

AVERETT UNIVERSITY

**CATAMOUNT**

Graduate Studies in Education

2012-2013

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 Department 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*A printed catalog may contain some information that may be "out of date" since changes in policies and curriculum occur regularly. 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. **Catamount, or mountain lion, is named for Averett University's mascot, the Cougar.***

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# **INTRODUCING AVERETT**

## ***MISSION***

Averett University prepares students to serve and lead as catalysts for positive change. Averett fulfills this mission by educating students from diverse backgrounds, cultures, and nations through liberal arts based undergraduate in a personal, collegial, interdisciplinary environment.

## ***HISTORY***

Averett was chartered in 1859 under the name of Union Female College. For 150 years it has operated continuously, though undergoing several name changes. 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 Commission on Colleges of 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 for 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, 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 regional sites throughout Virginia where working adults can experience the benefits of an Averett education. The University attracts students from twenty-three states and seventeen foreign countries and offers more than thirty undergraduate majors and a variety of teaching-licensure and non-licensure options leading to the Master of Education degree.

## ***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 404-679-4500) to award associate, baccalaureate and master's degrees. The teacher preparation program for initial licensure 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.

## ***FACILITIES***

### **Classroom Buildings**

Most of the graduate classes for traditional students 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 the property is the E. Stuart James Grant Athletic and Convocation Center, which house 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.

Riverview Campus, located at 512 Bridge Street in the Historic Tobacco Warehouse District, contains the administrative offices of Averett's Graduate and Professional Studies Programs (GPS). GPS operates regional centers at 14 sites across Virginia, offering non-licensure M.Ed. in Education programs in Curriculum and Instruction, and graduate programs in Business.

### **University Library**

The Mary B. Blount Library advances the curriculum, research, and reading interests of Averett students with scholarly and professional sources, reference consultations, and instruction. The library is located at 344 West Main Street, next to the Averett University Admissions Office. The 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. Students have access to group and quiet study areas, a computer classroom and lab, self-service digital scanner, printers, and color print and fax services. Averett students can access electronic resources and ask questions at any time, from any location on the Internet at <http://discover.averett.edu/library>.

The library's Betty J. Steele Children's Literature Collection is an outstanding resource for K-12 educators. Averett collections include 100,000 print and 100,000 electronic books, more than 30,000 electronic and print journals, 100 research databases, and a growing media collection. In addition to Averett holdings and subscriptions, students search libraries worldwide and request interlibrary loan books for library pick-up or shipment to home or office for students who do not attend classes in Danville. Articles are generally delivered electronically to the student's desktop.

Library faculty encourage Averett students to develop information fluency skills and the ability to:

- define and articulate a topic or problem,
- locate and retrieve credible information from a variety of sources,
- evaluate this literature or data in the context of the topic,
- modify research strategy to seek additional sources,
- organize, synthesize and use knowledge gained to accomplish a specific purpose,
- communicate results effectively and ethically in an academic or professional setting.

Librarians offer orientation and research classes throughout the year. Students consult with librarians at the reference desk, toll free at 800-543-9440, locally at 791-5692, by email at [aclib@averett.edu](mailto:aclib@averett.edu), and by FAX at 434-791-5637.

### **Computer Access**

There are a number of computer labs on the Averett campus. In Frith Hall, room 108 is a twenty-four hour access lab, equipped with 20 MacIntosh computers. Rooms 109 and 207 are similar in nature, but are equipped with a like number of Windows-based machines. Frith 403, designated the Classroom of the Future, was made possible by the J. T. Minnie Maude Charitable Trust fund, dedicated to honor of the

generosity of James. T. Emerson, January 2011. Additionally, the Model Classroom for Teacher Education, Frith 106, was made possible by the J. T. Minnie Maude Charitable Trust fund, summer 2012. Both Frith 403 and Frith 106 contain current technology facilities and equipment for instruction and research. Frith computer labs have Microsoft Office and other programs for research that education graduate students will find useful. The Galesi Family Student Success Center has two computer labs with access 24/7, and the library also has a Windows-based computer lab that students may use during posted hours. Computer labs may be reserved for class purposes, however, so there may be times when access to a particular lab is limited.

## ***NATURE AND SCOPE OF THE GRADUATE PROGRAM***

Several areas of concentration are offered in the The Master of Education with **Postgraduate Concentration** degree program. Completion of the Reading Specialization (PK-12) endorsement program prepares licensed teachers to be additionally licensed as Reading Specialists in the Commonwealth of Virginia. The Curriculum and Instruction concentration offers licensed teachers at any level (PK-12) further study in the teaching-learning process. Both areas of concentration require 30 semester hours of work and a passing grade on the written comprehensive examination. To become eligible for professional teaching licensure as a Reading Specialist, one must successfully pass the Reading for Virginia Educators (RVE). Other areas of concentration – Biology, Mathematics, and English require 18 semester hours of graduate study in the content area and 18 semester hours of work in Education. Interested students should check with the Director of Graduate Studies about current program offerings. Admission requires one must be fully 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 may be offered.

The Master of Education **with Initial Teaching Licensure** degree program is designed for graduate students who wish to earn a teaching license while pursuing a master's degree. This degree will license prospective teachers in areas in which Averett currently offers licensure at the undergraduate level. Those areas are: grades PK-6, Special Education PK-12, and the secondary subject areas of Biology, English, History/Social Science, Mathematics, Health and Physical Education, and Visual Arts. Students seeking a teaching license in Visual Arts, Health and Physical Education, and Special Education will be licensed in grades PK-12. In order to complete initial licensure degrees, students must pass and have on record passing scores on all tests currently mandated by the Commonwealth of Virginia, with 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 Virginia 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 licensure 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 GRADUATE 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 whenever possible**. 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 and testing results.

Each applicant will be notified in writing by the Director of Graduate Studies 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 with Postgraduate Concentrations**

Persons seeking admission to the Master of Education Program with Postgraduate Concentrations on regular status must:

1. Complete an application form and submit a non-refundable application fee of \$50.
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.
4. Provide three letters of recommendation (forms available from the Director of Graduate Studies) 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: the aptitude test of the Graduate Record Examination [passing score is 850], or the Miller Analogies Test [passing score is 400]. Test scores may be no more than six years old; or have attained a cumulative GPA of 3.2 or better for all undergraduate studies.

### **B. The Master of Education Program with Initial Teaching Licensure**

Persons seeking admission to the Master of Education with Initial Teaching Licensure Program on regular status must:

1. Complete the application form and a student information sheet, and submit a non-refundable application fee of \$50.
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.



4. Provide passing scores on one of the following standardized tests: either the Miller Analogies Test (MAT, passing score is 400) or Graduate Record Examination (GRE, passing score is 800), or a cumulative GPA of 3.2 or better for undergraduate studies.

Test scores may be no more than six years old.

5. 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 or employer).
6. Take and pass the writing portion of Praxis I or the VCLA to serve as a writing proficiency test.

## ***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 Director of Graduate Studies 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 in 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 have the right of personal appeal. Such appeal must be arranged through the Director of Graduate Studies.

### **3. Special Student 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 or evidence the applicant holds a teaching license;
- a completed application form ;
- a non-refundable application fee of \$50.00;
- 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 student status should consult the Director of Graduate Studies for information and guidance. These students may petition for a change of admission status to degree seeking. Such a petition must be initiated through the Director of Graduate Studies. For the status to be changed, the student must meet all the admissions requirements to become degree seeking. Work undertaken while on special student 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 12 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.

### ***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 (six 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, Mathematics, Health and Physical Education, Visual Arts, 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 Director of Graduate Studies.

### ***B.A. or B.S. to Master of Education Degree Program***

Students may complete a B.A. or B.S.-M.Ed. program of study leading to the baccalaureate and the Master of Education degrees. This program prepares students for teaching licensure in any of the following areas:

Teaching Licensure in Grades PK-6, Elementary Education  
Teaching Licensure in Special Education-General Curriculum PK-12  
Dual Teaching Licensure in Grades PK-6 and Special Education PK-12

Students wishing to complete their baccalaureate degree leading toward undergraduate teaching licensure in either PK-6 or PK-12 may opt to enter the graduate program during their senior year by taking a maximum of six semesters of graduate credits. Those courses may then be applied toward the M.Ed. degree if they are earned at Averett University within the six year time limit. Interested students should speak with the Director of Graduate Studies.

### ***ADMISSION TO DEGREE CANDIDACY***

The graduate student who seeks the **Master of Education with Postgraduate Concentration** must be admitted to degree candidacy in accordance with the following requirements.

The student must:

1. have completed a minimum of 12 semester hours of graduate study at Averett University, including two core courses.
2. be admitted to degree candidacy prior to the completion of 18 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 Initial Teaching Licensure** 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 Director of Graduate Studies. 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 Director of Graduate Studies to the Vice President for Academic Affairs and the Academic Policies Council. 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 Council 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 15 hours of graduate work after he/she has been removed from academic probation.

### ***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.

1. In order to assume leadership positions, teachers must become competent in: 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 with Postgraduate Concentration** degree. The candidate must select an option by the time 12 semester hours of study have been completed. Any change in degree options must be approved by the Director of Graduate Studies.

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 24 semester hours, write a thesis and satisfactorily complete a comprehensive examination. When this option is elected, the Director of Graduate Studies 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 Director of Graduate Studies 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 24 or 27 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 degree Postgraduate Concentration** 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 passed the written 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 deadlines. Failure to meet deadlines will mean that the student must wait until the next graduation date. Graduation information including deadlines may be found on the Averett website.

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 Vice President for Academic Affairs 30 days prior to graduation.

#### **Master of Education with Reading Specialization PK-12**

Core: Reading Specialization PK-12 .....	9 credit hours
ED 501, Research in Education.....	3
ED 502, Child and Adolescent Psychology.....	3
ED 504, Philosophy of Education.....	3
Reading Specialization Concentration.....	21 credit hours
ED 532, Language Development .....	3
ED 534, Teaching Reading in the Content Area.....	3
ED 540, Survey of Reading .....	3

ED 542, Diagnosis and Prescriptions for Reading and Learning Difficulties .....	3
ED 544, Practicum in Diagnosis and Prescriptions of Reading and Learning Difficulties .	3
ED 546, Organization and Supervision of Reading Program Development .....	3
Elective .....	3
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	30

**Master of Education with Concentration in Curriculum and Instruction**

CORE.....	9
ED 501, Research in Education.....	3
ED 502, Child and Adolescent Psychology.....	3
ED 504, Philosophy of Education.....	3
CURRICULUM AND INSTRUCTION CONCENTRATION.....	21
ED 505, Curriculum Development.....	3
ED 508, The Exceptional Student.....	3
ED 552, Evaluation of Instructional Procedures.....	3
ED 555, Models and Theories of Instructional Strategies I.....	3
ED 556, Models and Theories of Instructional Strategies II.....	3
Electives.....	6
TOTAL HOURS REQUIRED FOR M.Ed. DEGREE.....	30

**Master of Education with Postgraduate Concentration-Mathematics, Biology or English**

CORE.....	15-18 credit hours
ED 501, Research in Education .....	3
ED 502, Child and Adolescent Psychology .....	3
ED 504, Philosophy in Education or ED 507 History of U.S. Education .....	3
ED 505, Curriculum Development .....	3
ED 508, The Exceptional Student*.....	3
ED 534, Teaching Reading in the Content Areas .....	3
*Not required for Biology or Mathematics	
MATHEMATICS CONCENTRATION.....	18 credit hours
MTH 501, Mathematical Logic and Proofs .....	3
MTH 515, Real Variable Theory I.....	3
MTH 516, Real Variable Theory II .....	3
MTH 532, Technology in Mathematics Education.....	3

Electives (select two)

MTH 512, Fundamentals of Modern Algebra.....	3
MTH 521, Geometry.....	3
MTH 523, Probability and Statistics.....	3
MTH 525, Set Theory.....	3
MTH 535, Topics in Mathematics .....	3
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	33

**BIOLOGY CONCENTRATION..... 18 credit hours**

BIO 516, General Taxonomy.....	4
BIO 540, Biogeography .....	3
BIO 542, Hereditary and Human Biology .....	3
BIO 544, Ecology of Coastal Ecosystems .....	4, 8
BIO 571, 572, Community Ecology I, II .....	8
BIO 590, Biological Research .....	3
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	33

**ENGLISH CONCENTRATION..... 18 credit hours**

Choose from the following courses:

ENG 501, English Romantic Poetry and Prose.....	3
ENG 502, Victorian Poetry and Prose .....	3
ENG 505, Modern Literature .....	3
ENG 506, Romantic Movement in American Literature .....	3
ENG 514, Shakespeare .....	3
ENG 517, Southern Literature .....	3
ENG 521, Contemporary Literature.....	3
ENG 522, Literature for Young Adults.....	3
ENG 528, Teaching the Genres .....	3
ENG 570, Children’s Literature.....	3
TOTAL HOURS FOR M.ED DEGREE .....	36

**MASTER OF EDUCATION with Initial Teaching Licensure**

The Master of Education with Teaching Licensure 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, Special Education PK-12, and the secondary subject areas of Biology, English, History/Social Studies, Mathematics, Health and Physical Education, and Visual Arts. Students seeking a teaching license in Visual Arts, Special Education, or Health and Physical Education will be licensed in grades PK-12.

**Students should be advised that the Virginia Department 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 ensure graduates their eligibility for a teaching license.**

***PHILOSOPHY AND GOALS***

The goals of the Masters **Degree with Teaching Licensure Program** are compatible with the goals of the undergraduate teacher education program and with those of the **Master of Education with Postgraduate Concentrations**. 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 and the Virginia Standards of Learning (SOL).
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 Licensure Degree Program** requires the completion of a minimum of 39 semester hours for students who wish to be licensed in grades PK-6. Those seeking licensure in Special Education General Curriculum PK-12 complete a minimum of 33 semester hours. For students who wish to be licensed to teach a subject at the secondary level, the program requires a minimum of 42 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 and SPECIAL EDUCATION PK-12:

To receive a **Masters Degree with Teaching Licensure** in grades PK-6 or Special Education PK-12 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 - 3 hours; Mathematics - 12 hours
- e. Health and Physical Fitness - 4 semester hours - including course equivalent to HTH 220, Health and Fitness in the 21<sup>st</sup> Century
- f. Computer/technology – 3 hours

#### SECONDARY GRADES 6-12 OR PK-12:

To receive a **Master's Degree with Teaching Licensure** in content discipline for 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

Additionally, secondary teaching licensure requires a major in the academic discipline of choice in addition to the requirements above; therefore, students must fulfill the academic requirements of a major in the subject area in which they plan to teach.

Graduate students seeking initial teaching licensure and the Master of Education degree should consult their academic advisor and the Director of Graduate Studies regarding any undergraduate prerequisite requirements for their program, and develop a plan to complete all deficiencies. Academic guidelines for each licensure area are available in the Virginia Department of Education Requirements for Professional Licensure Manual.

### ***GRADUATION REQUIREMENTS***

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

The student must:

1. have completed all requirements for the Master of Education degree as outlined in this catalog, both graduate and undergraduate.
2. have successfully completed the written 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 met the cut-off score for all assessments required by the Virginia Department of Education for licensure.
6. have filed an application for graduation with the University Registrar.
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 deadlines. Failure to meet deadlines will mean that the student must wait until the next graduation date.

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 Vice President of Academic Affairs. This must be done 30 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.

***CURRICULUM OUTLINE***

M.ED. with Teaching Licensure Grades PK-6

CORE.....	12
ED 501, Research in Education .....	3
ED 502, Child and Adolescent Psychology .....	3
ED 504, Philosophy of Education.....	3
ED 508, The Exceptional Student.....	3
 SPECIALIZATION REQUIREMENTS.....	 27
ED 505, Curriculum Development* .....	3
ED 540, Survey of Reading .....	3
ED 542, Diagnoses and Prescriptions of Reading and Learning Difficulties .....	3
ED 555, Models and Theories of Instructional Strategies I .....	3
ED 556, Models and Theories of Instructional Strategies II.....	3
ED 588, 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 Special Education Teaching Licensure Grades PK-12

CORE.....	12
ED 501, Research in Education.....	3
ED 502, Child and Adolescent Psychology.....	3
ED 504, Philosophy of Education.....	3
ED 508, The Exceptional Student.....	3
SPECIALIZATION REQUIREMENTS.....	21
ED 569, Classroom Management and Positive Behavioral Supports*.....	3
ED 579, Assessment of Learning.....	3
ED 571, Curriculum and Instruction for Students with Disabilities*.....	3
ED 576, Collaboration in General and Special Education.....	3
ED 573, Practicum in Special Education.....	3
ED 516, Transition Planning and Services.....	3
ED 515, Internship/Seminar in Special Education.....	3
ED 500, Comprehensive Examination.....	0

\*Practicum Included  
 All students must have the equivalent of undergraduate ED 350, ED 403, ED 407 and ED 443/444.



M.ED. with Secondary Teaching Licensure – Grades 6-12, Grades PK-12	
CORE REQUIREMENTS.....	12
ED 501, Research in Education .....	3
ED 502, Child and Adolescent Psychology .....	3
ED 504, Philosophy of Education.....	3
ED 508, The Exceptional Student***.....	3
SPECIALIZATION REQUIREMENTS.....	30-39
ED 506, Instruction in Secondary/PK-12 Education* .....	3
ED 534, Teaching Reading in the Content Areas .....	3
ED 575, Secondary School Curriculum .....	2
ED 578, Teaching Assistant: Secondary Education*.....	1
ED 589, Directed Teaching/Seminar in Secondary/PK-12 Education.....	12
Content Courses (see following pages) .....	9-18**
TOTAL HOURS REQUIRED FOR M.ED. DEGREE.....	42-51
*Practicum Included	
** Depending on Program	
*** Not required for Mathematics or Biology	

## ***CONTENT COURSES***

BIOLOGY (Select a minimum of nine hours)	
BIO 516, General Taxonomy.....	4
BIO 540, Biogeography .....	3
BIO 542, Heredity and Human Biology .....	3
BIO 544, Ecology of Coastal Ecosystems .....	4
BIO 565, Independent Research .....	3
BIO 571, 572 Community Ecology I, II .....	8
BIO 580, Biotechnology .....	3
BIO 581, Cell and Molecular Biology .....	3
ENGLISH (Select a minimum of nine hours)	
ENG 501, English Romantic Poetry and Prose.....	3
ENG 502, Victorian Poetry and Prose .....	3
ENG 505, Modern Literature .....	3
ENG 506, Romantic Movement in American Literature .....	3
ENG 514, Shakespeare .....	3
ENG 517, Southern Literature .....	3
ENG 521, Contemporary Literature.....	3
ENG 522, Literature for Young Adults.....	3
ENG 528, Teaching the Genres .....	3
ENG 570, Children’s Literature.....	3
HEALTH AND PHYSICAL EDUCATION (Select a minimum of nine hours)	
PE 503, Physical Education Instructional Strategies .....	3
PE 520, Concepts of Health and Fitness .....	3
PE 565, Advanced Sport Psychology .....	3
PE 599, Special Studies .....	3
HISTORY AND SOCIAL SCIENCE (Select a Minimum of nine hours)	
HIS 505, 20 <sup>th</sup> Century Europe, 1914-1945.....	3
HIS 506, 20 <sup>th</sup> Century Europe, Post War Divisions and Unions.....	3
HIS 510, 20 <sup>th</sup> Century US History .....	3

HIS 523, Early Modern Europe .....	3
HIS 599, Special Studies.....	3
<b>MATHEMATICS (Select a Minimum of 18 hours)</b>	
Required Courses	
MTH 501, Mathematical Logic and Proofs .....	3
MTH 515, Real Variable Theory I.....	3
MTH 516, Real Variable Theory II .....	3
MTH 532, Technology in Mathematics Education .....	3
Electives (Choose two)	
MTH 512, Fundamentals of Modern Algebra.....	3
MTH 521, Geometry.....	3
MTH 523, Probability and Statistics.....	3
MTH 525, Set Theory .....	3
MTH 535, Topics in Mathematics .....	3
<b>VISUAL ARTS (Select a minimum of nine hours)</b>	
ART 505, Non-Western Art.....	3
ART 530, Advanced Sculpture .....	3
ART 540, Advanced Graphics .....	3
ART 562, Advanced Pottery .....	3
ART 599, Special Studies .....	1-3

## **FINANCIAL INFORMATION AND REGULATIONS**

### ***Tuition and Fees***

The following fees are applicable to the graduate program:

Application fee (non-refundable):	\$50.00
Late application fees:	\$25.00
Tuition:	\$400.00 per semester hour
Graduation fee:	\$100.00

Cap & Gown fee:	Check with Bookstore
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Tuition information will be provided to the graduate student at the beginning of each academic year.

### ***Payment***

All fees are payable at registration or upon 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 Department of Education 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 Director of Graduate Studies 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***

Fall and Spring Semester

<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 Sessions

<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%

### ***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 Student Financial Services and the Director of Graduate Studies for a listing of potential financial assistance opportunities.

## **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.

### ***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 neither 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,
- to authorized representatives of federal and state agencies to whom disclosure is required by FERPA,
- to persons or organizations providing financial aid to the student, accrediting functions, or organizations conducting research which is covered by 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, Student Financial Services, the Counseling Center, the Dean of Student Success, the President, the Vice President for Academic Affairs, 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 Vice President for Academic Affairs, the Dean of Students, the Director of Student Financial Services, the Director of Career Services, or the Vice President and CFO, 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 Vice President for Academic Affairs 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.

## **Student Support Services**

### ***Counseling Center***

The Counseling Center is located on the fourth floor of the Student Center. Counseling services are provided at no additional cost to Averett students.

### ***Career Services***

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

## **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 Director of Graduate Studies to discuss continuation in the graduate program. No C's are allowed in the concentration area.

### ***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 PowerCampus Self-Service.

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 to the actual grade 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 and according to the guidelines established by the Vice President for Academic Affairs.

### ***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***

The Academic Policies Council may grant a one-year extension under unusual circumstances. However, 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 request should be addressed to the Director of Graduate Studies. 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 are earned while on special student 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 three semester hours each regular semester. Any part-time student who wishes to take two courses (six semester hours) must have permission from the Director of Graduate Studies and have demonstrated evidence of academic potential. Any student who is pursuing full-time studies will enroll in a minimum of nine semester hours of study and those full-time students who wish to take additional courses each semester must have the approval of the Director of Graduate Studies.

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 Director of Graduate Studies. If endorsed by the Director of Graduate Studies, 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. This requirement includes students who are working toward teaching licensure in the M.Ed. and those who are fully licensed upon admission. 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 of the Master of Education degree will be given several times during each academic year. Specific dates will be set each semester by the Director of Graduate Studies. 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 Director of Graduate Studies.

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

Students should coordinate this process with their academic advisor and the Director of Graduate Studies.

### ***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 for each semester may be completed after meeting with their academic advisor or Director of Graduate Studies. It is the responsibility of each graduate student to have a registration conference with the Director of Graduate Studies, who serves as the academic 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 may not attend classes unless registered.

### ***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 Director of Graduate Studies 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 Director for approval. The approval process must take place prior to registration for the independent study and handled through the Individually Designed Education for Adult Learners (IDEAL) program.

### ***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 Director of Graduate Studies.

### ***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 12 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 Director of Graduate Studies 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 Director. 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 Director of Graduate Studies.
3. If the Director of Graduate Studies 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 Director of Graduate Studies, 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 Director of Graduate Studies.
5. The Academic Policies Council will study the issue and make recommendations for action to the Director of Graduate Studies.
6. The student, professor, Director of Graduate Studies, 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 Vice President for Academic Affairs, 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 with students by appointment.

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



## **EDUCATION**

- ED 501      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.
- ED 502      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.
- ED 504      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.
- ED 505      Curriculum Development      (3)  
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, assessment of students and programs, evaluation. Students working toward teaching licensure in the M.Ed. program will complete a forty-hour Teaching Assistant Practicum in an accredited school. Grade level selections must be commensurate with the student's chosen area of teaching licensure and completed concurrently with the course.
- ED 506      Instruction in Secondary 6-12/PK-12 Education      (3)  
A course designed to develop effective instructional methods and procedures for classroom management appropriate for teaching in grades 6-12 and in certain PK-12 programs. Prerequisite: Admission to degree candidacy.
- ED 508      The Exceptional Student      (3)  
This course is designed to provide an overview of the field of special education and the study of theories, characteristics, and needs of exceptional students. Attention is given to the background and legal aspects of special education, general practices for instructional programming, and individual program evaluation. This course is a specialization and core requirement of the graduate degree programs in Education. The course may be taken as an elective.. Fulfills VDOE Special Education General Curriculum K-12 8 VAC 20-542-480, foundations, characteristics, legal foundations, medical aspects, General Curriculum Coursework, characteristics, and study/application of VDOE Professional Studies Requirements, Special Education 8VAC 20-22-130, Human Growth and Development birth through adolescence.
- ED 514      Internship/Seminar in Grades PK-6      (6)  
A course designed to fulfill six semester hours of study by providing study and student teaching field experiences in support of VDOE Elementary Education PreK-6 8VAC20-542-110 endorsement competencies for PK-6 Teaching Licensure; VDOE Professional Studies Requirements Special Education 8 VAC 20-22-130: No. 6 Supervised Classroom Experience; VDOE Special Education General Curriculum K-12 8 VAC 20-542-480, Core Coursework, No. 2 Assessments and Management of Instruction and Behavior, 1-5 and b. 1-9.c.1-4,d; VDOE Special Education General Curriculum coursework No.1 Characteristics a-b; No. 2 IEP program implementation a. 1-3, a-i. The student will be placed in an area public school for the directed teaching experience of 7 weeks and supervised by public school personnel and the university supervisor. Internship placements may include secondary, middle or elementary levels and will be facilitated by the Averett Department of Education. In the internship and other practicum experiences, students gain supervised experience for a minimum of 300 clock hours, at least 150 must be in direct instruction. Internships are completed in classroom experiences with students who have disabilities and the general curriculum PK-12. Students participate in weekly seminar concurrently with the Internship

in PK-6. This course is a requirement for teaching licensure in Special Education General Curriculum K-12 and culminates in the baccalaureate and graduate degrees.

ED 515 Internship/Seminar in Special Education (6)

A course designed to fulfill six semester hours of study by providing study and student teaching field experiences in support of VDOE Professional Studies Requirements Special Education 8 VDOE 20-22-130; No.6 Supervised Classroom Experiences; VDOE Special Education General Curriculum K-12 8 VAC 20-542-480, Core Coursework No. 2 Assessments and Management of Instruction and Behavior A. 1-5 and b.1-9;c. 1-4;d. VDOE Special Education General Curriculum K-12 8 VAC 20-542-480, General Curriculum coursework No. 1 Characteristics a-b;No.2 IEP program implementation a. 1-3, a-i. Students are placed in area public school for special education directed teaching experience 7 weeks and supervised by public school personnel and university supervisor. Internships may include secondary, middle or elementary levels facilitated by the Dept. of Education. Students gain supervised direct teaching experience with students who have disabilities and within the general curriculum K-12. Students participate in weekly seminars concurrently with the internship. This course is a requirement of teaching licensure in special education general curriculum K-12 and a six semester hour internship culminating in the baccalaureate and graduate degrees.

ED 516 Transition Planning and Services (3)

This course provides study and field experiences designed to fulfill VDOE Special Education General Curriculum K-12 8 VAC 20-542-480 Core Coursework: Foundations, Characteristics, Legal and Medical Aspects-a-(1-7) b-(1-3);Assessments and management of instruction and behavior a. (105), b (1,7,9) c. (1-4); d. Collaboration a.1.(a-f);c,d,e,f;General Curriculum Coursework: 1-Characteristics a. (1-8) and b. (5,6,8); 2-Individualized Education Program Implementation 2a. (3d-e); 3-Transitioning 1-(a-d); 2-6. Students complete field experiences to include observations in K-12 inclusion settings and site-based interviews with general educators and special educators. Placements will be facilitated by the professor. This course fulfills a three-semester hour requirement leading toward endorsement in Special Education General Curriculum PK-12.

ED 532 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.

ED 534 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.

ED 540 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.

ED 542 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. 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 Licensure programs to include Reading Specialization, Special Education-General Curriculum and the M.Ed. with PK-6 teaching licensure. Prerequisites: ED540 or ED534.

ED 544 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: ED 540 or ED 534 and ED 542.

ED 546 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: ED 540, ED 542, and ED 544. (May be taken simultaneously with ED 544.)

ED 552 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.

ED 555 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 with focus on Language Arts and History/Social Science. Teaching strategies that have proven successful in a variety of disciplines and with students at various grade levels will be studied, with emphasis on language arts and history/social sciences.

ED 556 Models and Theories of Instructional Strategies II (3)

A continuation of the topics begun in ED 555. Students will discover ways of implementing appropriate models of teaching strategies at their respective grade levels and in various disciplines with focus on mathematics and science. Special attention will be given to ways of interrelating curriculum areas in the instructional process, with emphasis on mathematics and science.

ED 569 Classroom Management and Positive Behavioral Supports (3)

The purpose of this course is to provide study and field experiences designed to fulfill VDOE Professional Studies requirements, Special Education 8 VAC 20-220130 Classroom and behavior management. Study and application of classroom management and behavior management techniques, individual interventions,

techniques that promote emotional well-being, teach and maintain behavioral conduct, skills consistent with norms, standards, and rules of educational environments. Diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Study and application to fulfill VDOE Special Education General Curriculum VAC 20-5420480 Core Coursework: Foundations, Characteristics, Legal and Medical Aspects a-(2-7) b-(1-3\_); Collaboration a. 1. (a-f); c.d.e.f.; and General Curriculum Coursework: 1-Characteristics a.(1-8) and b (5,6,8); 2 Individualized

ED 571 Curriculum and Instruction for Students with Learning Disabilities (3)  
The purpose of this course is to provide study in the development, implementation and evaluation of programs for students with disabilities, with specific attention to the study of students with learning disabilities, intellectual disabilities and emotional/behavioral disabilities. Study will include foundations of special education and legal requirements, identification and characteristics of students with disabilities, assessment, planning curriculum and differentiated instruction, universal design, response to intervention approaches, adapting curriculum, materials, and instruction, effective research-based practice, adaptive technology, communication/collaboration/teaming, creating learning environments, and classroom management. Students will complete a practicum experience to include observations in K-12 inclusion settings, assisting within inclusion settings, site-based direct instruction of students and class fieldtrips. Placements will be coordinated by the professor. The course fulfills VDOE Professional Studies Requirements Special Education 8VAV 20-22-130 and 8VAC20-542-480 Special Education General Curriculum PK-12 requirements.

ED 573 Practicum in Special Education (3)  
This course is designed to provide a capstone field experience in special education. Students will receive 8 weeks of supervised field experience while working with students with disabilities in an instructional setting. Emphasis is placed upon the role of the teacher when collaborating with school personnel and families, providing instruction, and evaluation of Individualized Education Programs. Students must concurrently enroll in ED 576, Collaboration in General and Special Education. Corequisite: Completion of 27 semester hours.

ED 576 Collaboration in General and Special Education (3)  
This course is designed to assist teachers and other personnel to develop consultative/collaborative skills to communicate effectively with students, families, and professionals. This course is to be taken concurrently with ED 573, Practicum in Special Education. Corequisite: Completion of 27 semester hours.

ED 579 Assessment of Learning  
Study and field experiences designed to fulfill VDOE Special Education General Curriculum K-12 8 VAC 20-542-480 Core coursework: Assessments and management of instruction and behavior, general curriculum coursework, characteristics, IEP implementation, transitioning, student and field experiences to fulfill VDOE Professional Studies requirements, Special Education VAC 20-22-130 Curriculum and Instructional Procedures. Field experiences focus upon assessment of learning and behavior. Prerequisite: A minimum of one course in the Special Education General Curriculum sequence.

ED 575 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 - Assistant: Secondary Education 6-12/PK-12.

ED 578 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: ED 575 Graded on Pass/Fail.

ED 586 Autism Spectrum Disorders: Behavior Modification (3)

This course is designed to address the principles and procedures of behavior modification and their use with individuals with Autism. Students learn and practice skills of observing, recording, and graphing behavior and behavior changes. In addition, the factors that influence behavior and the components of behavior analysis (antecedents, behavior, and consequences) will be studied and applied. Students will plan an understanding of how to evaluate the effectiveness of a behavior plan and how such a plan should be implemented. Graduate research component included.

ED 587 Autism Spectrum Disorders: Curriculum and Program Management (3)

This course is designed to address curriculum and program development for children with Autism Spectrum Disorder. Students learn and practice administering the PEP-ABLLS-R, and the ADOS to students with ASD. Students develop an appropriate program based on information obtained through the previously designated instruments. Students have the opportunity to observe and engage students with ASD in at least two settings. Students demonstrate cumulative skills and knowledge throughout the three courses (ED 597, ED 586, and ED 587) and in the graduate research component.

ED 588 Directed Teaching/Seminar in Grades PK-6 (12)

This is the culminating student teaching internship for those seeking licensure in grades PK-6. Admission to Directed Teaching includes successfully completing all degree requirements for licensure prior to student teaching. Graduate students must have a cumulative grade point average of 3.0 in all work prior to enrolling in the directed teaching course. Additionally, prior to enrolling in this course the student must have achieved a passing score on all examinations required for teaching licensure by the Virginia Department of Education (currently Praxis I, II, VCLA and, for PK-6 and Special Education, the RVE). For each area of teaching licensure sought, the student will, in the directed teaching experience and/or other practicums, gain supervised experience in two settings for two different school divisions for a minimum of 300 clock hours, at least half of which must be in direct instruction. Weekly seminar sessions are held concurrently as part of the professional semester. Refer to the Student Teaching Handbook for the Department of Education guidelines and requirements for student teachers. Graded on Pass/Fail.

ED 589 Directed Teaching/Seminar in Secondary 6-12/PK-12 Education (12)

This is the culminating student teaching internship for those seeking teaching licensure in grades -12 or PK-12. Admission to Directed Teaching includes successfully completing all degree requirements for licensure prior to student teaching. Graduate students must have a cumulative grade point average in all work prior to enrolling in the directed teaching course. Additionally, prior to enrolling the student must have achieved a passing score on all examinations required for teaching licensure by the Virginia Department of Education (currently, Praxis I,II, VCLA and for Special Education PK-12, the RVE). For each area of teaching licensure being sought, the student will, in the directed teaching experience and/or other practicums, gain supervised experience in two settings for two different school divisions for a minimum of 300 clock hours, at least half of which will be in direct instruction. Secondary 6-12 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. Graded on Pass/Fail basis. Refer to the Student Teaching Handbook for the Department of Education guidelines and requirements for student teachers. Graded Pass/Fail

ED 590 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.



ED 592 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.

ED 594 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.

ED 597 Introduction to Autism Spectrum Disorders (3)  
This introductory course is designed to address the characteristics and diagnosis of Autism Spectrum Disorders (ASD), with a primary emphasis on Autism and Asperger's Syndrome, the impact of those characteristics on learning, and the appropriate assessment needed to develop an individualized education program. The course will also include study of proactive teaching strategies, accommodations, and modifications that support socialization, communication, and academics for individuals with ASD. Graduate research component included.

ED 599 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.

ED 500 Written Comprehensive Examination (0)

### ***ENGLISH***

ENG 501 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.

ENG 502 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.

ENG 505 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.

ENG 506 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.

ENG 514 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.

ENG 517 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.

ENG 521 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.

ENG 522 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.

ENG 528 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.

ENG 570 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***

PE 503 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.

PE 520 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.

PE 565 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***

- HIS 505      20<sup>th</sup> 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.
- HIS 506      20<sup>th</sup> 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.
- HIS 510      20<sup>th</sup> 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***

PSC 501 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.

### ***VISUAL ARTS***

ART 505 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.

ART 530 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.

ART 540 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.

ART 562 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.

ART 599 Special Studies (1-3)  
Special Studies will be offered to the student in Drawing, Painting, Crafts, and/or Art Education. Offered on demand.

## PERSONNEL DIRECTORY

### *FACULTY*

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

Professor

English

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

**Aimee Brenner, B.A., M.A., M.S., Ph.D.**

Assistant Professor

Education

B.A., James Madison University; M.S., Radford University; M.A., Ph.D., Virginia Polytechnic Institute and State University.

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

Professor

Biological and Physical Sciences

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

**Deborah M. DeMarey, B.S., M.B.A., B.S., Ph.D.**

Assistant Professor

Biological and Physical Sciences

B.S., University of Maine-Farmington; M.B.A., Western New England College; B.S., Westfield State College; Ph.D., University of Nebraska-Lincoln.

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

Professor

Mathematics

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

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

Professor

Physical Education, Wellness & Sport Science

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

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

Professor

History

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

**Patricia L. Horne, B.S., M.S., Ph.D.**

Assistant Professor

Education

B.S., The College of William and Mary; M.S., Ph.D., Old Dominion University.

**Diane P. Kendrick, B.S., M.Ed., M.F.A.**

Professor

Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

**Simona Kragh, M.A., Ph.D.**

Assistant Professor

Political Science

M.A., Marquette University; Ph.D. University of South Carolina.

**Robert C. Marsh, B.S., M.F.A.**

Professor

Art

B.S., Florence State University; M.F.A., University of Mississippi.

**George Odongo, B.S., M.Ed. Ed.D.**

Assistant Professor

Education

B.S., The University of Nairobi; M.Ed. Wichita State University; Ed.D., Texas Tech University.

**Pamela B. Riedel, B.S., M.Ed., Ed.S., Ed.D.**

Professor

Chair, Director of Teacher Education and Graduate Studies

Education

B.S., M.Ed., Averett College; Ed.S., Ed.D., The College of William and Mary; Graduate Study, University of Virginia.

**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.

**William S. Trakas, B.A., M.A., Ph.D.**

Professor

History

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

**Gary A. Tucker, B.S., M.A., Ph.D.**

Associate Professor

Mathematics and Computer Science

B.S., Averett College; M.A., Ph.D., Duke University; Graduate Study, Nova Southeastern University.

**Jane Wiseman, A.B., M.A., Ph.D.**

Assistant Professor

English

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

***ADMINISTRATION***

**Tiffany M. Franks, B.A., M.A., Ph.D.**

President

**Thom Davis, B.S. M.S**

Vice President and Chief Financial Officer

**Charles Harris, B.S.**

Executive Vice President

**Stuart Jones, B.A., M.A., Ph.D.**

Vice President for Enrollment Management

**Janet Laughlin, B.S. , M.B.A., Ph.D.**

Vice President for Academic Affairs

**Michael Parsons, B.S., M.S., Ph.D.**

Associate Vice President for Graduate and Professional Studies

**Albert “Buddy” Rawley, B.S.**

Vice President for Institutional Advancement

***ADMINISTRATIVE STAFF***

**Carl Bradsher, A.A., B.S.**

Director of Student Financial Services

**Janet Roberson, B.A., B.A., M.B.A.**

Registrar and Military Affairs Officer

**Kathleen Ross, A.A., B.A.**

Administrative Assistant to the Department of Education

**Susan C. Newcomb, A.S.**

Associate Director of Student Accounts