

Graduate students in Education are encouraged to become thoroughly familiar with The Catamount. Failure to read this bulletin does not excuse a student from the requirements and regulations described herein.

Averett University does not discriminate on the basis of race, color, creed, age, gender, national origin or disability in the administration of any of its educational programs, activities, admissions or employment practices.

Averett reserves the right to change courses, requirements, and regulations in this catalog without advance notice. Failure to read this catalog does not excuse students from the requirements and regulations described herein.

Students are advised that the Board of Education of the Commonwealth of Virginia may alter licensure processes and requirements, thus making changes in Averett's degree program necessary. The University reserves the right to make such alterations in degree requirements as are necessary to insure graduates eligibility for a teaching license.

A printed catalog may contain some information that may be "out of date" by the time it reaches publication, and changes in policies and curriculum occur constantly. On the other hand, electronic documents may be revised continuously. Therefore, the official version of Catamount, Averett's catalog for graduate studies in education, will be the online version as found at www.averett.edu/academics/catalogs/index.html.

Formal complaints may be directed to the Dean of Arts and Sciences.

Catamount, or mountain lion, is named for Averett University's mascot – the Cougar.

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INTRODUCING AVERETT

MISSION

Averett University is a private, coeducational institution affiliated with the Baptist Averett University, founded in 1859, offers courses of study leading to bachelor's and master's degrees in Danville and at regional centers in Virginia. Through personal attention for all students, Averett prepares them for successful lives by encouraging each, in the liberal arts tradition, to ask and answer important questions, form and defend judgments, and evaluate diverse views thoughtfully. In accordance with our Christian heritage, we value academic and religious freedom, spiritual growth, academic excellence, diversity, and tolerance.

HISTORY

Averett was chartered in 1859 under the name of Union Female College. For almost 150 years it has operated continuously, though undergoing several name changes. In 1910 the College became affiliated with the Baptist General Association of Virginia. The name Averett was given to the College by the Board of Trustees in 1917. It was also in 1917 that the College received, from the Virginia State Board of Education, its first accreditation as a junior college. The College was accredited by the Southern Association of Colleges and Schools in 1928 and by the Board of Regents of the University of the State of New York in 1932.

In the fall of 1969, Averett undertook a major reorientation of its program by adding a four-year baccalaureate degree program and making the College co-educational. Since that time, Averett has experienced unusual growth and is emerging as one of the outstanding private senior colleges in Virginia. Upon the graduation of its first baccalaureate class in spring, 1971, Averett received senior college approval from the State Council of Higher Education for Virginia and accreditation by the Southern Association of Colleges and Schools. In 1978 the College began offering courses leading to the Master of Education degree. Accreditation at the master's level was received in 1981. In the fall of 1983 the College began offering courses leading to the Master of Business Administration degree. The program was approved by the State Council of Higher Education of Virginia in the spring of 1984 and received accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools in 1986.

On July 1, 2001, Averett College officially became Averett University, entering another chapter in the institution's history. In adopting the name, Averett University, the Board of Trustees affirmed Averett's position as an innovative, small, private university that gives students the individual attention traditionally associated with small liberal arts colleges along with the advantages found at comprehensive universities. Today, even though the University is no longer affiliated with a religious denomination, Averett remains true to its heritage as an institution where Christian principles are valued and where teaching and learning come first. The University, in addition to its main campus in Danville, has grown to include learning centers throughout Virginia where working adults can experience the benefits of an Averett education.

ACCREDITATION AND MEMBERSHIPS

Averett University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097, telephone 404-679-4501) to award associate, baccalaureate and master's degrees. The teacher preparation program is approved by the Department of Education, Commonwealth of Virginia. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The University is approved for payment for veterans.

Averett University's memberships include: the American Council on Education, Association of Virginia Colleges, Council of Independent Colleges, and the Virginia Humanities Conference.

FACILITIES

Classroom Buildings

Most of the graduate classes are held in Frith Hall and most of the graduate faculty have their offices in the same building. Frith Hall, completed in 1985, contains faculty offices, laboratories and general-purpose classrooms.

North campus, located on approximately seventy acres at 707 Mount Cross Road in Danville, is about ten minutes driving time from the West Main campus. Located on this property is the E. Stuart James Grant Athletic and Convocation Center, which houses offices for the Athletic Department staff, the faculty in the Physical Education Department, training room, locker rooms and gymnasium. This facility will seat approximately 3,000. The fitness center is equipped with free weights and a complete array of strength training machines, both plate and pin operated, as well as stationary bikes and treadmills for aerobic conditioning. The hours are typically from 3:00 p.m. to 10:00 p.m., Monday through Sunday. Dr. Tommy Foster, who supervises the center, is available by appointment to help students, faculty and staff set up exercise programs and to provide advice and information regarding personal wellness.

University Library

The Mary B. Blount Library supports the university curriculum and research and reading interests of students and faculty with scholarly and professional sources, space for individual and group study, access technologies, and instruction by library faculty. The library is located at 344 West Main Street, near the Main Hall, and next to Averett University Admissions Office. The library building is open seven days a week during the fall and spring semesters. During summer sessions and semester breaks it is open every day except Saturday. Averett students can access the library's electronic resources at any time, from any location on the Internet (<http://www.averett.edu/library>).

The library offers 150,000 print and electronic books and media, more than 17,000 electronic and print journals, 83 subscription databases, Internet access, group and quiet study areas, Interlibrary loans, a computer classroom and open lab, a digital scanner, CD RW drives, and DVD players.

Students can request library reference services using a toll free telephone number (800-543-9440), local number (791-5692), e-mail (AClib@averett.edu), FAX number (434-791-5637), "Ask a Librarian" web form (<http://www.averett.edu/library/communicate>), or in person at the Reference Desk. Librarians offer library orientation and research classes throughout the year.

In addition to the Archives of Averett University, special holdings include the Betty J. Steele Children's Literature Collection, rare books and manuscripts, a Baptist Collection, and papers and memorabilia of the late United States Congressman, Dan Daniel.

Computer Access

There are several computer labs on the Averett campus. In Frith Hall, room 108 is a twenty-four hour access lab, equipped with twenty MacIntosh computers. Rooms 109 and 207 are similar in nature, but are equipped with a like number of Windows-based machines. All computers have Microsoft Office and other programs that education graduate students will find useful. Main Hall and the library also have Windows-based computer labs that students may use during posted hours. All computer labs may be reserved for class purposes, however, so there may be times when access to the labs is limited.

NATURE AND SCOPE OF THE GRADUATE PROGRAM

Averett University offers the Master of Education with two tracks, one for students pursuing a master's degree with teaching certification and the other for students who are already licensed.

The Master of Education *without teaching certification* degree program offers several areas of concentration - Biology, Curriculum and Instruction, Reading Specialist (PK-12), Learning Disabilities (PK-12), Mathematics, English, and Science. Potential students should check with the Graduate Program Advisor about current program offerings. In order to be admitted to this Master of Education program (*without licensure*), one must be licensed to teach, or must be immediately eligible for licensure, in the Commonwealth of Virginia. The program is designed for teachers who are currently working; therefore, graduate courses are offered during the evenings in the fall and spring semesters. In the summer terms, both day and evening courses are offered.

The Master of Education *with teaching certification* is designed for graduate students who wish to earn a teaching license while pursuing a master's degree. This degree will license prospective teachers only in areas in which Averett currently offers licenses at the undergraduate level. Those areas are: grades PK-6, and the secondary subject areas of Art, Biology, Chemistry, English, History/Social Science, Mathematics, Health and Physical Education, and Special Education - Learning Disabilities. Students seeking a teaching license in Art, Health and Physical Education, and Special Education will be licensed in grades PK-12. In order to complete this degree, students must pass and have on record all passing scores on all tests currently mandated by the Commonwealth of Virginia, with some or all of these required before student teaching. They must also complete any undergraduate deficiencies identified as needing to be met.

Students should be advised that the State Board of Education may alter licensure processes and requirements, thus making changes in Averett's degree programs necessary. The University reserves the right to make such alterations in degree requirements as are necessary to insure graduates of their eligibility for a teaching license.

The Master of Education with teaching certification program is designed both for full-time and part-time students. Classes are offered during the day as well as in the evenings during the fall and spring semesters. Some courses are also offered during the summer sessions.

ADMISSION TO GRADUTE STUDY

APPLICATION AND NOTIFICATION

Persons wishing to engage in graduate study at Averett University should **begin the admission process at least six weeks prior to the intended initial registration**. A late fee will be imposed for those students who fail to complete this process by the advertised deadline. Applicants may assist in expediting these procedures by checking with persons from whom they have requested letters of recommendation and with the appropriate college officials concerning official transcripts.

Each applicant will be notified in writing by the Graduate Program Advisor regarding his/her application for admission. If the applicant is granted regular admission with limited status, a full explanation will be provided along with the requirements that must be met to obtain regular status. If the applicant is denied admission to the graduate program, the reasons for this denial will be fully stated.

REQUIREMENTS

A. Master of Education Program without Teaching Certification

Persons seeking admission to this track of the Master of Education Program on regular status must meet the following admissions requirements.

The applicant must:

1. Complete an application form and submit a non-refundable application fee of \$20.
2. Submit an official transcript, indicating that the applicant has received a baccalaureate degree from an accredited institution of higher learning.
3. Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or sixty semester hours) of undergraduate study.
 - 3.0 and above - full admission status
 - 2.70-2.99 - limited admission status
 - 2.5-2.69 -admission committee decision
 - below 2.5 --see Special Student section
4. Provide three letters of recommendation (forms available from the Graduate Program Advisor) from persons who have knowledge of the applicant's academic or professional performance and potential. Letters from former or current professors and employers are appropriate.
5. Provide evidence that the applicant holds or is immediately eligible for a Virginia teaching license.
6. Provide passing scores on one of the following standardized tests: Praxis I (or the standardized test mandated by the State of Virginia) [passing composite score is 532], the aptitude test of the Graduate Record Examination [passing score is 850], or the Miller Analogies Test [passing score is 400].
7. Take and pass a writing proficiency test. Details may be obtained from the Graduate Education Program Advisor.

The Master of Education with Teaching Certification

Persons seeking admission to the Master of Education with Teaching Certification Program on regular status must meet the following admissions requirements.

The applicant must:

1. Complete the application form and a student information sheet, and submit a non-refundable application fee of \$20.
2. Submit an official transcript, indicating that the applicant has received a baccalaureate degree from an accredited institution of higher learning.
3. Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or sixty semester hours) of undergraduate study.
 - 3.0 and above - full admission status
 - 2.7-2.99 - limited admission status
 - 2.5-2.69 - admission committee decision
 - below 2.5- consult with the Graduate Program Advisor
4. Provide passing scores on either the aptitude test of the Graduate Record Examination [850] or the Miller Analogies Test [400]. Test scores may be no more than six years old.
5. Have earned a major in a subject area in which Averett offers a teaching license if secondary licensure is sought.
6. Submit three letters of recommendation (forms available from the Education Department Administrative Assistant) from persons who have knowledge of the applicant's academic or professional performance and potential (preferably from a major professor, employer, and person of choice).
7. Take and pass a writing proficiency test. Details may be obtained from the Graduate Program Advisor.

ADMISSION STATUS CLASSIFICATION

1. Regular Status:

Students who fully satisfy the general criteria as well as the specific program requirements will be admitted to the graduate program with regular status.

2. Regular Status with Limited Schedule:

Applicants who fail to meet all the criteria for regular status but who show strong potential for graduate study may be granted provisional status. The conditions placed upon the applicant must be met prior to the applicant being granted regular status.

The Graduate Program Advisor will explain to the applicant in writing the conditions under which provisional admission was granted. It then becomes the responsibility of the student, in consultation with his/her advisor, to see that the conditions are met. When the conditions are met the student will be notified in writing that he/she has been granted regular status. If the conditions under which provisional admission was granted are not met, the student will not be allowed to continue the program. There will be no extension on any of the conditions. A student who has been discontinued because the provisional status has not been removed will not be eligible for readmission to the graduate program. All students facing discontinuance of their program because conditions upon which provisional status was granted have not been met have the right of personal appeal. Such appeal must be arranged through the Graduate Program Advisor

3. Special Status

Special student status is applicable to persons who are not seeking a graduate degree at Averett University, but who wish to engage in graduate study. Such status applies to persons who:

- a. are seeking renewal of their teaching license;
- b. are undertaking graduate study at another institution and have permission to take course work at Averett for transfer to that institution;
- c. are studying for personal or professional enrichment;

Applicants seeking special status must supply the following information prior to being accepted on special status.

- an official transcript indicating that the applicant has received a baccalaureate degree from an accredited college or university
- a completed application form
- a non-refundable application fee of \$20
- a letter of permission from the appropriate official of the institution to which work is being transferred if the student is seeking transfer credit

A student on special status should consult the Graduate Program Advisor for information and guidance. These students may petition for a change of status to regular. Such a petition must be initiated through the Graduate Program Advisor. For the status to be changed, the student must meet all the admissions requirements for regular status. Work undertaken while on special status must meet the grade performance requirements, time limitations, and program design requirements if credit is to be included in a graduate degree program. In keeping with degree candidacy requirements (see Admission to Degree Candidacy), no more than twelve semester hours of study completed while on special status may be applied to a degree program. All work must be completed within the six-year time frame specified in the section on Degree Time Limit. If more than six semester hours of credit earned while on special status are to be applied to a degree at Averett University, the time limit for completing the degree (see Degree Time Limit) will be retroactive to the semester in which the third course was begun and will be calculated from that date.

EARLY ADMISSION FOR UNDERGRADUATE STUDENTS

An undergraduate student at Averett University who is in his/her final two semesters may enroll in a maximum of two graduate courses (6 hours) for graduate credit during her/his senior year. These courses may be applied toward the Master of Education degree if they are earned at Averett University within the time limit as specified in the section on Degree Time Limit.

Qualified undergraduate students are allowed to pursue a graduate program of study while working toward secondary teaching licensure in English, Biology, Chemistry, Mathematics, Health and Physical Education, Art, or History and Social Studies. During the senior year of the degree program, undergraduate students will be eligible to enroll in graduate courses in Education in their chosen content discipline. Students will complete the undergraduate requirements for a major with a teaching license in their chosen content discipline (except the Professional Education courses), and the requirements for the Masters Degree: Secondary Education Licensure degree program. Interested students should contact their academic advisors and the Graduate Program Advisor in Education.

ADMISSION TO DEGREE CANDIDACY

The graduate student who seeks the **Master of Education without teaching certification** must be admitted to degree candidacy in accordance with the following requirements.

The student must:

1. have completed a minimum of twelve semester hours of graduate study at Averett University, including two core courses.
2. be admitted to degree candidacy prior to the completion of eighteen semester hours of graduate work.
3. have a minimum grade-point average of 3.0 (on a 4.0 scale) in graduate study at Averett University.
4. submit a degree plan indicating all work which will be undertaken to complete the degree. This plan must be completed in consultation with the advisor.
5. have the endorsement of his/her advisor indicating that he/she is recommended for admission to degree candidacy.
6. have attained regular admission status.

The graduate student who seeks the **Master of Education with teaching certification** must be admitted to candidacy status in accordance with the following requirements:

The student must:

1. have completed a minimum of nine semester hours of graduate study at Averett University.
2. have a minimum grade point average of 3.0 (on 4.0 scale) in graduate study at Averett.
3. have attained regular admission status.
4. have the endorsement of his/her advisor indicating that he/she is recommended for admission to degree candidacy.

The documents required for admission to degree candidacy must be completed by the student and the Graduate Program Advisor. In the event the student's application is not approved, the student has the right of appeal to the Academic Policies Council. Arrangements for the appeal must be made through the Graduate Program Advisor. The action of the Academic Policies Council is final. If the requirements specified by the Academic Policies Council are not met, the student's program will be discontinued.

If the student has not met requirements to be admitted to degree candidacy upon the completion of 18 semester hours (including any transfer work), the student will be discontinued from the program. The only exception to this rule will be the student who is in the process of completing requirements specified by the Academic Policies Committee in order to gain acceptance to degree candidacy.

If a student is placed on academic probation after admission to degree candidacy, the student must satisfactorily complete a minimum of fifteen hours of graduate work after he/she has been removed from academic probation.

GRADUATE PROGRAMS IN EDUCATION

MASTER OF EDUCATION DEGREE WITHOUT TEACHING CERTIFICATION

Several areas of concentration are offered in the Master of Education without teaching certification degree program. Completion of the Reading Specialization (PK-12) concentration prepares one to be licensed as a Reading Specialist in the Commonwealth of Virginia. The Curriculum and Instruction concentration provides further study in the teaching-learning process for teachers who are currently licensed to teach at any level, PK-12. Both areas of concentration require thirty semester hours of work and a passing grade on the written comprehensive examination. The Special Education concentration with an emphasis in Learning Disabilities prepares one to be licensed as Learning Disabilities Specialist in the Commonwealth of Virginia (PK-12). This area of concentration requires thirty-nine semester hours of work and a passing grade on the written comprehensive examination. The Biology, English, and Mathematics concentrations require eighteen semester hours of graduate study in the content area and eighteen semester hours of work in Education. These degrees are accredited by the Virginia Department of Education.

PHILOSOPHY AND GOALS

Based upon the premise that the graduate student holds, or is immediately eligible to hold, a Virginia teaching license, or one from a reciprocal state, the non-licensure graduate education curriculum is designed for the classroom teacher to strengthen his/her understanding of the teaching-learning process. In an effort to provide a strong theoretical base, a core of courses that examine philosophical, psychological, and research-oriented issues is required of all students. Beyond that, courses in the areas of specialization are offered to enhance the student's knowledge in his/her chosen area of study. Therefore, this graduate program attempts to provide both theoretical and practical experiences for teachers who wish to become leaders in their profession.

In order to assume leadership positions, teachers must become competent in:

1. curriculum content, design, and implementation.
2. use of instructional strategies appropriate for the developmental level of students and appropriate for each curriculum area.
3. evaluation of instructional procedures and student progress.
4. development and utilization of a variety of materials (including appropriate technology).
5. understanding of the cognitive, emotional, physical and social development of the student.

GENERAL DEGREE REQUIREMENTS

Three options are available for the completion of the Master of Education without teaching certification degree. The candidate must select an option by the time twelve semester hours of study have been completed. Any change in degree options must be approved by the Graduate Program Advisor.

The degree options are as follows:

1. The student will complete the required number of courses for the chosen concentration area and pass a comprehensive examination when all required courses are completed. The comprehensive examination tests the understanding of information gained in both the core courses and the area of specialization.
2. The student with a concentration in Reading Specialization or Curriculum and Instruction may complete a minimum of twenty-four semester hours, write a thesis and satisfactorily complete a comprehensive examination. When this option is elected, the Graduate Program Advisor and the student will select two additional faculty members to serve as the thesis committee, which will be responsible for supervising the writing of the thesis. The student must be continuously enrolled in the thesis course (ED 594) from the beginning of thesis research until the thesis is completed and successfully defended. A minimum of six semester hours of credit must be earned for thesis research. (If the thesis is not completed, credit for the thesis course will not count toward the degree). Two bound copies of the thesis, indicating

the approval of the thesis committee, must be given to the Graduate Program Advisor on or before the last day of the semester or term in which the thesis is defended.

3. The student with a concentration in Reading Specialization or Curriculum and Instruction may complete a minimum of twenty-four or twenty-seven hours of course work and a three-semester or six-semester hour in-the-field project in the student's area of concentration. The student and his/her advisor must present a detailed plan for this project to the education faculty for approval. The student must enroll in the project course (Education 592) during the semester(s) or term(s) in which the project is undertaken. If the project is not completed, credit for the project course will not count toward the degree. The student must also complete and pass a comprehensive examination.

GRADUATION REQUIREMENTS

A student will be eligible to receive the Master of Education without teaching certification degree when the following requirements have been met.

The student must:

1. have completed the appropriate coursework including all required courses (and a project or thesis if chosen as an option).
2. have successfully completed the comprehensive examination.
3. have maintained a 3.0 grade point average throughout the program.
4. have no more than one C in the program and none in the area of concentration. (Grades lower than C are unacceptable.)
5. have filed an application for graduation with the University Registrar.
6. have settled all financial accounts with the Business Office.
7. have completed the program within six years.

Averett University holds two commencement exercises each year--at the end of spring semester and at the end of the fall semester. Students may select the graduation in which they wish to participate, but all degree requirements must be met prior to participation in either ceremony. Application deadlines will be strictly enforced and students bear the responsibility for applying, getting measured for caps and gowns, and meeting the graduation requirements by the deadline dates. Failure to meet deadlines will mean that the student must wait until the next graduation date. See www.averett.edu/academics/registrar/index.html for graduation information including deadlines.

All graduate students are expected to participate in the graduation exercises. If unusual circumstances prevent this, the student must request permission to graduate in absentia from the Dean of Arts and Sciences thirty days prior to graduation.

Averett currently also allows graduate students to have their degrees conferred in August. Students electing to have their degrees conferred at this time may participate in the December graduation ceremonies but will receive their diplomas in the mail or by picking them up in the Registrar's Office. See the August graduation application at the website listed above for details.

CURRICULUM OUTLINE:

MASTER OF EDUCATION WITHOUT TEACHING CERTIFICATION

Curriculum/Instruction, Reading Specialization, and Special Education Concentrations

CORE.....9

Required of all M.Ed. Candidates

D501, Research in Education.....	3
D502, Child and Adolescent Psychology.....	3
D504, Philosophy of Education	3

CURRICULUM AND INSTRUCTION CONCENTRATION	21
ED505, Curriculum Development	3
ED508, The Exceptional Student.....	3
ED552, Evaluation of Instructional Procedures.....	3
ED555, Models and Theories of Instructional Strategies I.....	3
ED556, Models and Theories of Instructional Strategies II.....	3
2 Electives.....	6
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	30

READING SPECIALIZATION CONCENTRATION.....	21
ED532, Language Development.....	3
ED534, Teaching Reading in the Content Area.....	3
ED540, Survey of Reading.....	3
ED542, Diagnosis and Prescriptions for Reading and Learning Difficulties.....	3
ED544, Practicum in Diagnosis and Prescriptions of Reading and Learning Difficulties..	3
ED546, Organization and Supervision of Reading Program Development.....	3
Elective.....	3
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	30

3

SPECIAL EDUCATION CONCENTRATION	
WITH AN EMPHASIS IN LEARNING DISABILITIES.....	30
ED508, The Exceptional Student.....	3
D532, Language Development.....	3
ED542, Diagnosis and Prescriptions for Reading and Learning Difficulties.....	3
ED562, Characteristics of the Learning Disabled.....	3
ED564, Behavior Management of Exceptional Students.....	3
ED566, Curriculum and Instruction for Students with Learning Disabilities.....	3
ED568, Psychoeducational Assessment.....	3
ED572, Collaboration in Special and General Education.....	2
ED573, Practicum in Special Education.....	1
ED574, Internship/Seminar in Special Education.....	6
TOTAL HOURS REQUIRED FOR M.ED DEGREE.....	39

SPECIAL EDUCATION FIELD EXPERIENCES

Prior to the Practicum and Internship, students enrolled in ED566, Curriculum and Instruction for Students with Learning Disabilities, will serve as a teaching assistant in an area school for 30 hours.

As a part of the requirements for ED 542, Diagnoses and Prescriptions for Reading and Learning Difficulties, the student will spend 15 hours assisting a special education teacher of learning disabled students and tutoring students in reading/language arts and the content areas.

Students enrolled in ED573, Practicum in Special Education, will receive 8 weeks of supervised experiences in public school setting while working with learning disabled populations in instructional settings. After completing the Practicum, students may enroll in ED574, Internship/Seminar in Learning Disabilities.

Students will spend seven weeks of the semester student teaching in either elementary or middle grades, and the remaining seven weeks at the secondary level. All internship placements will be in instructional settings for students with learning disabilities. A minimum of 150 hours will be in direct teaching activities. Each student will spend a minimum of 300 clock hours in practicum and internship experiences prior to being recommended for licensure.

**MATHEMATICS/BIOLOGY/SCIENCE/ENGLISH Concentrations
(Non-licensure)**

Core.....15-18

ED501, Research in Education	3
ED502, Child and Adolescent Psychology	3
ED504, Philosophy in Education or ED 507 History of U.S. Education	3
ED505, Curriculum Development	3
ED508, The Exceptional Student*	3
ED534, Teaching Reading in the Content Areas	3

*Not required for Biology or Mathematics

MATHEMATICS CONCENTRATION.....18

MTH501, Mathematical Logic and Proofs	3
MTH515, Real Variable Theory I.....	3
MTH516, Real Variable Theory II	3
MTH532, Technology in Mathematics Education.....	3

Electives (select two)

MTH512, Fundamentals of Modern Algebra.....	3
MTH521, Geometry.....	3
MTH523, Probability and Statistics.....	3
MTH525, Set Theory.....	3
MTH535, Topics in Mathematics	3

TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....33

BIOLOGY CONCENTRATION.....18

BIO516, General Taxonomy.....	4
BIO540, Biogeography	3
BIO542, Hereditary and Human Biology	3
BIO544, Ecology of Coastal Ecosystems	4,8
BIO571, 572, Community Ecology I, II	8
BIO590, Biological Research	3

TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....33

SCIENCE CONCENTRATION.....18
 Students must complete 18 semester hours in the following courses to include a minimum amount of 4 hours from each of the following three areas:

Biology

BIO516, General Taxonomy.....	4
BIO540, Biogeography	3
BIO542, Hereditary and Human Biology	3
BIO544, Ecology of Coastal Ecosystems	4
BIO571, 572, Community Ecology I, II	8
BIO 580, Biotechnology	3
BIO 581, Cell or Molecular Biology	3
BIO590, Biological Research	3
BIO598, Independent Research	(To be determined)

Chemistry	
CH501, Biochemistry	4
CH510, Advanced Organic Chemistry	3
CH515, Chemical Thermodynamics and Kinetics	3
CH517, Water Quality Assessment	4
CH530, Advanced Instrumental Analysis.....	4

Physical Sciences (Earth Science, Space Science, and Physics)	
PSC501, Advanced Physics	4

TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....36

ENGLISH CONCENTRATION.....18

Choose from the following courses:

ENG501, English Romantic Poetry and Prose.....	3
ENG502, Victorian Poetry and Prose	3
ENG505, Modern Literature	3
ENG506, Romantic Movement in American Literature	3
ENG514, Shakespeare	3
ENG517, Southern Literature	3
ENG521, Contemporary Literature.....	3
ENG522, Literature for Young Adults	3
ENG528, Teaching the Genres	3
ENG570, Children’s Literature.....	3

TOTAL HOURS FOR M.ED DEGREE36

MASTER OF EDUCATION WITH TEACHING CERTIFICATION

The Master of Education with Teaching Certification Program is designed for graduate students who wish to earn a teaching license while pursuing a master's degree. This degree will lead to a license for prospective teachers only in areas in which Averett currently offers licenses at the undergraduate level. Those areas are: grades PK-6, and the secondary subject areas of Art, Biology, Chemistry, English, History/Social Studies, Mathematics, Special Education - Learning Disabilities, and Health and Physical Education. Students seeking a teaching license in art, health and physical education, or special education will be licensed in grades PK-12.

Students should be advised that the State Board of Education may alter licensure processes and requirements, thus making changes in Averett's degree programs necessary. The University reserves the right to make such alterations in degree requirements as are necessary to insure graduates their eligibility for a teaching license.

PHILOSOPHY AND GOALS

The goals of the Masters Degree with Teaching Certification Program are compatible with the goals of the undergraduate teacher education program and with those of the Master of Education without Teaching Certification Program. These goals are outlined below.

1. To assist the candidate in developing a realistic philosophy of education, an understanding of the school in contemporary society, and an understanding of the evolution of education in this country.
2. To provide the candidate the opportunity to become knowledgeable in curriculum content and competent in curriculum design and implementation appropriate for the grade level and/or subject area in which the candidate plans to teach.
3. To assist the candidate in gaining a realistic conception of the role of the teacher, the student, and the subject matter in the teaching-learning process, with emphasis on the use of a variety of appropriate instructional strategies, including technology.
4. To assist the candidate in gaining an understanding of psychological growth and development, the process of human learning, and the dynamics of human interaction as they are related to the process of teaching.
5. To provide opportunities for the student to gain competency in the use of research in the classroom setting and in the use of that research in the evaluation of the teaching-learning process.

ACADEMIC AND DEGREE REGULATIONS

The Master of Education with Teaching Certification Degree Program requires the completion of a minimum of thirty-nine semester hours for students who wish to be licensed in grades PK-6. For students who wish to be licensed to teach a subject at the secondary level, the program requires a minimum of forty-two semester hours. In addition to the graduate courses listed in the Curriculum Outlines in this catalog, the student must present evidence that the following courses or other state/university requirements have been completed prior to being recommended for a teaching license.

ELEMENTARY GRADES PK-6:

In order to receive a Masters Degree with Teaching Certification in grades PK-6 from Averett University, students must have the following coursework or its equivalent in their undergraduate program.

- a. English - 12 semester hours - including English Grammar and Composition, Literature, Children's Literature, Communications/Speech,
- b. Arts and humanities – 6 hours
- c. Social Sciences - 15 semester hours - including Geography, United States History, Economics
- d. Natural Sciences and Mathematics - 24 semester hours - including Laboratory Science - 8 hours, Earth Science - 4 hours, Mathematics - 12 hours
- e. Health and Physical Fitness - 4 semester hours - including course equivalent to HTH 220, Health and Fitness in the 21st Century
- f. Computer/technology – 3 hours

SECONDARY GRADES 6-12 OR PK-12:

In order to receive a Master's Degree with Teaching Certification in grades 6-12 or PK-12, from Averett University, students must have the following coursework or its equivalent in their undergraduate program.

- a. Humanities - 12 semester hours - including English Grammar and Composition, Literature, Art, Music, Philosophy or foreign language, Communications/Speech course
- b. Social Science - 15 semester hours - including United States History
- c. Natural Sciences and Mathematics - 10 semester hours - including Laboratory Science - 4 hours, Mathematics - 3 hours (MTH 103 or higher), Earth Science - 3 hours
- d. School Health and Physical Fitness - 4 semester hours - including Health course and Fitness course

SPECIAL EDUCATION - LEARNING DISABILITIES PK-12

See the Graduate Education Advisor for information concerning this program.

UNDERGRADUATE Requirements for M.ED. with Teaching Certification
(Worksheets)

I. PK-6 ENDORSEMENT REQUIREMENTS

A degree in liberal arts and sciences or equivalent

Degree _____ Degree Date _____

Major _____ Institution _____

AND: Undergraduate coursework which covers the elementary education PK-6 endorsement competencies, including the following:

Course title/number	Hours	Grade
English: 12 Semester Hours (Must include composition, oral communication and literature)		
Composition _____	_____	_____
Oral Communication _____	_____	_____
Literature (recommend Children's Lit) _____	_____	_____
Mathematics: 12 Semester Hours (Recommend math for elementary teachers and computer science)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Science: 12 Semester Hours (Must include a lab science and Earth Science)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
History: 9 Semester Hours (Must include American history and world history)		
American History _____	_____	_____
World History _____	_____	_____
_____	_____	_____
Social Science: 6 Semester Hours (Must include geography and economics)		
Geography _____	_____	_____
Economics _____	_____	_____

Arts and Humanities: 6 Semester Hours

Computer/Technology: 3 Semester Hours

PRAXIS I Scores (Composite at least 532 required) _____

PRAXIS II Score (143 minimum) _____

VRA Score (235 minimum) _____

VCLA Score (470 minimum) _____

Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)

II. ART (PK-12 licensure) Undergraduate requirements

A degree in ART (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 36 semester hours in art including the following:

Course title/number	Hours	Grade
Two-dimensional media: 12 semester hours		

_____	_____	_____
_____	_____	_____

Three-dimensional media: 12 semester hours

_____	_____	_____
_____	_____	_____

History of art, aesthetics and criticism: 9 semester hours

_____	_____	_____
_____	_____	_____

Related area of art: 3 semester hours

_____	_____	_____
-------	-------	-------

Other preparation consistent with the state-required art competencies

_____	_____	_____
_____	_____	_____

Writing competency _____

PRAXIS I Scores (Composite at least 532 required) _____

PRAXIS II Score (159 minimum) _____

VCLA Score (470 minimum) _____

Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)

III. BIOLOGY (6-12 licensure) Undergraduate requirements

A degree in **BIOLOGY** (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 32 semester hours in biology including the following:

Course title/number	Hours	Grade
Genetics/molecular biology		
_____	_____	_____
Botany		
_____	_____	_____
Zoology		
_____	_____	_____
Anatomy/physiology		
_____	_____	_____
_____	_____	_____
Ecology		
_____	_____	_____
_____	_____	_____
Other preparation consistent with the state-required biology competencies		
_____	_____	_____
_____	_____	_____
Writing competency		
_____	_____	_____
PRAXIS I Scores (Composite at least 532 required)	_____	
PRAXIS II Score (155 minimum)	_____	
VCLA Score (470 minimum)	_____	
Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)		

IV. CHEMISTRY (6-12 licensure) Undergraduate requirements

A degree in CHEMISTRY (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 32 semester hours in chemistry including the following:

Course title/number	Hours	Grade
Inorganic Chemistry		
_____	_____	_____
_____	_____	_____
Organic Chemistry		
_____	_____	_____
_____	_____	_____
Physical Chemistry		
_____	_____	_____
_____	_____	_____
Analytical Chemistry		
_____	_____	_____
_____	_____	_____
Other preparation consistent with the state-required art competencies		
_____	_____	_____
Writing competency _____	_____	_____

PRAXIS I Scores (Composite at least 532 required) _____

PRAXIS II Score (153 minimum) _____

VCLA Score (470 minimum) _____

Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)

V. ENGLISH (6-12 licensure) Undergraduate requirements

A degree in ENGLISH (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 36 semester hours in English including the following:

Course title/number	Hours	Grade
---------------------	-------	-------

Literature: 15 Semester Hours

Survey British Lit _____	_____	_____
--------------------------	-------	-------

Survey American Lit _____	_____	_____
---------------------------	-------	-------

World Literature _____	_____	_____
------------------------	-------	-------

Ethnic/minority Lit _____	_____	_____
---------------------------	-------	-------

Literary theory/criticism _____	_____	_____
---------------------------------	-------	-------

Language: 6 Semester Hours

The development and nature of the English language, including some attention to:

Comparative English Grammar _____	_____	_____
-----------------------------------	-------	-------

Grammar/Writing integration _____	_____	_____
-----------------------------------	-------	-------

Composition: 6 Semester Hours

The teaching of writing, based on current knowledge and most effective practices, including use of technology for this purpose.

_____	_____	_____
-------	-------	-------

Must include an advanced composition course – expository and technical writing

Oral Language/Communication: 6 Semester Hours

(Speech, acting, film/media study course *may* apply)

The teaching of oral language in groups, as well as attention to oral language as used in both formal and informal presentation

_____	_____	_____
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_____	_____	_____
-------	-------	-------

Electives from areas listed above: 3 Semester Hours

_____	_____	_____
-------	-------	-------

PRAXIS I Scores (Composite at least 532 required) _____

PRAXIS II Score (172 minimum) _____

VCLA Score (470 minimum) _____

Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)

VI. HEALTH/PHYSICAL EDUCATION (PK-12 licensure) Undergraduate requirements

A degree in HEALTH/PHYSICAL EDUCATION (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 36 semester hours in health and physical education including the following:

Course title/number	Hours	Grade
Personal health and safety: 6 Semester Hours		

Human anatomy, physiology, and kinesiology: 12 Semester Hours

General health and physical education theory: 6 Semester Hours

Physical education methodology: 9 Semester Hours

Health methods: 6 Semester Hours

Health/physical education electives: 6 Semester Hours

Other preparation consistent with the state-required health/physical education competencies

Writing competency _____

PRAXIS I Scores (Composite at least 532 required) _____

PRAXIS II Score (151 minimum) _____

VCLA Score (470 minimum) _____

Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)

VII. HISTORY/SOCIAL SCIENCE (6-12 licensure) Undergraduate requirements

A degree in **HISTORY AND SOCIAL SCIENCE** (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 51 semester hours in coursework distributed in the following areas:

Course title/number	Hours	Grade
History: a major in history or 18 semester hours		
Must include American, Virginia, English, and world history		

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Political Science: a major in political science or 18 semester hours

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Geography: 9 Semester Hours

_____	_____	_____
_____	_____	_____
_____	_____	_____

Economics: 6 Semester Hours

_____	_____	_____
_____	_____	_____

Other preparation consistent with the state-required art competencies

_____	_____	_____
_____	_____	_____

Writing competency _____

PRAXIS I Scores (Composite at least 532 required) _____

PRAXIS II Score (153 minimum) _____

VCLA Score (470 minimum) _____

Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement)

VIII. MATHEMATICS (6-12 licensure) Undergraduate requirements

A degree in MATHEMATICS (with experiences in the topics listed below):

Degree _____ Degree Date _____

Major _____ Institution _____

OR: 36 semester hours in mathematics including the following:

Course title/number	Hours	Grade
Algebra, including linear and abstract algebra		
_____	_____	_____
Geometry, including Euclidean and non-Euclidean geometries		
_____	_____	_____
Analytic Geometry		
_____	_____	_____
Probability and statistics		
_____	_____	_____
Discrete mathematics, including properties of finite sets and systems and linear programming		
_____	_____	_____
Computer science, including computer programming		
_____	_____	_____
Calculus, including multivariable calculus		
_____	_____	_____
Other preparation consistent with the state-required art competencies		
_____	_____	_____
Writing competency _____	_____	_____
PRAXIS I Scores (Composite at least 532 required)	_____	
PRAXIS II Score (147 minimum)	_____	
VCLA Score (470 minimum)	_____	
Demonstration/Documentation of endorsement competencies (The program advisor may approve other means of demonstrating endorsement) _____		

GRADUATION REQUIREMENTS

A student will be eligible to receive the Master of Education with Teaching Certification degree when the following requirements have been met.

The student must:

1. have completed all requirements for the Master of Education with Teaching Certification degree as outlined in this catalog.
2. have successfully completed the written comprehensive examination.
3. maintain a 3.0 grade point average throughout the program.
4. have no more than one C in the program (grades lower than C are unacceptable)
5. meet the cut-off score for other assessments required by the State of Virginia for licensure.
6. have filed an application for graduation with the Office of Academic Records.
7. have settled all financial accounts with the Business Office.
8. have completed the program within six years.

Averett University holds two commencement exercises each year--at the end of spring semester and at the end of the fall semester. Students may select the graduation in which they wish to participate, but all degree requirements must be met prior to participation in either ceremony. Application deadlines will be strictly enforced and students bear the responsibility for applying, getting measured for caps and gowns, and meeting the graduation requirements by the deadline dates. Failure to meet deadlines will mean that the student must wait until the next graduation date. See www.averett.edu/academics/registrar/index.html for graduation information including deadlines.

All graduate students are expected to participate in the graduation exercises. If unusual circumstances prevent this, the student must request permission to graduate in absentia from the Dean of Arts and Sciences thirty days prior to graduation.

Averett currently also allows graduate students to have their degrees conferred in August. Students electing to have their degrees conferred at this time may participate in the December graduation ceremonies but will receive their diplomas in the mail or by picking them up in the Registrar's Office. See the August graduation application at the website listed above for details.

CURRICULUM OUTLINE

M.ED. with Licensure GRADES PK-6

CORE.....	12
ED501, Research in Education	3
ED502, Child and Adolescent Psychology	3
ED504, Philosophy of Education.....	3
ED508, The Exceptional Student.....	3
SPECIALIZATION REQUIREMENTS.....	27
ED505, Curriculum Development*	3
ED540, Survey of Reading	3
ED542, Diagnoses and Prescriptions of Reading and Learning Difficulties	3
ED555, Models and Theories of Instructional Strategies I	3
ED556, Models and Theories of Instructional Strategies II.....	3
ED588, Directed Teaching/Seminar in Grades PK-6.....	12
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	39

*Practicum included
**All PK-6 students must have the equivalent of ENG 470, Children's Literature

M.ED. with Licensure SECONDARY - GRADES 6-12 (ART and PHYSICAL EDUCATION are licensed PK-12)

CORE REQUIREMENTS.....	12
ED501, Research in Education	3
ED502, Child and Adolescent Psychology	3
ED504, Philosophy of Education.....	3
ED508, The Exceptional Student***.....	3
SPECIALIZATION REQUIREMENTS.....	30-39
ED506, Instruction in Secondary/PK-12 Education*	3
ED534, Teaching Reading in the Content Areas	3
ED575, Secondary School Curriculum	2
ED578, Teaching Assistant: Secondary Education*	1
ED589, Directed Teaching/Seminar in Secondary/PK-12 Education.....	12
Content Courses (see pages 28 -	9-18**

*Practicum Included
** Depending on Program
*** Not required for Mathematics or Biology

TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	42-51
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SPECIAL EDUCATION - LEARNING DISABILITIES PK-12

See the Graduate Education Advisor for information concerning this program.

CONTENT COURSES

ART (Select a minimum of 9 hours)

ART505, Non-Western Art.....	3
ART530, Advanced Sculpture.....	3
ART540, Advanced Graphics.....	3
ART562, Advanced Pottery.....	3
ART599, Special Studies.....	1-3

BIOLOGY (Select a minimum of 9 hours)

BIO516, General Taxonomy.....	4
BIO540, Biogeography.....	3
BIO542, Heredity and Human Biology.....	3
BIO544, Ecology of Coastal Ecosystems.....	4
BIO565, Independent Research.....	3
BIO571, 572 Community Ecology I, II.....	8
BIO580, Biotechnology.....	3
BIO581, Cell and Molecular Biology.....	3

CHEMISTRY (Select a minimum of 9 hours)

CH501, Biochemistry.....	4
CH502, Advanced Organic Chemistry.....	3
CH510, Atom and Molecular Structure.....	3
CH515, Chemical Thermodynamics and Kinetics.....	3
CH520, Advanced Instrumental Analysis.....	4

ENGLISH (Select a minimum of 9 hours)

ENG501, English Romantic Poetry and Prose.....	3
ENG502, Victorian Poetry and Prose.....	3
ENG505, Modern Literature.....	3
ENG506, Romantic Movement in American Literature.....	3
ENG514, Shakespeare.....	3
ENG517, Southern Literature.....	3
ENG521, Contemporary Literature.....	3
ENG522, Literature for Young Adults.....	3
ENG528, Teaching the Genres.....	3
ENG570, Children's Literature.....	3

HEALTH AND PHYSICAL EDUCATION (Select a minimum of 9 hours)

PE503, Physical Education Instructional Strategies.....	3
PE520, Concepts of Health and Fitness.....	3
PE565, Advanced Sport Psychology.....	3
PE599, Special Studies.....	3

HISTORY AND SOCIAL SCIENCE (Select a Minimum of 9 hours)

HIS505, 20 th Century Europe, 1914-1945.....	3
HIS506, 20 th Century Europe, Post War Divisions and Unions.....	3
HIS510, 20 th Century US History.....	3
HIS523, Early Modern Europe.....	3
HIS599, Special Studies.....	3

MATHEMATICS (Select a Minimum of 18 hours)

Required Courses

MTH501, Mathematical Logic and Proofs	3
MTH515, Real Variable Theory I.....	3
MTH516, Real Variable Theory II	3
MTH532, Technology in Mathematics Education.....	3

Electives (Choose 2)

MTH512, Fundamentals of Modern Algebra.....	3
MTH521, Geometry.....	3
MTH523, Probability and Statistics.....	3
MTH525, Set Theory.....	3
MTH535, Topics in Mathematics	3

FINANCIAL INFORMATION AND REGULATIONS

Tuition and Fees

The following fees are applicable to the graduate program:

Application fee (non-refundable):	\$20.00
Late application fees:	\$25.00
Auditing fee:	\$130.00 per semester hour
Graduation fee:	\$100.00
Late graduation application fee	\$ 25.00
Cap & Gown fee:	Check with Bookstore
Thesis binding fee:	To be determined at binding

* The deadline for application and registration is one month prior to the start of the class in which you wish to enroll. Students applying after this deadline will be charged a late fee.

Tuition information will be provided to the graduate student at the beginning of each academic year. The 2007-2008 regular tuition rate for graduate students is \$250.00 per semester hour.

Payment

All fees are payable at registration or upon the receipt of the bill. A graduate student who will receive tuition assistance from an employer, school system, business or government agency must present the official form, stating the amount of money he/she will receive and signed by the appropriate official, to the Education Program Administrative Assistant at the time of registration. With this written statement, the graduate student is responsible for paying the difference between the amount of tuition assistance and the cost of the course or courses. The student is responsible for the full amount in the event the employer does not pay the University.

Those students who do not receive any financial assistance will be responsible for paying in full all tuition costs at registration or upon the receipt of the bill. If a student's employer requires official notification of grades for reimbursement purposes, the student must make a written request for release of such grades with the Registrar.

The graduation fee is payable upon receipt of billing from the Business Office. All fees must be paid in order for the student to participate in commencement exercises and to receive the degree.

The thesis-binding fee is to be paid when the thesis copies are presented to the Graduate Program Advisor in final form to be bound.

All accounts with the University, such as tuition, fees, University Bookstore charges, library fees, etc. must be settled each semester or term. Grades will not be processed, registration for the following semester may not take place and transcripts will not be released until all accounts are settled.

Refund Policy

Regular Semesters

<u>Student Withdraws</u>	<u>Percent Refund</u>
• On the first day of classes	100%
• Weeks 1 and 2 (days 2-8)	90%
• Weeks 3 and 4 (days 9-19)	50%
• Weeks 4, 5, 6, 7 and 8 (days 20-39)	25%
• Weeks 9 through end of semester	0%

* The definition of a week for federal purposes is if a class begins during that week it is considered week one. A seven-day period is not a week for federal purposes.

Summer Terms

<u>Student Withdraws</u>	<u>Percent Refund</u>
• First day of classes	90%
• Remainder of first week	80%
• Second week	50%
• Third and fourth week	0%

For class schedules other than those outlined above, a comparable prorated amount will be made.

Financial Aid

Funds are available for financial aid to graduate students who are U.S. citizens and who enroll in a minimum of 6 hours per term through the college work-study program and through the National Direct Student Loan program. Graduate students who are legal residents of Virginia and who are enrolled for at least nine semester hours each semester are eligible for the Virginia Tuition Assistance Grant. Students interested in financial aid should contact the Director of Financial Aid.

STUDENT LIFE

Statement of Graduate Student Responsibility

All students admitted to the program of graduate studies at Averett University are expected to know and follow all regulations and policies that apply to graduate students.

The Code of Honor

One mark of an educated individual is personal integrity. The members of the Averett University community are committed to a code of behavior that may be found in the Student Handbook. A student is thus pledged to academic honesty. As academic honesty is considered to be the foundation of the educational enterprise, any form of cheating or plagiarism is considered to be an affront to the entire University community and may result in suspension from the University. Students should study carefully the definitions of cheating and plagiarism.

1. Cheating

Includes the following behaviors:

- a. Copying another student's answers while completing any class assignment or during in-class and take-home examinations.
- b. Using notes, books, or any unauthorized aids during an examination.
- c. Discussing answers during an examination.
- d. Submitting another student's work as one's own.
- e. Stealing another's work.

2. Plagiarism

Submitting a paper in which the language, ideas, or thoughts are identical to published or unpublished material from another source without correctly giving credit to that source.

Motor Vehicles

All motor vehicles must be registered with the Director of Security, and an Averett University registration decal must be displayed on the car any time the car is parked on the campus. Students should park only in the hard-surfaced areas that have been designated as student parking. Parking is prohibited on the lawns and curbside areas marked PARKING BY PERMIT ONLY (these are not Averett parking sites). A specific area is designated as Faculty Parking. Cars other than those registered as faculty will be towed at the owner's expense and/or the owner will be fined. The University may exercise the right to tow vehicles, at the owner's expense, in cases of extended violation of parking regulations, in any case in which emergency lanes or service entrances are blocked, or in cases when vehicles are not registered with the University.

Student Records: Policies and Procedures

The Family Educational Rights and Privacy Act of 1974 was designed to insure the confidentiality of student educational records and to provide students with access to those records and opportunities to correct errors within the records.

Definitions

For the purposes of this policy, Averett has used the following definitions of terms:

Student: Any person who attends or has attended Averett University.

Educational Record: Any record (in handwriting, print, tapes, film, or other medium) maintained by the University or an agent of the University that is directly related to a student, **except:**

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
3. Records maintained by the University Security Department, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction, and the Department does not have access to educational records maintained by the University.
4. Alumni records which contain information about a student after he or she is no longer in attendance at the University and the records do not relate to the person as a student.

Disclosure of Education Records

Averett University seeks to abide by the intent and regulations of the Family Educational Rights and Privacy Act (FERPA). The University will not provide access to nor disclose any information from students' records to persons outside of the institution without the written consent of students except

- to parents of a dependent student as defined by Section 152 of the Internal Revenue Code,
- authorized representatives of federal and state agencies to whom disclosure is required by FERPA,
- persons or organizations providing financial aid to the student, accrediting functions, organizations conducting research which is covered by FERPA,
- persons in compliance with the judicial order or to appropriate parties in a health and safety emergency. These exemptions are allowed under FERPA.

Within the Averett University community, members of the administration faculty, and staff who are concerned individually or collectively with furthering the student's educational program are allowed access to student's educational reports. These individuals include but are not limited to personnel in the offices of the Registrar, Admissions, Business and Accounts, the Counseling Center, the Dean of Student Development, Financial Aid, the President, the Dean of Arts and Sciences, members of the Judicial Boards, and Faculty (because of advising or instructional needs).

Directory Information

The University reserves the right to provide directory information in accordance with the provisions of FERPA. Averett University considers directory information to include the student's name, address, and telephone number (only to authorized individuals), dates of attendance, academic classification, previous institutions attended, major field of study, awards, honors, degrees conferred including dates, past and present participation in officially recognized activities and sports, birth date and place of birth. Students may request that directory information be withheld. Such requests must be in writing and filed with the Registrar's Office within the first two weeks after the first day of classes. *These requests must be renewed annually.*

Procedure to Inspect Educational Records

If a student wishes to review an educational record, he/she must make written request to the appropriate office listing the item or items to be reviewed. Only those records that are covered by FERPA will be made available to the student. Such access will be provided within 30 days of the request.

Types, Locations, and Custodians of Educational Records

Student records are maintained in: the Registrar's Office (transcripts, admissions application, etc.), Dean of Students' Office (student conduct and health forms), Financial Aid Office (financial aid forms), Career Services (at student's request - placement information), and Business Office. These offices may be contacted by writing: the Dean of Arts and Sciences, the Dean of Students, the Dean of Financial Assistance, the Director of Career Services, or the Vice President for Administration and Finance, respectively. All letters should be addressed to the specific office, Averett University, 420 West Main Street, Danville, VA 24541.

Copies of Records and Refusal to Provide Copies

Students may have copies made of their records upon payment of standard copying fees. Copies, however, are not available if the student has an unpaid financial obligation to the University. In addition, Praxis reports and copies of transcripts from institutions other than Averett may not be re-copied for the student. A student may have health records reviewed by a physician of his/her choice.

Right of College to Refuse Access

Students may not inspect and review the following documents which are specified by FERPA: financial information provided by parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to

which the right of inspection and review has been waived, education records which contain information about more than one student (in this event, the student may have access only to that part of the record which pertains to him/her). Confidential letters and recommendations placed in the file prior to January 1, 1975, if those letters were collected under the College's policy of confidentiality, are also excluded from review.

Correction of Educational Records

Under FERPA, students have the right to inspect and review information contained in their educational records and to challenge the contents of those records if they consider those contents to be inaccurate, misleading, or otherwise in violation of their privacy rights.

If a student wishes to challenge the information in the educational record, he/she may discuss this informally with the supervisor of the appropriate office. If the supervisor judges the student's protest to be valid, the records will be amended. If an adverse decision is made, however, the student should be so notified in writing and will be informed by the supervisor of a right to a formal hearing. The student then may file a written request for a formal hearing identifying the part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of his or her privacy or other rights. This request is to be filed with the Dean of Arts and Sciences who will, within a two-week period, inform the student of date, time, and place of the hearing. The President of the University will name the members of the hearing panel. The student may present evidence relative to the issue in question and may be assisted or represented at the hearing by one or more persons of his/her choice, including an attorney at the student's expense. The decision of the hearing panel is final and will be based solely on evidence presented at the hearing. A written statement summarizing the evidence and stating the reasons for the decision of the panel will be presented to all parties concerned and will become a part of the student's record. Should the panel decide in favor of the student, the educational records will be corrected or amended in accordance with the decision of the panel. In the event of an unfavorable decision, the student has the right to place with his educational record a statement commenting on the information in the record. That statement will become a part of the educational record for as long as the record is held by the University and will be released to any authorized party at the time the record is released. Furthermore, if students feel that the response to their challenges has been unfair or that the provisions of FERPA have not been met, they may file complaints with the

Family Policy Compliance Office, U.S. Department of Education
600 Independence Avenue, SW, Washington, DC 20202-4605

Annual Notification

It is the policy of Averett University to notify students and parents of their rights under the Family Educational Rights and Privacy Act by notification in the Students Handbook or by mail. Revisions and clarifications of this policy will be published as warranted by experience with the law and the University policy.

Counseling Center

Occasionally, all persons encounter situations that make them uncomfortable. At times like this, it is often helpful to supplement usual decision-making inputs (instincts, advice from friends, etc.) by discussing the area of concern with a trained counselor. Personal counseling at Averett is conducted in a non-judgmental manner and is confidential.

The Director of Counseling is prepared to aid students faced with a variety of concerns including, but not limited to, family problems, sexual questions, eating disorders, roommate difficulties, loneliness, alcohol and drug concerns, study skills, and lack of self-confidence. If necessary, referrals may be made to a psychiatrist in the community for further assistance.

Career Planning and Placement

Career Services offers students in the Graduate Program a full range of career related services including assistance with resumes, cover letters and portfolios, and with job searches. Services can be provided on-line as well as in the Gregory Career Center at the Averett University Student Center.

ACADEMIC AND DEGREE REGULATIONS

Academic Performance

The graduate student is expected to maintain a minimum grade point average of 3.0 (on a 4.0 scale) on all graduate work. The grade point average is computed by dividing the quality points earned by the hours attempted, exclusive of the grades P, I, and WP. Quality points are earned according to the following scale: A= 4, B= 3, C= 2, D= 1, and WF/F= 0.

No more than one course with grade of C may be on the student's record. If a student receives a second grade of C or any lower grade in his/her graduate courses, the student must meet with the Graduate Program Advisor to discuss continuation in the graduate program.

Academic Probation, Discontinuance and Readmission

Whenever a student's cumulative graduate grade point average falls below the 3.0 level, the student will be placed on academic probation. The student must achieve a grade point average of 3.0 within the next six semester hours (two three-hour courses) of enrollment or face dismissal from the program. If the student's grade point average falls below acceptable levels for a second time, discontinuance will be automatic. A student whose program is discontinued for academic reasons will not be readmitted on any status for a period of one year. After one year, the student may seek readmission on provisional status only. If the student is admitted on provisional status, the status will remain in effect for six semester hours. If work during this time is acceptable, the student may apply for regular admission. Work completed on special status after discontinuance may not be applied to a graduate degree at Averett. Work completed at another institution during this period of discontinuance may not be applied to a degree at Averett. If the readmitted student's grade point average again becomes unacceptable, he/she will be discontinued by action of the Academic Policies Council and will not be readmitted to graduate study at Averett University.

Grading System

Final semester or term grades will be posted on IQ Web.

The faculty, according to the interpretations outlined below, will award the following grades:

- A grade of A indicates excellent performance at the graduate level.
- A grade of B indicates the expected level of performance at the graduate level.
- A grade of C indicates that the work was acceptable but that the level of performance was not that expected of graduate students.
- A grade of D indicates an unacceptable level of performance.
- A grade of F indicates an unacceptable level of performance.

- A grade of WP indicates the student withdrew from the course in good academic standing.
- A grade of WF indicates the student withdrew from the course in poor academic standing.
- A grade of I indicates that the work in the course was not completed at the end of the semester or term. This grade must be changed by the last day of the next academic term or the grade for the course will become an F. Incompletes given during the spring semester will be held over until the following fall. The grade of I is awarded only under rare and extreme circumstances.

Repeating Graduate Courses

In the event a grade lower than B is awarded in a graduate course, the student may elect to repeat the course. The course may be repeated only once and the second grade will be final. Repeating a course eliminates both the grade and the hours attempted for the first course in calculating the grade point average, but will remain on the permanent record. A maximum of two courses may be repeated.

Degree Time Limit

Council may grant a one-year extension under unusual circumstances. Petition for an extension must be filed with the Graduate Program Advisor. The student must complete the degree in six years from the date of original admission to the graduate program (either regular or provisional status). The Academic Policies extension should be addressed to the Graduate Program Advisor. If the student's program is not completed after the year of extension, the student's program will be discontinued.

If more than six semester hours of credit earned while on special status admission are to be applied to a degree at Averett University, the time limit for completing the degree shall be retroactive to the semester in which the third course was begun and shall be calculated from that date.

Student Load

A maximum academic load for students employed on a full-time basis is considered to be two courses (six semester hours) each regular semester. Any student who is employed full-time and who wishes to take additional courses each semester must have the approval of the Graduate Program Advisor.

To be classified as a full-time student at the graduate level, the student must be registered for at least nine semester hours during a regular semester. A student who is registered for three semester hours during the summer sessions is considered to be full-time.

Retention of Active Status

A student admitted on regular status or provisional status must complete a minimum of two courses each academic year (September 1 through August 31) to retain active status. If a student is admitted after the beginning of the spring semester of an academic year, this regulation will become applicable at the beginning of the following of the academic year. If this regulation is not met, the student must reapply for the program.

A student admitted on special status must complete one course in every two academic years to retain that status. This regulation becomes effective when the student is admitted to special status. If this regulation is not met, the student's admission will be discontinued.

If the student's status, whether regular, provisional or special, is discontinued because the student has failed to maintain an active status, the student must apply for readmission. All policies and degree requirements in effect at the time of readmission must be met.

Leaves of Absence

Graduate students on regular status may petition for a leave of absence. The petition must be presented to the Graduate Education Program Advisor. If endorsed by the Graduate Education Program Advisor, the petition will be forwarded to the Academic Policies Council for action.

Only one such leave may be granted and the maximum time for a leave of absence will be one year. A leave of absence approved by the Academic Policies Council will allow the student to maintain his or her admission status or admission to degree candidacy, but the leave will not extend the time limit for completion of the degree. Such leaves should only be requested under unusual circumstances.

Comprehensive Examinations

All graduate students must take a written comprehensive examination prior to receiving the Master of Education degree, both with and without licensure. Students must successfully complete 24 semester hours of graduate study, including all core courses, before applying to take the examination.

The comprehensive examinations for the candidates for both tracks of the Master of Education degree will be given several times during each academic year. Specific dates will be set each semester by the Graduate Program Advisor. The student must make written application eight weeks prior to the intended examination date. Forms may be obtained from the Education Program Administrative Assistant and must be signed by the Graduate Program Advisor.

The examination will be evaluated by a panel of graduate faculty members. The Graduate Program Advisor will notify the student in writing of the results of the examination within approximately two weeks after the examination has taken place.

The scheduled dates, times and locations for the written comprehensive examinations will be posted and students should check with the Graduate Education Program Advisor or the Education Program Administrative Assistant for dates and times.

Re-examination

If the student should fail the comprehensive examination, additional study may be required before the student is allowed to retake the examination. **The reexamination must take place before the end of the next full semester.** Failure on the second examination will result in discontinuance from the program. The student has the right to appeal this decision to the Academic Policies Council.

Registration

A schedule of graduate course offerings is available in advance of the opening of each semester or term. Graduate course schedules are available on the Averett University website. Registration may be completed either by mail, e-mail, IQ Web, or in person in the office of the Graduate Program Advisor. In any of these cases, the Graduate Program Advisor must have signed the registration form or approved the IQ Web schedule in order for registration to be completed. It is the responsibility of each graduate student to have a registration conference with the Graduate Program Advisor before registering for classes. Registration not completed on or before the registration day specified on the graduate course schedule will be considered a late registration. The student who registers after the deadline will be subject to a late registration fee. Registration will not be permitted after the published last day to add a class. Tuition and fees are due and payable at the time of registration or upon receipt of the bill. Any arrangements for deferred payments must be made with the Business Office. **Students are not to attend a class until registration has been completed.**

Independent Study

Independent study in the graduate program may be approved, but only under unusual circumstances. An application for such study must be obtained from the Graduate Program Advisor and must be completed in consultation with the student's advisor, the Dean of Arts and Sciences, and the course instructor. The application must state the reasons for the request and the specific course to be undertaken and then returned to the Graduate Program Advisor for approval. The approval process must take place prior to registration for the independent study.

Change in Area of Concentration

Upon admission, the student will be assigned to the area of concentration indicated by the application. If the student decides to change the area of concentration, he/she must make such a request with the Graduate Program Advisor and then fill out the necessary paperwork.

Transfer Credit

Transfer of credit for graduate course work completed at another institution will be considered only after a student has earned a minimum of twelve semester hours at Averett University. All transfer credits must have been earned in an accredited graduate program, must parallel the curriculum at Averett and must carry a grade of B or higher. A maximum of six semester hours will be accepted toward the Master of Education degree. Responsibility for furnishing verification of information on transfer credits lies with the student. All work toward the degree must be completed within six years (including transfer credit).

Graduate Schedule Change Policy

The University reserves the right to adjust the schedule of graduate course offerings after the publication of the official schedule, but such changes will be undertaken only when absolutely necessary. Notification of such changes will be made to all affected students and, if a class is canceled after registration, a full refund of applicable tuition and fees will be made unless the student elects to register for another course. The student should contact the Graduate Program Advisor to effect any changes necessitated by an official schedule change.

Minimum Enrollment Policy

A graduate course with an enrollment of fewer than six graduate students is subject to cancellation by the University. Students who may be auditing the course are not included in the calculation. In the event of the cancellation of any course for insufficient enrollment, the graduate student will be allowed to take another course with approval from his/her advisor. In the event that the student does not enroll in another course, refund of all applicable tuition and fees will be made immediately. This regulation applies also to those auditing a canceled course.

Academic Standards and Integrity

Appeal Process

In the absence of compelling reasons, such as an error, the grade determined by the instructor of record is to be considered final. A student who believes an appropriate grade has not been assigned should follow the procedures described below to appeal the grade. The student must initiate the appeal during the semester immediately following the receipt of the grade in question.

1. Discuss the matter with the professor involved.
2. If the student does not receive satisfaction in dealing with the professor or feels too uncomfortable dealing with the professor directly, he/she should file a written complaint with the Graduate Program Advisor.
3. If the Graduate Program Advisor decides to rule on the issue, the investigation and resolution shall take place within 30 days after the written complaint has been received. The student will be notified of the decision in writing.
4. If, after consulting with the Graduate Program Advisor, the student still feels that he/she has been dealt with unsatisfactorily or inequitably, she/he may submit a written appeal concerning a decision relating to the graduate program to the Academic Policies Council through the Graduate Program Advisor.
5. The Academic Policies Council will study the issue and make recommendations for action to the Graduate Program Advisor.
6. The student, professor, Graduate Program Advisor, and Academic Policies Council shall be instructed that all information and procedures regarding the investigation of the appeal should be kept confidential.
7. Any decision of the Academic Policies Council may be appealed to the Dean of Arts and Sciences, whose decision shall be final.

Faculty Accessibility

The instructional week for the undergraduate program normally is Monday through Friday; graduate classes are usually taught in the evenings Monday through Thursday. In order to ensure that students will have access to faculty outside of class, each faculty member must establish office hours when students may be seen without a formal appointment. A minimum of eight (8) hours per week should be scheduled and posted, with availability spread throughout the week. In addition, faculty should be available to meet students by appointment.

Part-time and adjunct faculty must be available to students for questions and discussions related to the course. The Graduate Education Program Advisor will make arrangements for adjunct faculty in the graduate program to meet with students prior to class or at other times, as needed.

COURSE DESCRIPTIONS

ART

ART505 Non-Western Art (3)

A survey of the painting, sculpture and architecture of the Far East, Pre-Columbian South and Central America, and tribal Africa.

ART530 Advanced Sculpture (3)

A detailed study of sculptural processes exploring complicated techniques and greater scale. Six studio hours each week. May be repeated for a maximum of 6 semester hours of credit.

ART540 Advanced Graphics (3)

A detailed study in graphics with a concentration in one specific print medium. Includes presentation of finished work and auditioning of prints. Six studio hours each week.

ART562 Advanced Pottery (3)

A detailed study of pottery production methods, glaze mixing, and kiln and shop management. Six studio hours each week. May be repeated for a maximum of 6 semester hours of credit.

ART599 Special Studies (1-3)

Special Studies will be offered to the student in Drawing, Painting, Crafts, and/or Art Education. Offered on demand.

BIOLOGY

BIO516 General Taxonomy (4)

A study of the principles of taxonomy and nomenclature and the use of taxonomic keys to identify the various species of the various divisions of the plant kingdom and the phyla of the animal kingdom. The proper identification of species is absolutely necessary in any environmental study.

BIO540 Biogeography (3)

The study of the influence of climate and soils on the worldwide distribution of vegetation and fauna. Classification schemes for biotic regions will be considered along with historical factors, such as continental drift, the ice ages, migrations, barriers and limits to distribution of species. Major emphasis will be placed on biomes, with some consideration of floristic and faunal regions. Offered on demand.

BIO542 Heredity and Human Biology (3)

The study of genes and the phenotypic expression of traits in humans, including normal traits and heredity abnormalities and diseases. Offered on demand.

BIO544 Ecology of Coastal Ecosystems (4)

The study of interrelationships of the various species of plants and animals of the salt marshes, barrier islands, tidal creeks and intertidal zones on the sea and bay side of the Eastern Shore of Virginia. The identification, population dynamics, and niches of various species of organisms are covered using a variety of methods including their relationships to their physical environment such as salinity, temperature and tidal action. Offered on demand.

BIO 565 Independent Research (hrs. to be arranged)

This course allows a student to design and implement a research project under the direction of a biology faculty member. Credit awarded will be dependent on the scope of the project and the time required for its completion and will be decided upon by the Biology faculty. Interested students should see the chair of the Biology department for details. Special fees may apply. Offered on demand.

BIO571, 572 Community Ecology I, II (4-8)

This course will present a comprehensive introduction to the diverse terrestrial, aquatic, wetland, and intertidal communities of coastal Maine. Lectures, field trips, and lab studies will help students to compare and contrast the biota of these communities and to develop a deeper understanding of how environmental factors affect these communities. Community structure, biodiversity, and physiochemical environments of communities will be examined in detail. Biotas will be identified by using taxonomic keys. Environmental factors will be measured by using a variety of equipment and methods.

BIO 580 Biotechnology (3)

This course explores the theories, mechanics, applications and problems associated with modern biotechnology. Students will explore the general theories and techniques used in this field, including gaining hands-on experience with general procedures common to genetic manipulation. Students will also discuss applications of this powerful discipline including practical, legal and ethical issues that surround some of these methods. Additional fees apply. Offered on demand.

BIO 581 Cell and Molecular Biology (3)

This course offers an in-depth study of the structure and function of the eukaryotic cell. Topics covered will include the use of genetic information, the production of energy, membrane structure, cell transport, cell signaling, cell division, cell movement and cell-cell interaction. Techniques of cell study and current applications of cell biology research will also be discussed. Offered on demand.

CHEMISTRY

- CH501 Biochemistry (4)
A study of the relationship between biology and organic chemistry. Topics include biomolecules (synthesis, structure, and function), intermediary metabolism, and the function of cell components. Laboratory work will accompany lecture.
- CH502 Advanced Organic Chemistry (3)
The study of structure and mechanism of reaction of organic compounds. Offered on demand.
- CH510 Atom and Molecular Structure (3)
Introduction of quantum theory, bonding principles and atomic and molecular spectroscopy. Offered on demand.
- CH515 Chemical Thermodynamics and Kinetics (3)
The fundamentals of thermodynamics and statistical method are employed to build relationships between microscopic and macroscopic properties of the thermodynamic functions. Energy flow within molecules and the details of chemical reactions will be explored. Offered on demand.
- CH520 Advanced Instrumental Analysis (4)
Advanced study of instrumentation, principles and laboratory methods including chromatographic methods of gas phase, liquid phase, thin layer and/or column methods. Spectroscopic methods and Electrometric methods will be used. Offered on demand.

EDUCATION

- ED501 Research in Education (3)
An introduction to the fundamental methods, procedures, and materials of educational research. Emphasis will be placed on the basic designs, interpretation and recording of the information, and on the critical consumerism of research in education.
- ED502 Adolescent and Child Psychology (3)
A study of the basic concepts of the physical, mental, and personality development of the student from early childhood through adolescence. Special attention will be given to the continuous transaction between the child's biological organism and social-physical environment.
- ED504 Philosophy of Education (3)
An examination and evaluation of varying philosophies and their influence on education. The student will have the opportunity to clarify his/her position concerning basic philosophical issues in education.
- ED505 Curriculum Development (3)
A study of the principles and processes that govern curriculum planning. Students will examine sociological, philosophical, psychological, and research foundations which impact curriculum development. Special emphasis will be given to the role of the professional staff in the process of curriculum development and evaluation. Students in the MAT program will complete forty hours of practicum as part of the requirements for this course.
- ED506 Instruction in Secondary 6-12/PK-12 Education (3)
A course designed to deal with instructional methods and with procedures for classroom room management appropriate for teaching in grades 6-12 and in certain PK-12 programs. This course is part of the student's professional semester. Course assignments and class demonstrations will be tied closely to the specific classes and topics to be taught during the student teaching block. This course may be taken the same semester as ED589.

ED507 History of U.S. Education (3)
Ever since people crossed the Bering Land Bridge, North American has had a unique educational experience. At first, American education was an oral tradition. Once Europeans arrived, education became a more formalized process. This course will allow the student to examine the evolution of the American educational system from the oral tradition to today's federal legislations. Students will look at the different eras in American education and evaluate how social and philosophical trends have influenced the changing goals of the American education system today.

ED508 The Exceptional Student (3)
The overview of special education and study of theories, characteristics, and needs of exceptional students. Attention will be given to the historical background and legal aspects of special education, general practices for instructional programming and individual program evaluation.

ED509 Instruction via Digital Media (3)
Most students in today's schools are technologically savvy. In order to teach these students, educators must find methods of instruction that capture their students' attention. Media, the computer, and television can all be used to do just that: capture students' attention and motivate them to learn. This course is designed to aid the teacher in creating course materials that can be presented by computer and video. By using Microsoft PowerPoint, Movie Maker, Producer, and Apple's iMovie, students in this course will create presentations that will include a variety of images and will be presented in a number of different formats.

ED511 Curriculum Design in Early Childhood Education (3)
An in-depth study of curriculum content, instructional strategies, and materials which are appropriate to use with students in kindergarten through grade four.

ED532 Language Development (3)
This course will involve exploring theories of how children learn language. Special attention will be given to promoting creative thinking and expression when instruction children of all ability levels. Educators will study effective strategies for facilitating the learning of Standard English by speakers of other languages and dialects as well as understanding the unique needs of students with language differences. Practical application of research information in the school setting will be stressed in various assignments and study.

ED534 Teaching Reading in the Content Areas (3)
The course provides for study and application of literacy to teach all content area courses across the curriculum when applying Virginia Standards of Learning. Topics include development of study and independent reading habits, reading comprehension, vocabulary, written expression, motivation, attitude and self-assessment. Classes will include flexible skill groupings of learners including gifted and talented and those with special needs to accelerate or remediate instruction according to student needs. Technology will be addressed in class discussions and various class activities and assignments. A 10-hour field placement will be required for students not currently working in the classroom.

ED540 Survey of Reading (3)
A study of the development and techniques of the major approaches to the teaching of reading. The student will develop planning strategies for reading at any level and will examine skills, methods, and materials which are appropriate for each reading approach.

ED542 Diagnoses and Prescriptions for Reading and Learning Difficulties (3)
This course is designed for a classroom-reading teacher, a reading specialist, or a special education teacher specializing the area of learning disabilities. The course focuses on planning and organizing, according to eligibility screening, pre-referrals and referrals for the administration and interpretation of a battery of assessments. A variety of formal and informal procedures are studied to help the teacher assess students reading and language preparedness. A variety of instructional strategies are studied; strategies that are appropriate for a wide range of learners and those with a variety of language difficulties. Based on assessment results, teachers write IEP's that include instructional plans for explicit instruction in assessed areas. Field experiences are included for students in the Masters of Education with Teaching Certification, the Masters of Education in Special Education and the Masters of Education for Reading Specialization programs. Prerequisites: ED540 or ED534. For students in the Masters of Education with Teaching Certification program: Acceptance to candidacy status.

ED544 Practicum in Diagnosis and Prescriptions of Reading Difficulties (3)
This is an advanced graduate course to be taken in preparation for the reading specialist program. Formal and informal, and formative and summative assessments will be required in reading and language arts. Educators will interpret assessment results, plan and provide appropriate instruction for two (2) age levels of students-elementary (PK-6 grades) and secondary (grades 6-12) including current practices and materials in remedial strategies. Areas of language proficiency such as the oral language, skills of speaking and listening, especially for working with children of other languages and dialects, and learning Standard English are emphasized. Students, while tutoring, will utilize creative writing projects to foster an appreciation of writing system knowledge and an awareness of its benefits in other academic areas. Students conduct in-depth diagnostic and remedial research and provide professional education in conducting a workshop involving parents, teachers, administrators, and community members on the role of the family in literacy development. Prerequisites: ED540 or ED534 and ED542.

ED546 Organization and Supervision of Reading Program Development (3)
Students will be able to analyze and develop their own organization and supervision skills and styles in management for reading programs utilizing current methods, materials and technology in the classrooms, schools, and school systems. Students will develop their abilities to instruct and advise teachers in the skills necessary to differentiate reading instruction for all levels of students. Class assignments will give students opportunities to demonstrate effective skills for communicating with a range of constituents. A practicum/field experience is included in the course assignments. Prerequisites: ED540, ED542, and ED544. (May be taken simultaneously with ED544.)

ED552 Evaluation of Instructional Procedures (3)
This course is designed to provide an examination of the role of evaluation in teaching and learning in an educational setting. Students will explore current theories, research and practices in both teaching and evaluation and will give special attention to the relationship between teaching and evaluation in providing optimum educational opportunities for students.

ED555 Models and Theories of Instructional Strategies I (3)
An exploration of the theories underlying instructional strategies appropriate for use in the classroom. Students will examine theories of learning and models of teaching that relate to those theories. Teaching strategies that have proven successful in a variety of disciplines and with students at various grade levels will be studied.

ED556 Models and Theories of Instructional Strategies II (3)
A continuation of the topics begun in ED555. Students will discover ways of implementing appropriate models of teaching strategies at their respective grade levels and in various disciplines. Special attention will be given to ways of interrelating curriculum areas in the instructional process.

- ED562 Characteristics of the Student with Learning Disabilities (3)
Theories, characteristics and needs of students with specific learning disabilities are studied from an interdisciplinary perspective. The course provides a comprehensive view of research of the study of learning disabilities, criteria and diagnostic techniques for identification, and appropriate intervention.
- ED564 Behavior Management of Exceptional Students (3)
This course will include study of behavior management techniques, remedial intervention and the development of appropriate social behavior in the school, home, and community setting. Attention will be given to the application of techniques based upon behavioral, affective, and cognitive theories.
- ED566 Curriculum and Instruction for Students with Learning Disabilities (3)
A course which focuses on procedures for developing and evaluating instructional programming for individuals with specific learning disabilities. Study of curricular models, methods of adapting curriculum, materials and instructional strategies to facilitate the placement of these students into a continuum of services will be emphasized. Field experiences are included.
- ED568 Psychoeducational Assessment (3)
A course emphasizing the study of educational diagnosis and assessment of students using individual and group standardized tests, criterion referenced measures, curriculum based assessments, and informal observation techniques. Consideration is given to the administration and interpretation of assessment measures, and the practical application of test information in programming for students suspected of having a specific learning disability.
- ED572 Collaboration in Special and General Education (2)
A course designed to assist teachers and other personnel to develop consultative/collaborative skills to communicate effectively with students, parents and professionals. This course is designed to be taken concurrently with ED573, Practicum in Special Education. Prerequisite: Student must complete 23 semester hours of specialization coursework before enrolling.
- ED573 Practicum in Special Education (1)
A course designed to provide seminar and introductory field experiences in special education. Students will receive 8 weeks of supervised experience while working with students with learning disabilities in instructional settings. Emphasis is placed upon the role of the teacher when collaborating with school personnel and parents, providing direct instruction, and evaluating Individual Education Programs. Students must concurrently enroll in ED572, Collaboration in Special and General Education and ED573, Practicum in Special Education. Prerequisite: Students must complete the 23 semester hours of specialization coursework before enrolling.
- ED574 Internship/Seminar in Special Education (6)
A course designed to provide student teaching experience in the area of learning disabilities. The student will be placed in an area public school for the directed teaching experience and will be supervised by public school personnel and the college supervisor. Student placements may include secondary, middle or primary levels of schooling. In the internship and earlier field experiences, students gain supervised experience (in at least two settings) for a minimum of 200 clock hours, at least 60 percent will be in direct instruction. Students participate in Seminar concurrently with Internship in Special Education. Topics discussed include problem solving in the areas experienced during the student teaching experiences, and the completion of a current review of research related to a specific topic in special education.

ED575 Secondary 6-12/PK-12 Curriculum (2)
A course designed to cover the general structure of the secondary school, curricular design, the process of curricular change, and trends and innovations in the student's intended teaching area. Study of modifications of instruction/curriculum for special student populations, including the gifted and disabled. Evaluation of secondary subject area textbooks. Major curriculum project designed by each student. Corequisite: ED478G

ED578 Teaching Assistant: Secondary Education 6-12/PK-12 Education (1)
A field experience designed to acquaint prospective secondary teachers with the day-to-day realities of teaching as they observe students and their behavior patterns in both structured and non-structured settings, become acquainted with the diverse levels of achievement within the classroom, learn to evaluate curricular materials and resources, and gain practical experience by assuming a variety of teacher roles. The student will gain practice in instructing the total class, the small group, and the individual during the 40-hour placement in a secondary school (6-12). Attention given to observational, audiovisual, and instruction skills needed in the placement. Corequisite: ED474G. Graded on Pass/Fail basis.

ED588 Directed Teaching/Seminar in Grades PK-6 (12)

ED589 Directed Teaching/Seminar in Secondary 6-12/PK-12 Education (12)
The student will be placed in an area school for the directed teaching experience after successfully completing the appropriate instruction course and all other professional education requirements with a grade of B or better. The graduate student must have a cumulative grade point average of 3.0 in all work prior to enrolling in the directed teaching course. In addition prior to enrolling in this course the student must have achieved a passing score on all examinations required by the Virginia Department of Education (currently Praxis I & II, the VCLA, and, for PK-6 teachers, the VRA). For each endorsement being sought, the student will, in the directed teaching experience and/or other practicums, gain supervised experience for a minimum of 300 clock hours, at least half of which will be in direct instruction. Secondary and PK-12 candidates who wish initial recommendation for licensure in two or more subject areas must undertake directed teaching in each area. Seminars are held concurrently with directed teaching and are a part of the student's professional semester. Students will be required to complete a research project during their student teaching. The students will present their results either as a written paper or as a presentation during seminar. Graded on Pass/Fail basis.

ED590 Independent Study (3)
Under very special circumstances and when approved by the Graduate Faculty, this course provides the student with the opportunity to complete a specified course under the guidance of a designated faculty member.

ED592 Project (3-6)
Having chosen the project option for the completion of the degree, the student will, under the direction of a designated faculty member, complete a project which unifies the student's graduate study and practical experience in the schools.

ED594 Thesis (6)
If the thesis is chosen for the completion of the degree, the student will enroll in this course while completing research on the approved thesis topic.

ED599 Special Studies (1-3)
A course designed to study specific topics that may not be covered in depth in other graduate courses. These topics will be planned as the need arises.

ENGLISH

- ENG501 English Romantic Poetry and Prose (3)
A study of the chief Romantic poets--Wordsworth, Coleridge, Byron, Shelley, and Keats--as well as other poets of the period. Romantic critics and essayists such as Coleridge, Hazlitt, DeQuincey. (Fiction is not included.) A consideration of Romantic literary theory, especially as propounded by Wordsworth and Coleridge. The background of the Romantic revolution; the literary scene in the late eighteenth and early nineteenth centuries.
- ENG502 Victorian Poetry and Prose (3)
A study of Browning, Tennyson, Arnold; minor and late Victorian poets; writers of non-fiction prose such as Carlyle, Newman, Mill, Ruskin, Arnold, and Huxley. The issues and attitudes of English life and thought in the last two-thirds of the nineteenth century. Alternate years.
- ENG505 Modern Literature (3)
A study of major authors, works, and trends in modern British and American literature. Emphasis on Joyce, Fitzgerald, Faulkner, and selected multi-cultural authors among prose writers and Pound, Williams, Auden, Lowell and Plath among poets.
- ENG506 Romantic Movement in American Literature (3)
A study of the major literature of the early to mid-nineteenth century in the United States. Emphasis on the influence of English and European romanticism on American writers. Concentration on the major works of Poe, Emerson, Hawthorne, Melville, Thoreau and Whitman. Some background in pre-romantic American writers.
- ENG514 Shakespeare (3)
The study of representative comedies, histories, and tragedies, showing Shakespeare's practice in each type, the development of his art and craftsmanship as poet and dramatist, and the progress of his thought and style. Introduction to Shakespeare's world and theatre.
- ENG517 Southern Literature (3)
A course which gives students an overview of the rich literature, unique culture and regional traditions of the South. Although students will be introduced to 17th, 18th, and 19th century Southern literature, a major part of the study will be devoted to 20th century writers, including the Fugitive/Agrarian Vanderbilt writers, and more contemporary writers such as William Faulkner, Eudora Welty, Reynolds Price, Zora Neale Hurston, Clyde Edgerton, Lee Smith, and Harry Crews, among others.
- ENG521 Contemporary Literature (3)
A study of major authors, works, and trends in contemporary American and British literature. Emphasis on writers of fiction, poetry, and drama from the late 1960s to the present, such as Sexton, Wright, Kinnell, Dove, Updike, Stoppard, and Heaney. Some continental and Latin American writers in translation. Open to graduate students and advanced undergraduates with permission of the instructor.
- ENG522 Literature for Young Adults (3)
The study of literature appropriate for adolescents and older children. Emphasis on multi-ethnic literature, realistic fiction, fantasy and science fiction, and poetry. This course does not satisfy the general education requirement in English and cannot be used as an English elective by English majors. Open to graduate students and advanced undergraduates with permission of the instructor.

ENG528 Teaching the Genres (3)
Approaches to teaching poetry, fiction, non-fiction prose, and drama. Some emphasis on major texts used in secondary school settings or appropriate for secondary school students. Extensive practice in leading discussions of poetry and fiction. Open to graduate students and advanced undergraduates with permission of the instructor.

ENG570 Children's Literature (3)
The study of literature appropriate for children. Emphasis on traditional literature, modern fantasy, contemporary realistic fiction, poetry, and multi-ethnic literature. Requirements include oral/written critical analysis.

HEALTH and PHYSICAL EDUCATION

PE503 Physical Education Instructional Strategies (3)
A course designed to provide the prospective teacher with pertinent subject matter in physical education for students in grades PK-12. Areas to be studied include class organization and lesson plan development, observational techniques, learning theory as it applies to physical education and effective discipline techniques. Special attention will be given to examining state-of-the-art teaching strategies in physical education. Offered on demand.

PE520 Concepts of Health and Fitness (3)
A study of the basic health problems in America. Students will examine the causes and ways of preventing basic health problems. In addition, they will explore the key principles of fitness and how to apply those principles to develop healthy lifestyles. Offered on demand.

PE565 Advanced Sport Psychology (3)
A course designed to provide students with an in-depth understanding of the principles of psychology applied to sport and the direct application of these principles to teaching, coaching and personal performance. Through current research, assessment techniques, intervention strategies and application protocols, students should gain a knowledge base from which they can help themselves and others achieve their potential as athletes, coaches or teachers. Offered on demand.

HISTORY

HIS505 20th Century Europe, 1914-1945 (3)
A study of the causes, events, and effects of the two world wars, the rise of communism and fascism, and the era of economic depression.

HIS506 20th Century Europe, Post War Divisions & Unions (3)
A study of the cold war and Soviet domination of eastern Europe, the revolutions of 1989, the reunification of Germany, the collapse of the Soviet Union, and the move toward economic union.

HIS510 20th Century United States History (3)
A contemporary view of the United States. Consideration of American post-industrial society, development of the welfare state, and world problems of a super power.

HIS523 Early Modern Europe (3)
An examination of the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, the French Revolution and the Napoleonic era.

MATHEMATICS

MTH 501 Mathematical Logic and Proofs (3)
A study of techniques used in writing mathematical proofs as well as fundamental ideas from logic and set theory used in advanced mathematics. Topics include direct proofs, indirect proofs, mathematical induction, logic operators, quantifiers, operations on sets, relations, functions, equivalence relations, prime number theorems, and number systems.

MTH 512 Fundamentals of Modern Algebra (3)
An introduction to the theory of rings and fields. Topics include rings, ideals, quotient rings, polynomial rings, homomorphisms, field extensions, and some Galois theory with emphasis on geometric constructions and impossibility theorems.

MTH 515 Real Variable Theory I (3)
A systematic study of the theory of differential calculus. Topics include basic set theory, open and closed sets, compact and connected sets, limits of functions, continuity, uniform continuity, differentiation, and Rolle's Theorem and the Mean-Value Theorem.

MTH 516 Real Variable Theory II (3)
A continuation of MTH 515 that includes a systematic study of the theory of integral calculus. Topics include the Riemann and the Darboux integral, their properties, and their equivalence.

MTH 521 Geometry (3)
An introduction to geometry theories from a modern axiomatic viewpoint. Basically concerned with Euclidean geometry with an introduction to non-Euclidean geometries.

MTH 523 Probability and Statistics (3)
A study of the theory of probability and statistics based on a knowledge of calculus. Topics include combinatorial analysis, the axioms of probability, expectation, moment generating functions, random variables, sampling, parameter estimation, hypothesis testing, and regression.

MTH 525 Set Theory (3)
An introduction to the theory of sets. Topics include the algebra of sets, relations, Peano axioms, ordering and well ordering, Axiom of Choice, Zorn's Lemma, ordinal and cardinal numbers with their respective arithmetics, Schroder-Bernstein theorem, and the continuum hypothesis.

MTH 532 Technology in Mathematics Education (3)
An introduction to the use of technology as a support for teaching and doing mathematics. Technology includes a calculator capable of symbolic manipulation, mathematical computer software, and the Internet.

MTH 535 Topics in Mathematics (3)
An advanced study of selected topics of current interests in mathematics

PHYSICAL SCIENCE

PSC501 Advanced Physics (4)
A course designed to bridge the gap between studies in classical and contemporary physics - kinematics to quantum physics - by using calculus, matrices and vector analysis as tools. This course will focus on understanding the fundamental concepts and scientific methods of learning and discovery. The student will learn graphs, functions, differentiation, integration, and computer skills as a whole.

PERSONNEL DIRECTORY

FACULTY

Stephen C. Ausband, B.A., M.A., Ph.D.

Professor

B.A., Guilford College; M.A., Ph.D., Tulane University.

English

James S. Caldwell, B.S., Ph.D.

Professor

B.S., University of Texas at Austin; Ph.D., Wake Forest University, Bowman Gray School of Medicine; Post-doctoral Study: Harvard Medical School.

Biology

Robert M. Carlsen III, B.S., M.A., Ph.D.

Associate Professor

B.S., Averett College; M.A., East Carolina University; Ph.D., Virginia Polytechnic Institute and State University.

Psychology

Donald Travis Ethington, B.S., M.S., Ph.D.

Professor

B.A., Centre College of Kentucky; M.S., Mississippi State University; Ph.D., University of Georgia.

Mathematics

Richard M. Ferguson, Jr., B.S., M.Ed., Ph.D.

Professor

B.S., James Madison University; M.Ed., Ph.D., University of Virginia.

Physical Education, Wellness & Sport Science

J. Thomson Foster, B.S.Ed., M.Ed., Ph.D.

Professor

B.S.Ed., M.Ed., Mississippi College; Ph.D., University of Southern Mississippi.

Physical Education, Wellness & Sport Science

Ann D. Garbett, A.B., M.A., Ph.A., Ph.D.

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A.B., Franklin College; M.A., Ph.A., Ph.D., University of Arkansas.

English

Jane W. Govoni, A.B., M.A., Ph.D.

Assistant Professor

A.B., Duke University; M.A., University of Illinois; Ph. D., University of Pennsylvania

English

Jack I. Hayes, Jr., B.A., M.A., Ph.D.

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B.A., Hampden-Sydney College; M.A., Virginia Polytechnic Institute and State University; Ph.D., University of South Carolina.

History

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Professor

Art

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Professor

Art

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Professor

Education

B.S., M.Ed., Averett College; Ed.S., Ed.D., The College of William and Mary.

Sue F. Rogers, A.A., B.A., M.S., Ed.D.

Professor

Education

A.A., Stratford College; B.A., M.S., Madison College; Ed.D., The American University; Graduate
Study, University of Virginia.

Michael Sypes, B.S., Ph.D.

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B.A., Furman University; M.A., Ph.D., University of Wisconsin at Madison; Graduate Study,
University of Munich, New York University.

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ADMINISTRATION

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President

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Dean of Arts and Sciences

Charles Harris, B.S.
Vice President for Student Services

Page Stooks, B.S.
Vice President for Institutional Advancement

Peggy C. Wright, B.S., M.S., D.B.A.
Vice President for Administration & Finance

ADMINISTRATIVE STAFF

Carl Bradsher, A.A., B.S.
Dean of Financial Assistance

Karen Nelson
Secretary to the Department of Education

Susan C. Newcomb, A.S.
Director of Student Accounts

Joan Vinson, B.S.
Secretary to the Dean of Arts and Sciences

Lawrence E. Wilburn, B.A., M.A., Ph.D.
Associate Dean and Registrar