart on page 43.

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

2. Educational Leadership With An Emphasis in Gifted Education Administration—Total Hours: 42-51*

The M.Ed. Program in Educational Leadership with an emphasis in Gifted Education is designed for teachers, program coordinators, administrators, or other school personnel who may already hold certification in early, middle, or secondary education, or in at least one area of special education. The program provides candidates with an integrated advanced preparation program that gives students 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. Students graduating from this program have a core preparation, including eligibility for Virginia state endorsement in gifted education, if currently holding a valid Virginia teaching license. The program readies them to succeed in roles as administrators in national specialized schools for the gifted, coordinators of gifted programs in local school divisions, or building leaders.

**SCHOOL OF
EDUCATION—
PROGRAMS**

CORE COMPONENT

- EDUC F65 Research Methods—3
- CRIN X48 Current Trends & Legal Issues in Educating Special Populations—3
- EPPL 501 Educational Leadership & Organizational Dynamics—3
- EPPL 502 Educational Leadership: Concepts & Cases—3

Select one of the following:

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

ORGANIZATIONAL LEADERSHIP COMPONENT

- 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 COMPONENT

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

GIFTED EDUCATION COMPONENT

- CRIN G80 Psychology & Education of Gifted Learners—3
- CRIN G82 Socio-Emotional Development & Guidance of Gifted Learners—3
- EPPL 612 Curriculum & Instruction for Gifted Learners—3
- EPPL 670 Gifted Program Planning, Development, & Evaluation—3

INTERNSHIP (3-6 CREDIT HOURS)

*Depending upon past course work/experiences and desired preparation for certification, with a 3-6 hour internship.

3. Educational Leadership With An Emphasis in Higher Education Administration—Total Hours: 36

The M.Ed. Program in Educational Leadership includes an emphasis 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 emphasis 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 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 drawn from the following designated courses: EDUC C31—Career Development; EDUC C33—Techniques of Counseling; and EDUC 624—Theory and Practice of Multicultural Counseling; enrollment in these courses requires approval of the higher education program faculty advisor who shall confer with the counseling program faculty.

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 Education Policy, Planning and Leadership with an emphasis in Higher Education. The course requirements for the M.Ed. Program in Educational Leadership with an emphasis in higher education administration are as follows:

CORE COMPONENT

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

RESEARCH COMPONENT

- EDUC F65 Research Methods in Education—3

PROFESSIONAL FOCUS—Select a minimum 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.

ELECTIVES (optional)

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

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

| Currently Hold -> Seeking -> | Track A Bachelor's M.Ed. w/VDE Licensure | Track B Bachelor's M.Ed. w/o VDE Licensure | Track C Master's M.Ed. w/VDE Licensure |
|---------------------------------|---|---|--|
| ED F65* | X | X | |
| ED F09*, ED F11, or ED F12** | X | X | |
| EPPL 501 | X | X | X |
| EPPL 502 | X | 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 | | |
| Total Hours | 39 | 33 | 30 |

Notes:

VDE = Virginia Department of Education.

X = Course is required.

If no previous course (undergraduate or graduate) completed in special education, EPPL 640 is also required.

* Not required if individual holds a master's degree in education or related field which included equivalent course.

** Not required if individual holds a master's degree in education or related field which included equivalent courses;
OR required if individual does not hold a master's degree and if no comparable course (undergraduate or graduate) in social foundations or theories of learning.

CULMINATING COURSES

EPPL 585 Internship in Administration—3
EPPL 599 Master's Project—3

During the last semester of one's programs of study, a student in the M.Ed. Program in Educational Leadership with an emphasis in Higher Education must arrange their culminating experience, an 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.

Educational Specialist Degree Program - School Psychology

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

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 Psychology, 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 in **February** of each year; to be considered for admission, individuals must submit all application materials by **February 1. Preference for admission will be given to applicants who intend to pursue full-time graduate study.**

Total Hours: 39

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 662 Assessment of Preschool-Aged Children: Best Practices for Early Intervention—3
EDUC 638 Prevention and Intervention within Public Schools—3
EDUC 675 Theories & Strategies for Counseling School-Aged Children—3

Select two elective courses from the following: (6hours)

EDUC 624 Theory and Practice of Multi-Cultural Counseling—3
EDUC 630 Family Development and Processes—3
EDUC C34 Group Theory and Techniques—3
EDUC C44 Addictions Counseling—3
CRIN X51 Language Development and Reading Instruction for Exceptional Students—3
CRIN X55 Teaching Students with Emotion/Behavioral Disorders—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 Programs

Two 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 or counseling center to administrative offices and government agencies.

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 **February 1** for Summer or Fall semester matriculation.
- Deadline for applications is October 1 for Spring semester matriculation for Educational Policy, Planning & Leadership (General Administration K-12, Gifted Education Administration, Special Education Administration, and Curriculum Leadership, emphases only).
- Credit hour requirements for the programs are as follows:
 - 1) *Counselor Education* will require 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* will require 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.
- 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 Admission and Professional Services.) 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 Admission and Professional Services 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

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 Admission and Student Services regarding the status of the student; subsequently, the Office of Admission and Student Services 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 Admission and Student Services. 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 Admission and Student Services. 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.

EVALUATION PROCEDURE FOR THE PAPER

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 nec-

essary 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 Admission and Professional Services, 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.

EXAMINATION

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 Admission and Professional Services 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. (Students are advised to obtain a dissertation publication package from the Director of Admission & Records in Jones Hall 100 to aid in this process.)

Programs Leading to a Doctor of Education/ Doctor of Philosophy Degree

1. Counselor Education

The Ed.D./Ph.D. 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.

All students are required to have curricular experiences designed to develop an area of professional expertise and at least one year (two semesters) of full-time study. Counselor Education will require 96-105 hours beyond the bachelor's degree.

During the first week of the Fall semester, an orientation meeting will be held for new students in the Counselor Education program. All entering students will be sent a letter providing them with the date, time, and location of the orientation session. In this session, faculty will introduce themselves and their research and teaching interests. A summary of the program will also be presented and students will be given the opportunity to ask questions. The Counselor Education Student Handbook will be distributed.

Ed.D Total Hours: 66 (minimum)

Ph.D Total Hours: 66 (minimum)

CORE COMPONENT (30 HOURS)

- EDUC 601 Advanced Group Work and Theory—3
- EDUC 629 Individual Appraisal—3
- EDUC 632 Advanced Theories of Counseling and Psychotherapy—3
- EDUC 639 Theory and Process of Counselor Supervision—3
- EDUC 647 Internship in Counselor Supervision—3
- EDUC 762 Doctoral Seminar in Counseling—3
- EDUC 763 Advanced Counseling Practicum—3
- EDUC 764 Seminar in Counselor Education—3
- EDUC 765 Doctoral Internship (two semesters)—6

RESEARCH COMPONENT (15 HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EDUC 700 Advanced Statistics in Education —3
- EDUC 703 Research in Counselor Education—3

AREA OF SPECIALIZATION (12 HOURS)

All students are required to have curricular experiences designed to develop an area of professional expertise (e.g., a 12-hour specialization in multicultural counseling, family counseling, or substance abuse counseling).

CULMINATING EXPERIENCE

- EDUC 800 Dissertation—9 (minimum)

2. Educational Policy, Planning and Leadership

Individuals seeking leadership, teaching, or research positions in educational organizations can earn an Ed.D. or Ph.D. in Educational Policy, Planning and Leadership with a concentration in either general education administration, gifted education administration, special education administration, higher education, curriculum leadership or curriculum and educational technology. Students who desire K-12 Supervision licensure while pursuing the doctorate should contact Dr. Brenda Williams at btwil1@wm.edu upon enrollment.

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, 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.

**SCHOOL OF
EDUCATION—
PROGRAMS**

A. GENERAL (K-12) ADMINISTRATION

Ph.D. — Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning—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 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EPPL 790 Educational Policy, Planning and Leadership Research Seminar—3

Select one of the following:

- EPPL 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 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 Principalship: Managing Instructional Resources—3
- EPPL 561 Leadership and Cultural Competence
- EPPL 586 Internship in Administration and Supervision (preK-12) I—3
- EPPL 587 Internship in Administration & Supervision (preK-12) II—3
- EPPL 610 Advanced Instructional Strategies—3
- EPPL 611 Theories of Curriculum Development & Evaluation—3
- EPPL 631 Educational 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 675 Planning and Management in Finance—3
- EPPL 715 Public Schools and Public Policy—3
- EPPL 733 Seminar on Legal Issues in Education—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 sat-

isfy only one requirement. Students should discuss their potential cognate area(s) with their faculty advisor.

DISSERTATION (9 HOURS)

EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 9 dissertation hours under the supervision of his/her faculty advisor.

Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT

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

RESEARCH COMPONENT

- 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 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 Principalship: Managing Instructional Resources—3
- EPPL 561 Leadership and Cultural Competence—3
- EPPL 586 Internship in Administration and Supervision (preK-12) I—3
- EPPL 587 Internship in Administration & Supervision (preK-12) II—3
- EPPL 610 Advanced Instructional Strategies—3
- EPPL 611 Theories of Curriculum Development & Evaluation—3
- EPPL 631 Educational 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 675 Planning and Management in Finance—3
- EPPL 715 Public Schools and Public Policy—3
- EPPL 733 Seminar on Legal Issues in Education—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.

B. SPECIAL EDUCATION ADMINISTRATION

Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning—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 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EPPL 790 Research Seminar in Educational Policy, Planning & Leadership—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 and 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.

DISSERTATION (9 HOURS)

EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 9 dissertation hours under the supervision of his/her faculty advisor.

Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning—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 and 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.

C. GIFTED EDUCATION ADMINISTRATION

Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
- EPPL 602 Educational Planning—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 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EPPL 790 Research Seminar in Educational Policy, Planning & Leadership—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 Administration 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.

DISSERTATION (9 HOURS)

EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 9 dissertation hours under the supervision of his/her faculty advisor.

Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT

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

RESEARCH COMPONENT

- 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 Administration 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.

D. HIGHER EDUCATION

Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12HOURS)

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

RESEARCH COMPONENT (15HOURS)

- EDUC 663 Principles of Educational Research—3
- EDUC 664 Qualitative Research Methods—3
- EDUC 665 Intermediate Statistics in Education—3
- EPPL 790 Research Seminar in Educational Policy, Planning & Leadership—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 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 510 Outcomes and Assessment of Undergraduate Education—1
- EPPL 530 Introduction to Student Affairs—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.

DISSERTATION (9 HOURS)

EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 9 dissertation hours under the supervision of his/her faculty advisor.

Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT

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

RESEARCH COMPONENT

- 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 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 510 Outcomes and Assessment of Undergraduate Education—1
- EPPL 530 Introduction to Student Affairs—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.

E. CURRICULUM LEADERSHIP

Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
EPPL 602 Educational Planning—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 664 Qualitative Research Methods—3
EDUC 665 Intermediate Statistics in Education—3
EPPL 790 Research Seminar in Educational Policy, Planning & Leadership—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 Development & Evaluation—3

Select 3 (9 hours)

- CRIN E18 Science Curriculum & Instruction for Early & Middle Education—3
CRIN E19 Problems & Issues in Teaching Elementary School Mathematics—3
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 R29 Literacy In-Service Seminar—3
CRIN S25 Methods & Problems of Teaching Mathematics in the Secondary School—3
CRIN S81 Technology in Mathematics & Science—3
CRIN S82 Special Topics in the Teaching of Mathematics: The Teaching of Fourth & Fifth—3
CRIN S83 Special Topics in the Teaching of Mathematics: The Teaching of Geometry—3
CRIN S84 Special Topics in the Teaching of Mathematics: The Teaching of Algebra—3
CRIN 580 Clinical Faculty: Roles & Responsibilities—3
CRIN 591 Current Curriculum, Instructional, & Assessment Issues in Schools—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 612 Curriculum & Instruction for Gifted Learners—3
EPPL 613 The Academic Life—3
EPPL 614 Curriculum Development in Special Education—3
EPPL 760 Independent Study in EPPL—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) 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 9 dissertation hours under the supervision of his/her faculty advisor.

Ed.D.—Total Hours: 48 (minimum)

CORE COMPONENT (12 HOURS)

- EPPL 601 Educational Policy: Development and Analysis—3
EPPL 602 Educational Planning—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)

- 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 Development & Evaluation—3

Select 3 (9 hours)

- CRIN E18 Science Curriculum & Instruction for Early & Middle Education—3
CRIN E19 Problems & Issues in Teaching Elementary School Mathematics—3
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 R29 Literacy In-Service Seminar—3
CRIN S25 Methods & Problems of Teaching Mathematics in the Secondary School—3
CRIN S81 Technology in Mathematics & Science—3
CRIN S82 Special Topics in the Teaching of Mathematics: The Teaching of Fourth & Fifth—3
CRIN S83 Special Topics in the Teaching of Mathematics: The Teaching of Geometry—3
CRIN S84 Special Topics in the Teaching of Mathematics: The Teaching of Algebra—3
CRIN 580 Clinical Faculty: Roles & Responsibilities—3
CRIN 591 Current Curriculum, Instructional, & Assessment Issues in Schools—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 612 Curriculum & Instruction for Gifted Learners--3
- EPPL 613 The Academic Life--3
- EPPL 614 Curriculum Development in Special Education--3
- EPPL 760 Independent Study in EPPL--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.

F. CURRICULUM AND EDUCATIONAL TECHNOLOGY

Ph.D.—Total Hours: 69 (minimum)

CORE COMPONENT (12HOURS)

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

RESEARCH COMPONENT (15HOURS)

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

Select one of the following:

- EDUC 700 Advanced Statistics in Education—3
- Another advanced-level research methods course—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 Development & Evaluation--3

Select 3 (9 hours)

- CRIN 604 Computer-supported Learning Environments—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

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 9 dissertation hours under the supervision of his/her faculty advisor.

Ed.D.--Total Hours: 48 (minimum)

CORE COMPONENT (12HOURS)

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

Select 3 (9 hours)

- CRIN 604 Computer-supported Learning Environments—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)

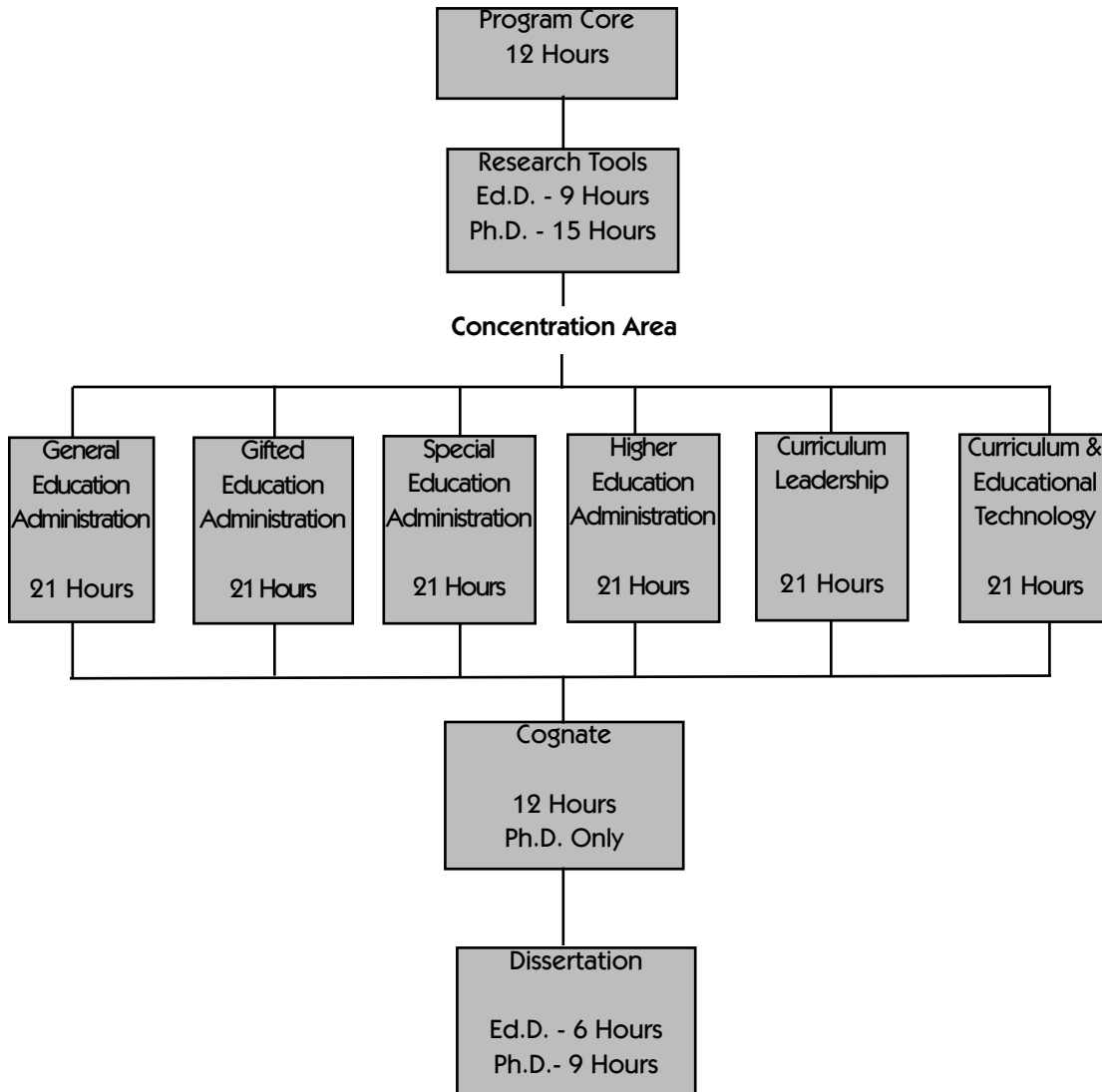
EDUC 800 Dissertation. Each student must complete an approved dissertation while enrolling in a minimum of 6 dissertation hours under the supervision of his/her faculty advisor.

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

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

Educational Policy, Planning & Leadership

Ed.D./Ph.D. Program



**SCHOOL OF
EDUCATION—
PROGRAMS**

TOTAL HOURS

ED.D. - 48

PH.D. - 69

Doctoral Students must earn a minimum of 45 hours beyond the master's level at the College of William and Mary. Courses taken at William and Mary during the semester in which the student receives his/her letter of admission will be counted as transfer credit and will be applied toward the 15 hours transfer credit limit.

Admission to Graduate Programs

Individuals seeking admission to graduate degree programs in the School of Education must meet the requirements for their specific program of study. General admission requirements are described in this section. Any additional requirements for individual programs are included in the description of that program.

Admission Procedures

The following items must be submitted to the Office of Admission and Professional Services 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) or the Miller Analogies Test (MAT), depending upon program requirements. The Educational Policy, Planning & Leadership program areas will accept either the GRE or the MAT, while all other programs will only accept the GRE test. Applicants whose home language is other than English must also take the Test of English as a Foreign Language (TOEFL).
4. Letters of recommendation 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 \$45.00 non-refundable application fee.
6. Interview (optional, at discretion of faculty).
7. Essay with focus on personal and professional goals.
8. Doctoral research paper (EPPL applicants only).
9. Any additional materials or documentation required by specific programs.

Applications and all supporting materials should be sent to:

Regular Mail

Office of Admission and Professional Services
The College of William and Mary
School of Education
P.O. Box 8795
Williamsburg, VA 23187-8795

Overnight Express

Office of Admission and Professional Services
The College of William and Mary
School of Education
Jones Hall, Room 100
Campus Drive
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 Admissions and Financial Aid 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 February 1 applicants are apprised of their status by mid-March to early April. 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 Admission and Professional Services 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 **only** have the option of submitting **official** results from the Miller Analogies Test (MAT) in lieu of GRE scores. Information about the examination dates for the Graduate Record Examination can be obtained by calling the Educational Testing Service at (609) 771-7670. The GRE is typically scheduled through the Educational Testing Service for standardized administration three times per year. Computer-based 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.

A. Educational Policy, Planning, and Leadership (EPPL)

M.Ed. programs in Educational Leadership with concentrations in K-12 administration and supervision, gifted education, 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.

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 Admission and Professional Services. Prioritized waiting lists, when applicable, will be included.

B. 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.

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 William and Mary may apply for elevation to the Educational Specialist Program. Students are required to submit a portfolio to the Office of Admission and Professional Services by February 1, 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 Admission and Professional Services. 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 Admission and Professional Services. 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 PROGRAMS

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 admissions 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 Admission and Professional Services. Prioritized waiting lists, when applicable, will be included.

C. 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 resource collaborating teaching).

Praxis I and Praxis II exams are required of the Master of Arts in Education programs for Elementary, Secondary, and Special Education Initial Licensure programs. Praxis I is an Academic Skills Assessment of mathematics, reading and writing **which must be passed before student teaching for Elementary and Secondary Education students and before the second student teaching experience for Special Education students.** Praxis II is a Subject Assessment Test of specific content in your teaching endorsement area **which must be passed before graduation.** Registration forms and specific information about the Praxis exams may be obtained from the Director of Professional Services in Jones Hall, Room 100. Both the Praxis I and II exams are given 6 times a year in Jones Hall. See the registration bulletins outside Jones 100 or go online at the Educational Testing Services web page (www.ets.org/praxis) for exact dates. **Students are responsible**

for providing copies of Praxis I and II results to the Office of Professional Services in Jones 100 prior to student teaching (Praxis I) and prior to program completion (Praxis II).

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 emphasis 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 Admission and Professional Services. 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 the following deadlines.

The complete application along with supporting materials must be received by the Office of Admission and Professional Services by either **October 1** or **February 1**, depending on the program of study sought.

English Language Proficiency

Applicants whose native language is not English must submit the results of the test of English as a Foreign Language (TOEFL) to the Office of Admission and Professional Services at the School of Education. The TOEFL score needs to be directly forwarded to the School of Education from the Educational Testing Services (ETS). Although a minimum score for admission has not been issued, international students who are typically admitted score between 550-650 (paper based total) on this particular examination (213-280 computer-based total). You should take the TOEFL examination approximately six months in advance of the semester for which you are applying. Arrangements to take the TOEFL can be made by writing TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541- 6151 U.S.A. This requirement is waived if you graduated from an American college or university.

Required Academic Qualifications

Submit a completed *Application for Graduate Admission* form along with an application fee of \$30.00 (U.S. dollars) to the Office of Admission and Professional Services, College of William and Mary, School of Education, P.O. Box 8795, Williamsburg, VA 23187-8795 U.S.A. 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 Multicultural Affairs 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 Admission and Professional Services immediately following action by the program faculty. Students admitted will be sent a letter of acceptance, a *Notice of Intent* form and a student health center 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. 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 Admission and Professional Services 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 canceled. 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. **No deposit is required with acceptance of an admission offer.**

School of Education

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 Curriculum And Instruction.

Fall (3). 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.

CI E04. Elementary Language Arts Curriculum And Instruction.

Fall (2). Staff.

Prerequisites: CRIN E05/L05, E06/L06, E07/L07.

Co-requisites: CRIN E03, L03, and L04.

An examination of the processes of communicating (speaking, listening, reading, writing, and visual literacy) along with specific methods to promote growth in communication skills in elementary and middle school children. Includes study of selected children's literature.

CRIN L04. Instructional Technology Practicum-Elementary.

Fall (1). Staff.

Co-requisite: CRIN E09. (Graded pass or fail.)

This practicum, taken concurrently with CI E09, permits students to implement and evaluate a technology-mediated lesson plan designed in CI E09. Students will acquire reflective and evaluative skills during the analysis of the implementation.

CRIN E05. Elementary Social Studies Curriculum And Instruction.

Fall (2). Staff.

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 (Lab).

Fall (1). Staff.

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.

Spring (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.

CI L06. Elementary Science Curriculum And Instruction (Practicum).

Spring (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.

Spring (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).

Spring (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.

Fall (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). Hart.

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 E17. Social Studies Curriculum And Instruction For Early And Middle Education.

Occasionally (3). McEachron.

A course in which the student is exposed to the objectives and strategies used in teaching social studies at the elementary and middle school levels. The following considerations are included: (1) modes of teaching social studies, (2) questioning strategies, (3) values analyses approaches, (4) concept development strategies, (5) involvement techniques, and (6) content and processes of the social sciences relevant to social studies teaching.

CRIN E18. Science Curriculum And Instruction For Early And Middle Education.

Occasionally (3). Matkins

A course in which the goals, objectives, instructional strategies, student and teacher behaviors, philosophies, strengths, and shortcomings of selected exemplary science curricula are analyzed, studied, and reviewed as foils against which to consider the concerns of elementary and middle school teachers of science. The development of instructional plans for the teaching of science consistent with stated goals and objectives is also stressed.

CRIN E19. Problems And Issues In Teaching Elementary School Mathematics.

Occasionally (3). Staff.

Prerequisites: Experience and competency in mathematics at the level of Math 103 or equivalent.

This course attempts to improve teaching of elementary school mathematics, an integral part of elementary school curriculum. Teaching strategies, research, and current problems shape this course.

CRIN G60. Master's Thesis In Gifted And Talented Education.

Fall, Spring and Summer (Var.) Staff.

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

CRIN G80. Psychology And Education Of The Gifted Learner.

Fall (3). Tieso.

A course focusing on the nature of gifted learners and how they differ in cognitive, affective, developmental and behavioral ways from more typical learners. The course emphasizes general theories of intelligence, development, and learning and how they apply to gifted learners.

CRIN G82. Socio-Emotional Development And Guidance Of The Gifted Learner.

Spring (3). Staff.

Prerequisite: CRIN G80 or equivalent.

A course focusing 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 emphasizes theories of emotional development and self-actualization and their implications for guiding the gifted.

CRIN G84. Practicum In Gifted Education.

Fall, Spring, and Summer (2). Staff.
Prerequisite: Permission of the program advisor.

A course designed to provide direct experiences with gifted education programs and services. Both seminar and field experiences focus on the development, implementation, and evaluation of comprehensive articulated programs and services for this population.

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). Staff.
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 preservice 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 preservice 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 preservice secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

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 of Reading Difficulties Practicum.

Fall (3). Beers.
Prerequisites: CRIN R07, R08, R11, and R13.
(Graded pass or fail.)
A course that focuses on the steps in the reading diagnosis process. These include the identification of problem readers, the acquisition and interpretation of diagnosis data, and the development of instructional

recommendations. Formal and informal diagnostic techniques are performed.

CRIN R17. Correction of Reading Difficulties Practicum.

Spring (3). Beers.
Prerequisite: CRIN R15. (Graded pass or fail.)

This course focuses on recognizing reading difficulties in students, developing and implementing appropriate reading instruction, and evaluating the results of the instruction. Techniques and strategies for working with students with reading difficulties are also presented in this course.

CRIN R18. Reading Recovery Orientation.

Fall (3). Staff.
This is a closed course for Reading Recovery Program participants.

This course introduces students to Reading Recovery, its purposes, procedures, and theoretical foundations. Classroom instruction is coordinated with the individual instruction of students in an integrated field experience.

CRIN R19. Reading Recovery Strategies.

Spring (3). Staff.
Prerequisite: CRIN R18. This is a closed course for Reading Recovery Program participants.

In this second Reading Recovery course, teachers will continue to learn observation and questioning techniques to help students accelerate their progress in reading. Class instruction will focus on observation of student and teacher behaviors and the theory which guides the practice of Reading Recovery teachers. Classroom instruction is coordinated with the individual instruction of students in an integrated field experience.

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 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 (3). 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 (3). Staff.

CRIN S06. Classroom Assessment.

Fall (2). Gareis.
Prerequisite: Admission to the secondary education teacher certification program.

A course designed to develop competence in constructing valid and reliable teacher-made assessments that measure the achievement of pupils.

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).

Spring (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).

Spring (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.

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.

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.

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.

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.

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 S17 Practicum in Secondary Schools- Instructional Technology

Fall (1). Hofer.

Prerequisite: Admission to the secondary education teacher certification program.

Students in the Secondary Masters Education Teacher Certification Program will design and implement computer-mediated instructional lessons in a secondary classroom using worldwide web resources, selected software programs and other technologies.

CRIN S21. Seminar In Teaching.

Spring (2). Staff.

Co-requisites: CRIN L24, L25, L26, L27, or L28.
(Graded pass or fail.)

A course designed to provide 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 S25. Methods And Problems Of Teaching Mathematics In The Secondary School.

Occasionally (3). Mason.

A course in which the curriculum and evaluation of mathematics teaching at the secondary school level is explored. In addition to determining suitable methods for teaching mathematics, the student formulates a rationale for a suitable mathematics curriculum for students of grades 9-12. In the course of this study, the student becomes acquainted with curricular trends in the field and with related research.

CRIN S27. Current Issues In The Teaching Of English.

Occasionally (3). Moore.

A course in which students investigate curricula and instructional concerns confronting secondary English

teachers. An examination of past and current practices as well as possible future trends, resulting in the development of instructional and curricula plans designed to teach English effectively.

CRIN S29. Secondary School Social Studies Curriculum.

Occasionally (3). Stoddard.

A course focused on innovative teaching strategies and curriculum materials for secondary school social studies. Students examine a variety of current curriculum materials, develop a rationale for social studies learning and create instructional materials and teaching strategies to implement rationales in the classroom.

CRIN S36. Secondary School Science Curricula & Instruction.

Occasionally (3). Matkins.

A course which includes examination of the content, rationales, objectives, and instructional and evaluation strategies of secondary school science curricular materials, as well as current research findings and trends. The student then develops a rationale for science instruction and curriculum materials consistent with this rationale.

CRIN 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 inservice workshops on the teaching of writing.

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 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 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 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 S42. Instructional Planning in Secondary Social Studies.

Spring (2). Stoddard.

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

A field and campus 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 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 S48 Middle School Curriculum: Current Issues

Occasionally (3). Staff.

A course for middle school teachers and administrators that focuses on topics unique to the middle school. Emphasis is given to study of the role of the middle school including student developmental characteristics, curriculum organization patterns, effective instruction, evaluation building a positive school climate, and effective teaching strategies.

CRIN S49 Secondary School Curriculum: Current Issues

Occasionally (3). Staff.

A course focusing on curriculum and instruction in secondary schools. Topics include a study of current issues, instructional decision making and reflection, and traditional and innovative curriculum practices.

CRIN S50 Characteristics of Exceptional Student Populations (Secondary).

Occasionally (3). 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) Hart

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 S64. Seminar In Secondary Education.

Occasionally. (3). Staff.

Prerequisite: Permission of the instructor.

A culminating course in which students organize an instructional unit, based upon previously developed

and defined ideas and materials, undertake a formative field test of the unit, evaluate the unit, and prepare a revision of the unit for submission to an oral defense with a committee of the faculty. Students explore knowledge and skills related to developing effective working relationships with colleagues with whom they will develop curriculum.

CRIN S74 The Teaching Of Writing

Occasionally (3). Moore.

A course for teachers of grades eight through twelve 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 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, Poststructuralism, 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 S81 Technology in Mathematics and Science

Occasionally (3). Mason, Matkins.

The course will examine the use of both computer and calculator technology to improve the teaching of mathematics and science. Students will acquire skills in selected software applications, instructional design, the use of internet resources, the use of graphing calculators and Calculator Based Laboratories (CBLs), and other emerging technologies and the integration of such technologies into the curriculum.

CRIN S82 Special Topics in the Teach of Mathematics: The Teaching of Fourth and Fifth

Occasionally (3). Mason.

This course is designed to enhance the content and pedagogical knowledge needed to teach fourth and fifth grade mathematics. It will focus on improving the teaching of this mathematics through implementation of the *NCTM's Principles and Standards for School Mathematics* and the *Virginia Standards of Learning in Mathematics* with particular emphasis on 4th and 5th grade activities in fractions and decimals; patterns, functions and algebra; geometry and measurement; probability and statistics; and technology.

**CRIN S83 Special Topics in Teaching Mathematics:
The Teaching of Geometry**

(3). Mason.

This course is designed to enhance the content and pedagogical knowledge required to teach middle and high school geometry. Emphasis will be upon improving the teaching of geometry through implementation of the NCTM Principles and Standards for School Mathematics and the Virginia Mathematics Standards of Learning using current theory and research. Topics covered will include geometry content, the NCTM Standards and Virginia SOL, the van Hiele Theory of geometric understanding, use of manipulatives, graphing calculators, and software to teach geometry, and evaluation techniques.

**CRIN S84 Special Topics in Teaching Mathematics:
The Teaching of Algebra**

Occasionally (3). Mason.

This course is designed to enhance the content and pedagogical knowledge required for the teaching of algebra. Emphasis will be upon improving the teaching of algebra through implementation of the NCTM Principles and Standards for School Mathematics and the Virginia Mathematics Standards of Learning using current theory and research. Topics covered will include algebra content, the NCTM Standards and Virginia SOL, the use of manipulatives, and other techniques to teach algebra, evaluation, algebra software, and graphing calculators.

CRIN T02 Technology for Special Populations

Fall, Occasionally Summer (1) deFur, 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 X13. Supervised Teaching In Special Education:
MR.**

Fall and Spring (4). Korinek and Staff.

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

A course designed to provide student teaching experience in the specific area of mental retardation. Students are placed in an appropriate resource or special class setting for ten weeks of full-time teaching. Student teachers are observed frequently by their cooperating teachers and college supervisors. Individual conferences and group seminars are also scheduled regularly.

**CRIN X14. Supervised Teaching In Special Education:
ED.**

Fall and Spring (4). Korinek and Staff.

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

A course designed to provide student teaching experience in the specific area of emotional disturbance. Students are placed in an appropriate resource or

special class setting for ten weeks of full-time teaching. Student teachers are observed frequently by their cooperating teachers and college supervisors. Individual conferences and group seminars are also scheduled regularly.

**CRIN X15. Supervised Teaching In Special Education:
LD.**

Fall and Spring (4). Korinek and Staff.

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

A course designed to provide student teaching experience in the specific area of learning disabilities. Students are placed in an appropriate resource or special class setting for ten weeks of full-time teaching. Student teachers are observed frequently by their cooperating teachers and college supervisors. Individual conferences and group seminars are also scheduled regularly.

**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). Hart

This course deals with the emotional, psychological, genetic, neurobiological, behavioral, and sociocultural 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. Methods And Materials For Teaching The Exceptional Child With Learning Problems.

Fall (3). deFur.

Prerequisite or co-requisite: CRIN X48 or X53.

This course emphasizes procedures for developing and adapting instructional programs to accommodate students with learning and behavioral disorders in

elementary and secondary school settings. The course includes examination of curricular models, teaching strategies, and instructional materials for basic skill areas.

CRIN X53. Students With Learning Disabilities.

Spring and Summer(3). Korinek.

A course in which an interdisciplinary approach is taken to learning and behavioral problems associated with learning disabilities. The course provides a comprehensive review of current research on the relations between brain dysfunctions and types of learning disabilities. Attention is given to the bases for terminology and to the criteria and diagnostic techniques for identifying and classifying students with learning problems.

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 X59. Psychoeducational Assessment.

Spring(3). Staff.

Prerequisite: Admission to the Special Education graduate program and permission of the instructor.

A study of practical approaches to the psychoeducational assessment of exceptional students. Consideration is given to the administration and interpretation of tests and to the application of test information in programming for students. Functions of the interdisciplinary team, application of the regulations of the Individuals with Disabilities Education Act (IDEA), and psychoeducational reports are studied.

CRIN X62. Master's Seminar In Resource/Counseling Teaching.

Summer(3). Staff.

CRIN X63. Master's Seminar In Special Education.

Summer (3). Korinek.

Prerequisite: Completion of all other program requirements.

An individualized research and seminar course designed to assist students in synthesizing knowledge and skills related to research, issues, and best practice in special education. Students engage in tutorials with the instructor and attend seminars on preselected topics. Students use available resources to select, organize, write, and present a review of research related to a specific topic in special education.

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. Resource/Consulting Teaching.

Fall (3). Staff.

A course devoted to the role and function of a Resource/Consulting Teacher model. Attention is devoted to the organization, implementation, and evaluation of Resource/Consulting Teacher programs.

CRIN X88. Communication Strategies for School Personnel.

Summer (1). Staff.

A course devoted to the role and function of a Resource/Consulting Teacher model. Attention is devoted to the organization, implementation, and evaluation of Resource/Consulting Teacher programs.

CRIN X89. Internship In Resource Consulting Teaching.

Fall and Spring (Var). Staff.

Corequisites or Prerequisites: CI 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 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 preservice 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). VanTassel-Baska.

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 599. Master's Degree Research Project.

Summer (3). Staff.

Prerequisite: Open only to MAED students during their final semester.

A course resulting in a critical review of research, a quantitative and/or qualitative research project, preparation and pilot testing of instructional materi-

als or curricula, or a special research project that demonstrates mastery of the topic. The student will present the work in one of the following ways: a standard master's thesis defense format during a group meeting, a poster session at a group meeting, a journal manuscript ready for submission, an Internet web page, a professional conference presentation, a professional development workshop, or a seminar presentation.

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, EDUC 664

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 Computer-Supported Learning Environments.

Spring of even-numbered years (3) Hofer.

Students will be provided with a variety of opportunities to carefully examine how the different components or elements of effective instruction have been developed and applied within the field of educational technology. Students will apply these elements by using a coherent instructional design model to solve a specific real-life educational problem through the design, development, and evaluation of a technology-enhanced educational program. 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 605 Educational Technology Professional Development

Fall of even-numbered years (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) Staff.

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

Spring of even-numbered years (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.

School Psychology and Counselor Education (SPACE) and Educational Foundations

EDUC C28 Prevention Strategies In Schools And Communities

Spring (3). Staff.

This course focuses on procedures and techniques for the prevention of and intervention in substance abuse, violence, unwanted pregnancy, school dropout 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). Staff.

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). Staff.

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). Staff.

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). Bryan.

A study of group theory and techniques as they apply to group counseling and psychoeducational groups in experiential group activities .

EDUC C35. Introduction to Professional School Counseling

Fall (3). Staff.

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). Staff.

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. Introduction To Community 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). Bryan.
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 C91. Advanced Issues in Professional School Counseling.

Spring (3). Bryan.
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 F01. Education And The Structure Of Knowledge.

Spring (3) Staff.
Prerequisites: Admission to a graduate program or permission of the instructor.

The course includes in-depth inquiry into both the nature of knowledge as well as the processes by which we produce knowledge. Students also explore logical implications that follow for educational decision-making from tentative philosophical conclusions drawn about knowledge during the course.

EDUC F03. Ethics And Education

Occasionally (3) Staff.
Prerequisites: Admission to a graduate program or permission of the instructor.

A study of moral philosophy as it applies to the role of the professional in education and the other helping professions.

EDUC F04. Child Psychology

Fall (3) Lavach.
Prerequisites: Admission to a graduate program or permission of the instructor.

An advanced course in child psychology in which selected theories and research findings concerning

the infant and preschool aged child are examined. Educational implications are explored with emphasis on the following major areas: methodology; cognitive, language, psychomotor, and emotional development; and cultural influences.

EDUC F08. The Psychology Of Adolescence

Fall (3) Ries.
Prerequisites: Admission to a graduate program or permission of the instructor.

An advanced course which examines adolescent development from three perspectives: theory, research, and historical and contemporary social forces. A variety of theoretical views are analyzed with a discussion of the strengths, limitations, and contributions of each.

EDUC F09. Human Growth And Development: A Life-Span Perspective.

Fall, Spring, and Summer (3). Bass, Lavach and Ries
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 sociocultural. 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 and Ries.
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). Whitescarver.
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). Staff.
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 F42. Adult Development And Learning

Spring (3) Ries.

Prerequisites: Admission to a graduate program or permission of the instructor.

Examines adult development and aging from the life-span developmental perspective. Students study the basic development processes which reflect the fundamental changes occurring during adulthood. The unique features of different stages of adult life which emerge as a consequence of the interaction between these basic processes and the larger social and historical context are explored.

EDUC F65. Research Methods In Education.

Fall, Spring, and Summer (3). Bass, Ries, and T. Ward.

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 F68. Evaluating Student Performance

Spring and Summer (3) Gareis.

Prerequisites: Admission to a graduate program or permission of the instructor.

A course designed to develop competence in constructing valid and reliable teacher-made tests which measure the achievement of pupils. Emphasis is also given to other indicators of performance and to attitude and interest inventories.

EDUC F87. Computing Literacy For Educators.

Occasionally (3) Bass.

Prerequisites: Admission to a graduate program or permission of the instructor.

This course provides an introduction to the potential strengths and weaknesses of using microcomputers for educational purposes. It seeks to develop technological literacy through a study of computer hardware, software, user training, and school implementation strategies.

EDUC P20a. Psychoeducational Assessment for School Psychologists

Fall (4). Staff.

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.

Spring (4). Staff.

Continuation of EDUC P20a. Must achieve a grade of 'B' or above.

EDUC P23. The Role And Function Of The School Psychologist

Spring (1) Lavach.

Prerequisites: Admission to the M.Ed. Program in School Psychology. (Graded pass or fail)..

Practicum experiences are designed to give students the opportunity to observe and become acquainted with the roles and functions of fellow professionals in educational and agency settings. Opportunities are also provided for discussion of professional issues related to school psychology.

EDUC P24. Practicum In School Psychology.

Fall and Spring (3). Pelco, S. Ward, and Lavach.

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 601. Advanced Group Work and Theory

Summer (3) Bryan.

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). Foubert.

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. (Graded pass or fail.)

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). Pelco.

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) Bryan.

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) Staff.

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). Pelco

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 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 659. Internship In School Psychology.

Fall and Spring (1-6). Lavach, Pelco, and S. Ward.

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. Assessment Of Preschool-Aged Children: Best Practices For Early Intervention.

Fall (3). Pelco.

Prerequisites: Enrollment in School Psychology Program or permission from the instructor.

This course will provide advanced graduate students with an overview of the current legal, assessment and intervention issues in the field of early childhood special education. Students will develop and administer multi-source, multi-method assessment batteries and learn how to link assessment results to specific early intervention strategies for children and their families. Students will be expected to interact with infants, toddlers and preschool-aged children throughout the semester and to work with each other to conduct structured play assessments.

EDUC 663. Principles Of Educational Research.

Fall; Spring; Summer (occasionally)(3). Bass and Ries.

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 666. Application Of Computer To Educational Problems

Occasionally (3) Bass.
Prerequisites: Admission to a graduate program or permission of the instructor.

A course designed to assist school personnel in utilizing effective applications of computer-related technology to educational problems. Emphasis and topic selection are dependent upon student interest and need. Normally, the course is offered to special interest groups from the areas of educational administration, personnel or instruction.

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 680. Readings In Philosophy Of Education

Fall and Spring (3) Staff.
Prerequisites: Admission to a graduate program or permission of the instructor.

An independent readings course in which philosophical texts pertinent to contemporary educational issues are studied. Critical analytic skills are developed for examining texts related to such topics as the aims, organization, and curriculum of education in the context of a democratic society.

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 701. Classics In The History Of Educational Philosophy

Occasionally (3) Staff.
Prerequisites: Admission to advanced graduate studies.

A seminar in which major philosophical works in the history of education are studied. Selected writings of important educational thinkers, such as Plato, Augustine, Rousseau, Locke, and Dewey, are read and discussed.

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 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 759. Learning And Cognition

Occasionally (3) Ries.
Prerequisites: EDUC F10 or equivalent.

This course offers the opportunity to study the behavioral and cognitive views of the learning process with an attempt to integrate the cognitive processes with emotion, personality, and social interactions. The emphasis is on organizational processes, memory, imagery, information processing, hypothesis testing, coping strategies, and problem-solving. Therapeutic strategies and educational interventions based upon the cognitive conceptualization of the learning process are emphasized.

EDUC 760. Public Policy And Legal Issues For Mental Health Professionals

Occasionally (3) Ries.
This course, designed for students at the advanced graduate study or doctoral level examines the rights that advocates have won in courts, professional rights and responsibilities, the roles of the mental health professional when interacting with the legal system, and issues of confidentiality and privilege. The course examines ways an advocate can affect change in a system. It also gives the student an understanding of how to cope as an expert witness.

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 sociocultural, 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.

EDUC 766. Educational Research Design: Historical

Occasionally (3) Staff.
Prerequisites: Admission to a graduate program or permission of the instructor.
A study of moral philosophy as it applies to the role of the professional in education and the other helping professions.

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.) Ward.
Prerequisite: Permission of Instructor.

EDUC V91 Independent Study in Education.

Fall, Spring, Summer (Var.) Ward.
Prerequisite: Permission of Instructor.

EDUC 691 Independent Study in Education: Advanced

Fall, Spring, Summer (Var.) Ward.
Prerequisites: Permission of Instructor

EDUC 692 Problems in Education: Advanced

Fall, Spring, Summer (Var.) 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). Staff.
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 and Summer (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). Foubert
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 (1). Leslie.
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 (3). Foubert.
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

Fall (3). Gareis.
Prerequisite: 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.

Spring (3). Gareis.
Prerequisite: 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.
Prerequisite: 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 540. Topics In Educational Leadership.

Occasionally (1-3). Staff.

This course is designed to present leadership and administrative knowledge, skills, and strategies in relation to improving the operation of schools. A major focus of the course is to investigate aspects of leadership as applied to field based settings.

EPPL 550. The Principalship.

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 560. Early Clinical Experiences in the Principalship.

Spring of odd-numbered years (1). Williams.

An introduction to the workplace of the principal for prospective principals. Students undertake 20 hours of field-based, participant-observation over an 8-week period in a school.

EPPL 561 Leadership and Cultural Competence

Spring of even-numbered years. (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.

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 and Fall (3). Finnegan, Foubert, Leslie.

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; Summer of odd-numbered years (3). Leslie.

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.

Fall; Summer of odd-numbered years (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.

Spring; Summer of even-numbered years (3).
Stronge, 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; Summer of even-numbered years (3).
Finnegan, VanTassel-Baska.

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 (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.

Spring (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). VanTassel-Baska.
Prerequisite: CI G80 or equivalent.

A course involving the study of differentiated curriculum and instruction for gifted learners. The course

focuses 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.

Fall of odd-numbered years (3). Staff.

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). Foubert.
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 631. Educational Facilities.

Fall of even-numbered years (3). DiPaola.

An examination of curricular, technical, physical, and psychological factors influencing the design and operation of educational facilities.

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 635. Organization And Governance Of Higher Education.

Spring (3). Leslie.

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

Fall of odd-numbered years (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.

Spring of odd-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; Summer of even-numbered years (3). Williams.

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 Management.

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). VanTassel-Baska.

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; Summer of odd-numbered years (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.

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 675. Planning And Management In Finance.

Fall of odd-numbered years (3). DiPaola.
Prerequisite: EPPL 501.

A study of the historical development, design, and management of systems of financing public education. Topics studied include fiscal planning sources of revenue, state and local systems of school finance, building level financial management, budget development, and administration and federal participation in educational funding. Special emphasis is given to the Virginia system of funding public education and to contemporary issues in school finance.

EPPL 676. The Financing Of Higher Education.

Fall (3). Leslie.
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.

Fall of odd-numbered years (3). VanTassel-Baska.
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). Leslie.
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.

EPPL 715. Public Schools and Public Policy.

Spring of even-numbered years (3). Leslie.
Prerequisite: EPPL 601.

This course involves an examination of the way in which government decides how and to what ends it will provide for PK-12 education. 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 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). VanTassel-Baska.

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). Finnegan, DiPaola, Williams

Prerequisites: EDUC 663, 664, 665, successful completion of comprehensives or permission of the instructor.

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.

School of Education Graduate Programs

SPACE - SCHOOL PSYCHOLOGY AND COUNSELOR EDUCATION

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

EPPL - EDUCATIONAL POLICY, PLANNING AND LEADERSHIP

| Areas of Specialization | Master's Level Programs | Specialist Level Program | Doctoral Level Programs |
|---|-------------------------|--------------------------|---|
| Administration and Supervision pre-K-12 | M.Ed. Program | | Ed.D/Ph.D. Program with a concentration in General Education Administration |
| Higher Education Administration | M.Ed. Program | | Ed.D/Ph.D. Program |
| Special Education Administration | | | Ed.D/Ph.D. Program |
| Gifted Education Administration | M.Ed. Program | | Ed.D/Ph.D. Program |
| Curriculum and Educational Technology | | | Ed.D/Ph.D. Program |
| Curriculum Leadership | | | Ed.D/Ph.D. Program |

C&I - CURRICULUM AND INSTRUCTION

| Areas of Specialization | Master's Level Programs | Specialist Level Program | Doctoral Level Programs |
|--|---|--------------------------|-------------------------|
| Elementary Education | M.A.Ed. Program | | |
| Secondary Education | M.A.Ed. Programs with emphases in English, Mathematics, Modern Languages, Science, and Social Studies | | |
| Gifted Education | M.A.Ed. Program | | |
| Special Education | M.A.Ed. Programs with emphases in ED/LD, ED/MR, LD/MR and Resource Collaborating Teaching | | |
| Reading, Language & Literacy Education | M.A.Ed. Program | | |
| Secondary Program (Math/Science) | M.A.Ed. Program | | |



The School of Education has raised over \$20 million in private funds during the Campaign for William and Mary! Dean McLaughlin and the faculty are working closely with the School's Development Board – comprised of dedicated alumni and friends – to continue to realize their ambitious but essential goals.

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