



1972

# Virginia Commonwealth University School of Education Graduate Bulletin

Virginia Commonwealth University

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**VIRGINIA  
COMMONWEALTH  
UNIVERSITY  
BULLETIN**

**Education  
Graduate Issue  
1972-1973**



In order to be effective, graduate study is in large measure self-directed. The student is therefore encouraged to be thoroughly familiar with this Graduate Bulletin as he enters into his program of study.

The Board of Visitors, the administration, and the faculty of Virginia Commonwealth University are committed to a policy of equal opportunity in education without regard to race, creed, sex, or national origin.

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Correspondence should be addressed to: Director of Graduate Studies, School of Education, Virginia Commonwealth University, Academic Center, Richmond, Virginia 23220.

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VIRGINIA COMMONWEALTH UNIVERSITY  
BULLETIN

ACADEMIC DIVISION

RICHMOND, VIRGINIA

SCHOOL OF EDUCATION GRADUATE BULLETIN

1972-73

VOLUME XLVII

APRIL 1972

NUMBER 5

Second class postage paid at Richmond, Virginia. Published seven times a year in January, March (three times), April (twice), and September.

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UNIVERSITY OF VIRGINIA COMMONWEALTH UNIVERSITY  
BULLETIN  
ACADEMIC EMPLOYEES

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# 1971-1972 UNIVERSITY CALENDAR

| MARCH |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
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| 12    | 13 | 14 | 15 | 16 | 17 | 18 |
| 19    | 20 | 21 | 22 | 23 | 24 | 25 |
| 26    | 27 | 28 | 29 | 30 | 31 |    |

| APRIL |    |    |    |    |    |    |
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| 23    | 24 | 25 | 26 | 27 | 28 | 29 |
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| MAY |    |    |    |    |    |    |
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| 13  | 14 | 15 | 16 | 17 | 18 | 19 |
| 20  | 21 | 22 | 23 | 24 | 25 | 26 |
| 27  | 28 | 29 | 30 | 31 |    |    |

| JUNE |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
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| 5    | 6  | 7  | 8  | 9  | 10 | 11 |
| 12   | 13 | 14 | 15 | 16 | 17 | 18 |
| 19   | 20 | 21 | 22 | 23 | 24 | 25 |
| 26   | 27 | 28 | 29 | 30 |    |    |

| JULY |    |    |    |    |    |    |
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| 9    | 10 | 11 | 12 | 13 | 14 | 15 |
| 16   | 17 | 18 | 19 | 20 | 21 | 22 |
| 23   | 24 | 25 | 26 | 27 | 28 | 29 |
| 30   | 31 |    |    |    |    |    |

| AUGUST |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
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|        |    |    |    |    |    | 2  |
| 3      | 4  | 5  | 6  | 7  | 8  | 9  |
| 10     | 11 | 12 | 13 | 14 | 15 | 16 |
| 17     | 18 | 19 | 20 | 21 | 22 | 23 |
| 24     | 25 | 26 | 27 | 28 | 29 | 30 |
| 31     |    |    |    |    |    |    |

**21**  
Last day to drop a course with a grade of "W"

**22**  
Mid-semester grades due

**25**  
Spring vacation begins at 12 noon

**3**  
Spring vacation ends at 8:00 a.m.

**17-24**  
Academic advising for advance registration

**25-27**  
Advance registration for Fall semester

**29**  
Last day to drop a course with grade of "WF" or "WP"

**20**  
Classes end for Spring semester

**22-31**  
Final examinations for Spring semester

**26**  
Final date for oral defense of graduate thesis for June graduation

**1**  
Final date for filing grade reports

**4**  
Commencement Day

**7-8**  
Registration for summer session

**10**  
12-week Saturday classes begin

**12**  
Classes begin for 6-week and 9-week sessions

**15**  
Last day to submit application for admission or readmission as degree-seeking or special students for day classes in the Fall semester

**15**  
Last day for summer degree candidates to file application

**21**  
End of 6-week session

**21**  
Registration for 3-week and 5-week sessions

**24**  
Classes begin for 3-week and 5-week sessions

**28**  
Final date for oral defense of graduate thesis for August completion of degree

**11**  
End of 3-week and 9-week sessions

**25**  
End of 5-week sessions

**26**  
End of 12-week Saturday classes

# 1972-1973 UNIVERSITY CALENDAR

| AUGUST |    |    |    |    |    |    | SEPTEMBER |    |    |    |    |    |    | OCTOBER |    |    |    |    |    |    | NOVEMBER |    |    |    |    |    |    | DECEMBER |    |    |    |    |    |    | JANUARY |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| S      | M  | T  | W  | T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S       | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S       | M  | T  | W  | T  | F  | S  |    |    |    |    |    |    |    |
| 6      | 7  | 8  | 9  | 10 | 11 | 12 | 3         | 4  | 5  | 6  | 7  | 8  | 9  | 8       | 9  | 10 | 11 | 12 | 13 | 14 | 5        | 6  | 7  | 8  | 9  | 10 | 11 | 3        | 4  | 5  | 6  | 7  | 8  | 9  | 1       | 2  | 3  | 4  | 5  | 6  | 7  | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 13     | 14 | 15 | 16 | 17 | 18 | 19 | 10        | 11 | 12 | 13 | 14 | 15 | 16 | 15      | 16 | 17 | 18 | 19 | 20 | 21 | 12       | 13 | 14 | 15 | 16 | 17 | 18 | 10       | 11 | 12 | 13 | 14 | 15 | 16 | 17      | 18 | 19 | 20 | 21 | 22 | 23 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 20     | 21 | 22 | 23 | 24 | 25 | 26 | 17        | 18 | 19 | 20 | 21 | 22 | 23 | 22      | 23 | 24 | 25 | 26 | 27 | 28 | 19       | 20 | 21 | 22 | 23 | 24 | 25 | 24       | 25 | 26 | 27 | 28 | 29 | 30 | 21      | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |    |    |    |
| 27     | 28 | 29 | 30 | 31 | 24 | 25 | 26        | 27 | 28 | 29 | 30 | 29 | 30 | 31      | 26 | 27 | 28 | 29 | 30 | 31 | 28       | 29 | 30 | 31 |    |    |    |          |    |    |    |    |    |    |         |    |    |    |    |    |    |    |    |    |    |    |    |    |

**28**  
General Faculty meeting at 10:30 a.m.  
Faculty Advisors' meeting at 2:00 p.m.

**28 to Sept. 1**  
Orientation for all new degree seeking students

**29**  
Advising sessions for all new students

**31 to Sept. 1**  
Registration for continuing, re-admitted, and new degree seeking day students

**1**  
Registration for non-degree seeking day students

**5**  
Classes begin at 8:00 a.m.

**5-6**  
Registration for Evening College

**5-8**  
Add/Drop and late registration for day students

**6**  
Classes begin for Evening College

**14**  
Last day to drop a course with grade of "W"

**20**  
Last day for degree candidates to file application for January commencement

**25**  
Mid-semester grades due in Registrar's Office by 9:00 a.m.

**27**  
Thanksgiving holiday ends at 8:00 a.m.

**6-10**  
Academic advising for advance day registration

**13-17**  
Advance registration for day students for Spring semester

**17**  
Last day to submit application for admission or re-admission to Spring semester

**18**  
Last day to drop a course with grade of "WF" or "WP"

**22**  
Thanksgiving holiday begins at 1:00 p.m. for day and evening classes

**27**  
Thanksgiving holiday ends at 8:00 a.m.

**1**  
Final date for oral defense of graduate thesis for January completion of degrees

**13**  
Last day of classes for Fall semester

**14-22**  
Final examinations for Fall semester

**23**  
Christmas vacation begins at 8:00 a.m.

**27**  
Instructors' grade reports due in Registrar's Office by 9:00 a.m.

**9-10**  
Registration for Evening College

**10**  
Orientation for all new degree seeking students

**11**  
Christmas vacation ends at 8:00 a.m.

**11-12**  
Registration for day degree seeking students

**12**  
Registration for day non-degree seeking students

**15**  
Classes begin at 8:00 a.m.

**15-19**  
Add/Drop and late registration for all day students

**FEBRUARY**

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|   |   |   |   |   |   | 28 |

**9**  
Last day for Spring degree candidates to file application

**24**  
Last day to drop a course with grade of "W"

**MARCH**

|   |   |   |   |   |   |    |
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|   |   |   |   |   |   | 29 |
|   |   |   |   |   |   | 30 |
|   |   |   |   |   |   | 31 |

**9**  
Instructors' grade reports due in Registrar's Office by 9:00 a.m.

**10**  
Spring vacation begins at 12:00 noon

**19**  
Spring vacation ends at 8:00 a.m.

**APRIL**

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

**2-6**  
Academic advising for advance day registration

**9-13**  
Advance registration for day students for Fall semester

**21**  
Last day to drop a course with grade of "WF" or "Wp"

**28**  
Final date for oral defense of graduate thesis for June graduation

**MAY**

|   |   |   |   |   |   |    |
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|   |   |   |   |   |   | 29 |
|   |   |   |   |   |   | 30 |
|   |   |   |   |   |   | 31 |

**5**  
Last day of classes for Spring semester

**7-15**  
Final examination for Spring semester

**17**  
Instructors' grade reports due in Registrar's Office by 9:00 a.m.

**20**  
Commencement Day

**JUNE**

|   |   |   |   |   |   |    |
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|   |   |   |   |   |   | 9  |
|   |   |   |   |   |   | 10 |
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|   |   |   |   |   |   | 16 |
|   |   |   |   |   |   | 17 |
|   |   |   |   |   |   | 18 |
|   |   |   |   |   |   | 19 |
|   |   |   |   |   |   | 20 |
|   |   |   |   |   |   | 21 |
|   |   |   |   |   |   | 22 |
|   |   |   |   |   |   | 23 |
|   |   |   |   |   |   | 24 |
|   |   |   |   |   |   | 25 |
|   |   |   |   |   |   | 26 |
|   |   |   |   |   |   | 27 |
|   |   |   |   |   |   | 28 |
|   |   |   |   |   |   | 29 |
|   |   |   |   |   |   | 30 |

**24**  
Final examination for Spring semester

**JULY**

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
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| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

**29**  
Final examination for Spring semester



## GENERAL INFORMATION

### PURPOSES AND OBJECTIVES OF THE UNIVERSITY

The purpose of Virginia Commonwealth University shall be to endeavor to provide an educational environment nurturing and stimulating teaching, research, and service. Sensitive to the needs of urban life in the Commonwealth, it will strive to promote the pursuit of knowledge and the dissemination of professional skills.

The objectives of the University shall be:

To identify and anticipate urban problems, to advance experimentation and open-ended attitudes in their solution through appropriate research, and to develop the University as a planning and resource center for urban living.

To commit itself to creative and varied programs of teaching, research, and consultation, contributing to the improvement of the quality of life within urban communities.

To promote and develop programs of continuing and graduate education relevant to contemporary society.

To provide an educational climate which will stimulate in the student a lifelong commitment to learning and service, which will develop com-

petence and motivation to work toward the realization of individual and community potentials, and which will set for the student an example of excellence.

To develop and maintain an environment of educational excellence which will attract and motivate faculty to pursue their work in accordance with the highest educational standards.

To recognize the imaginative power of the arts and humanities in reflecting the problems and aspirations of society and of the human condition; to acknowledge the role of the arts in changing behavior; and to provide opportunities throughout the University and the Commonwealth to maximize their relevance, both individually in the self-realization of the student, and publicly, in exhibition and performance.

To complement existing institutions of higher learning by providing programs of a uniquely urban character, thus enhancing the educational opportunities of the Commonwealth.

Virginia Commonwealth University traces its founding back to 1838 when The Medical College of Virginia was established as the medical department of Hampden-Sydney College. This medical college, now the Health Sciences Division, was united with Richmond Professional Institute, now the Academic Division, in 1968 to create the new University.

Graduate programs of study in the Academic Division of Virginia Commonwealth University lead to the following degrees:

- Doctor of Philosophy
- Master of Arts
- Master of Art Education
- Master of Education
- Master of Fine Arts
- Master of Music
- Master of Music Education
- Master of Science
- Master of Science in Rehabilitation Counseling
- Master of Social Work

## **HISTORY OF VIRGINIA COMMONWEALTH UNIVERSITY**

## **GRADUATE DEGREES**

## ACCREDITATION

Virginia Commonwealth University is a member of and accredited by the Southern Association of Colleges and Schools, the general accrediting agency for colleges in this region.

## VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

The Virginia Commonwealth University Libraries is one library with two physical units. These are the Tompkins-McCaw Library and the James Branch Cabell Library. The Tompkins-McCaw Library, a graduate research library, has a collection strongly emphasizing the health sciences. This basic orientation is expanding to include related areas. Further, it will broaden sufficiently, so that it will serve the entire University. Similarly, the James Branch Cabell Library serves as a general University library. It has a strong orientation toward undergraduate requirements with developing collections in certain graduate fields. Each library serves its home campus and offers service on a University-wide basis as required. The library collections grow at the rate of about 30,000 volumes per year (25,000 on the Academic campus, and 5,000 volumes per year on the Health Sciences campus). If microform materials continue to appear in impressive quantities, the University libraries should add the equivalent of about another 25,000 volumes per year in this format. The combined subscription lists total about 4,000 titles (about 2,200 in the Health Sciences and 1,800 in the general collection). We anticipate these figures growing to 5,500. The University Library is a depository for United States Government publications.

## GRADUATE FEES

### I. INSTRUCTIONAL FEES FOR ACADEMIC YEAR\*\*

#### Full-time Graduate Students:

|                                    |       |
|------------------------------------|-------|
| Virginia residents, per year ..... | \$510 |
| Non-residents, per year .....      | \$740 |

#### Part-time Graduate Students:

|                          |                       |
|--------------------------|-----------------------|
| Virginia residents ..... | \$29 per credit hour* |
| Non-residents .....      | \$37 per credit hour* |

The tuition shown is for the academic year 1972-73. Educational costs are subject to similar price adjust-

\*This fee applies to all courses taken for graduate credit.

\*\*Subject to change.

ments found in the costs of other commodities; therefore, fees may be changed for the academic year 1973-74.

The law affecting residence in Virginia is as follows: "No person shall be entitled to the admission privileges, or the reduced tuition charges, or any other privileges accorded by law only to residents or citizens of Virginia, in the State institutions of higher learning unless such person has been domiciled in, and is and has been an actual bona fide resident of Virginia for a period of at least one year prior to the commencement of the term, semester, or quarter for which any such privilege or reduced tuition charge is sought, provided that the governing boards of such institutions may require longer periods of residence and may set up additional requirements for admitting students."

## II. OTHER FEES

- a. Application Fee. All students shall pay an application fee of \$10 upon application for admission. The fee is not refundable. The check should be made payable to Virginia Commonwealth University.
- b. Late Registration. Full-time students who register after the days officially scheduled for registration will be charged a late registration fee of \$10. Part-time students are charged a late registration fee of \$10.
- c. Diploma Fee. A fee of \$16 is charged for all candidates for the master's degree who expect to receive the graduate diploma.

## III. REFUNDS AND REBATES

A full-time or part-time day student who withdraws in good standing shall be entitled to a refund of a portion of his tuition, room, and board fees for the semester in which he is currently enrolled. All other fees are nonrefundable.

Request for refund: A request for a refund shall be made in writing to the Dean of Student Services before said request can be considered. The following policy governs the refund of room, board, and tuition fees:

- a. A student who fails to register or is denied permission to register will be entitled to a full refund of tuition, room, and board if paid in advance.
- b. Students entering involuntary military service of the United States will be granted a refund on a prorated basis.
- c. A student will be entitled to a refund of 80 percent of his room, board, and tuition fees upon withdrawal before the end of the first week of the term (seven consecutive calendar days from the first day of classes) and a decrease of 20 percent each week thereafter up to and including the fourth calendar week. NO AMOUNT WILL BE REFUNDED FOR WITHDRAWAL AFTER THE FOURTH CONSECUTIVE CALENDAR WEEK OF THE TERM.

The actual date of withdrawal will be certified by the Office of the Dean of Student Life; and refund, when appropriate, will be computed based on that certified date.

Contracts for room and board (except in cases involving contracts initiated during the Spring and Summer terms) are for a two-semester period. If a resident voluntarily withdraws from the University residence halls without clearance from the Office of the Dean of Student Services but remains at the University, he will be responsible for full room and board fees. Subletting is not permitted. Exceptions to the above policy can be made only by the Office of the Dean of Student Services.

**POLICIES AND  
PROCEDURES  
FOR GRADUATE  
WORK**

**I. POLICIES FOR GRADUATE STUDIES**

- a. Degree recipients must have received an overall grade point average of 3.0 (B).
- b. A student who receives a grade of "C" or below on more than 20 percent of the total courses required by the degree program will be dropped automatically from his program.
- c. Full-time graduate status shall consist of a minimum of nine and a maximum of 16 credits per semester. A maximum of 12 semester credits may be earned in summer sessions each summer.

- d. Students must continually show acceptable professional behavior to be retained in a program of graduate studies.
- e. A grade of Incomplete presupposes that the student is doing passing work on the completed portion of the course, but is unable to meet all the requirements of the course by the end of the term. A grade of Incomplete should not be given without an understanding between the instructor and the student. The maximum time limit for the removal of an Incomplete for a course other than the thesis is the end of the semester following the semester (or summer session) in which the Incomplete was incurred. At the end of the succeeding semester, an unremoved grade of Incomplete automatically is changed to a grade of "F." Exceptions to this procedure must be approved by the school or department chairman upon the recommendation of the instructor prior to the time limit and a statement filed with the registrar. An Incomplete on the thesis must, of course, be removed within the time allowed for the completion of the degree.
- f. A minimum of at least half of the courses required in the student's program shall be those designated as exclusively for graduate students; that is, those at the 600 level or above.
- g. All requirements for the degree must be completed within seven years from the date of admission to graduate study. This time limitation applies to both full-time and part-time students. Some schools may limit the student to fewer years.

## II. LIMITATION ON CATALOG PROVISIONS

All rules and regulations set forth in this bulletin, as well as the statements regarding fees, will apply until further notice. The right is reserved to make changes in course of study, in fees, and in rules and regulations governing the conduct of the work in all schools and programs, in the faculty and staff, and in the classification of students whenever University authorities deem it expedient or wise to do so.

## SCHOOL OF EDUCATION

The School of Education is one of six schools in the Academic Division of Virginia Commonwealth University. The primary purpose of the School of Education is to provide high quality, dynamic, and innovative programs in teacher education which reflect the following:

Identification, development, and refinement of teacher competencies in relation to urbanization, rapid social change, and other contemporary problems;

Development of the abilities, skills, and knowledge necessary to meet the particular needs of school children at all levels;

Opportunities for teaching practica, administrative, supervisory, and counselor internships, in-service courses, and workshops; and

Development of a sensitivity to self and the importance of human interaction in learning.

Another purpose of the School of Education is to acquaint students with various aspects of educational research. This includes opportunities for students to become:

Intelligent consumers of educational and related research; sensitive to the need for educational research; capable of designing and conducting educational research.

A third purpose is to provide continuous professional assistance to school systems. The School of Education is a center of highly specialized information and services designed to meet educational needs in Virginia and elsewhere. Such services include program consultation, research design and conduct, and inservice education.

Virginia Commonwealth University is located in the heart of Richmond, Virginia's capital. In this location, graduate students will find a multiplicity of public and private educational programs and institutions. These programs and institutions, often within walking distance of the campus, provide the students with many opportunities to obtain meaningful practicum experiences.

To achieve its stated purposes, the School of Education has strong relationships with all other schools and departments within Virginia Commonwealth University, and students in the School of Education have opportunities to take a variety of courses in these schools. The School of Education is accredited by the Virginia State Department of Education and holds membership in the American Association of Colleges for Teacher Education.

The School is organized into departments as follows:

#### **Department of Administration and Supervision**

This department enrolls individuals who seek certification and preparation to become principals, general supervisors, or special service supervisors and prepares them for related positions in public and private school administration. Students may also prepare for various administrative positions in business or specialized educational institutions, including vocational and technical schools.

#### **Department of Counselor Education**

This department enrolls students who want to become guidance workers in a variety of settings, in-



cluding elementary and secondary schools and institutions of higher education.

### **Department of Distributive Education**

This department enrolls students who are presently working in the field of distributive education as well as continuing distributive education graduates and students graduating from related areas of concentration.

### **Department of Elementary Education**

This department enrolls students who are experienced elementary teachers who wish to work for the Master of Education degree to improve and extend their work as leaders in the field of elementary education. These students may select specialization from the areas of curriculum and instruction in the elementary school, reading, early childhood education, and communication skills. The department also enrolls students with baccalaureate degrees in areas other than elementary education who wish to work for the Master of Education degree for the purpose of preparing to teach in elementary schools.

### **Department of Special Education**

This department enrolls students who want to pursue special education, Master of Education degrees in the education of the mentally retarded or the education of the emotionally disturbed. A specific goal of both programs is to prepare teachers who are well-qualified to assume responsibilities for innovative programming for children, based on an individual child's unique needs. Students in this department may also pursue courses leading to endorsement in Virginia in the area of the education of children with learning disabilities.

## **GENERAL REQUIREMENTS FOR ADMISSION**

Any student holding an earned baccalaureate degree from an institution acceptable to Virginia Commonwealth University may take appropriate graduate level courses. However, students cannot receive graduate credit toward a degree at Virginia Commonwealth University for courses in which they have registered prior to application to and acceptance in a graduate degree program in the School of Education.

- a) Application to graduate study must be made on the appropriate application form. The form is available in the Office of Graduate Studies, School of Education.
- b) Applicant must submit acceptable scores, as determined by the Graduate Committee, on the Aptitude Tests of the Graduate Record Examinations.
- c) Applicant should have achieved a grade point average of 2.8 on the last 60 semester hours of undergraduate academic study.
- d) Applicant must submit three recommendations from individuals who are in a position to evalu-

ate his performance as a professional in the field of education.

- e) Applicant must meet specific departmental requirements, where applicable.
- f) A personal interview may be required.

### **Administration and Supervision**

In addition to the general requirements, the Department of Administration and Supervision requires that those applying for admission have a minimum of two years' successful teaching or equivalent experience. Ordinarily a student admitted to the Department of Administration and Supervision will have an undergraduate degree which qualifies him for professional certification as a teacher.

### **Counselor Education**

In addition to the general requirements, applicants planning to become guidance workers in Virginia public schools should have a valid professional teaching certificate and a minimum of one year's teaching experience.

### **Distributive Education**

In addition to the general requirements, the Department of Distributive Education requires that a student applying for admission have a valid professional teaching certificate in the area of distributive education or meet that requirement prior to the granting of a Master of Education degree.

### **Elementary Education**

In addition to the general requirements, the Department of Elementary Education requires that a student applying for admission have a valid professional teaching certificate in an area of elementary education or meet that requirement prior to the granting of a Master of Education degree.

### **Special Education**

In addition to the general requirements, the Department of Special Education requires that a student applying for admission have a valid professional teaching certificate in an area of special education or meet that requirement prior to the granting of a Master of Education Degree.

## DEGREE REQUIREMENTS

A minimum of 33 semester hours of courses is required for the Master of Education degree. The distribution of course work is as follows:

A. Foundation Courses. (6 hours)  
Advanced Educational Psychology  
Methods of Research  
Philosophy of Education  
Seminar in Child Growth and Development

B. Program Courses: (12 to 21 hours)  
Each candidate will be expected to complete at least 12 hours of course work in a field of concentration.

C. Electives  
Each candidate may take electives that are related to his field of study or will provide balance and breadth in his total program. Specific courses must be approved by the student's advisor.

D. Thesis or additional course work: (6 hours)  
In addition to the above, a Comprehensive Examination in the field of concentration must be taken after or during the completion of 24 semester hours of graduate work. The examination may be oral or written. In order to be eligible to take the examination, the department chairman must be notified of the student's intent in writing 30 days prior to the examination date. Oral examinations will be scheduled by the student and his advisor. Written examinations will be given annually on the second Saturday in December, the second Saturday in April, and the second Saturday in July.

Admission to graduate study does not constitute candidacy for a degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the recommendation of the department in which the degree is sought. Advancement to degree candidacy requires that the candidate must have completed between nine and 15 semester hours of graduate study with a minimum grade point average of 3.0; demonstrated clearly the aptitude and ability to pursue graduate work, including independent study; exhibited a commitment to education as a profession; demonstrated promise for a successful career in the field selected in terms of temperament and personality. Admission to degree candidacy is not

## CANDIDACY

an automatic process, but rather the application for candidacy is approved by the department only after careful evaluation of all pertinent factors.

Graduate study in the School of Education is a carefully determined program of courses. For this reason, transfer credit is not encouraged. However, a maximum of six semester hours of credit may be transferred toward a Master of Education degree in the School of Education at Virginia Commonwealth University. For students wishing to transfer work at the time of admission, only course work taken as an accepted student in a graduate degree program in a properly accredited institution can be transferred. Admitted students may take off-campus courses if they have received the approval of their advisor and department chairman *prior to taking the course work.*

## COURSE DESCRIPTIONS

EDUCATION 501 *Pupil Evaluation*. Semester course; 3 lecture hours. 3 credits. Principles and procedures in evaluating pupil growth in skills, attitudes, and understandings; construction and analysis of teacher-made tests; and administration of group tests. Interpretation of group and individual tests with emphasis on measurement problems of exceptional children.

EDUCATION 502 *Guidance*. Semester course; 3 lecture hours. 3 credits. The introductory course for all graduate students in counselor education includes a survey of pupil personnel services and places special emphasis on those services associated with the guidance program. The course is designed for both elementary and secondary counselors and is a prerequisite to all other courses offered by the department of counselor education.

EDUCATION 511 *Techniques of Coordination in Distributive Education*. Semester course; 3 lecture hours. 3 credits. Developing cooperative relationship with resources in the community; selecting and developing training stations; placement of students and assisting job adjustment.

EDUCATION 514 *Distributive Education Adult Programs*. Semester course; 3 lecture hours. 3 credits. The place of continuing education in the total responsibilities of the teacher-coordinator; planning, organizing, promoting, administering, and evaluating the adult program; selection and training of adult instructors. Basic course for teacher-coordinators.

EDUCATION 525 *Language Arts in Elementary School*. Semester course; 3 lecture hours. 3 credits. Teaching techniques and materials for the developmental teaching of oral communication and written expression. Students will explore significant research and current literature related to content, organization, and instruction in language arts for the elementary school.

EDUCATION 526 *The Teaching of Reading*. Semester course; 3 lecture hours. 3 credits. For experienced teachers, graduate students. An analysis of instrumental programs with emphasis on developmental reading. Review of research, curriculum issues, and instrumental procedures related to program of reading in elementary schools.

EDUCATION 528 *Children's Literature*. Semester course; 3 lecture hours. 3 credits. Criteria for selection of children's literature and study of children's reading interests. Analysis of significant research and literature with application to selected problems and evaluation of creative approaches and new materials in teaching children's literature.

EDUCATION 529 *Movement Education*. Semester course; 3 lecture hours. 3 credits. For teachers of early childhood and elementary education. Emphasis given to the role of movement in the educational program, movement theory and its implications for curriculum and learning. Major consideration will be given to motor development in young children and its implications for positive self-concepts.

EDUCATION 530 *Teaching in Urban Schools*. Semester course; 3 lecture hours. 3 credits. For teachers and administrators in urban situations; emphasis is given to the development of a variety of techniques for assessing the status of urban children and youth and in translating such information into programs.

EDUCATION 531 *Creative Teaching in the Elementary School*. Semester course; 3 lecture hours. 3 credits. Designed for early childhood and elementary teachers and administrators. Diversified experiences drawn from various curriculum areas, including the arts. Focus on the creative process and the role of the teacher in fostering creativity.

EDUCATION 533 *Literature for Adolescents*. 3 lecture hours. 3 credits. Prerequisite: open to upper-division undergraduate English education majors, students in library science, secondary school teachers, and librarians. This course is designed to acquaint prospective and practicing teachers of English and librarians with the nature, scope, and uses of adolescent literature. The student is exposed to reading materials designed to meet the varied needs and interests of adolescents in the American high schools.

EDUCATION 538 *Orientation to Speech Pathology*. Semester course; 3 lecture hours. 3 credits. An introduction to the history, scope, and trends in the field of speech pathology to include terminology, systems of classifications, and concepts of etiology, diagnosis, and therapy.

EDUCATION 544 *The Middle School Curriculum*. Semester course; 3 lecture hours. 3 credits. Prerequisites: Education 300 and Education 301 or Psychology 301 or 302 or permission of the instructor. The course will focus upon an inquiry into the curriculum decision-making process as it relates to the education of pre- and early adolescents in the middle school.

EDUCATION 546 *Guidance for Exceptional Children*. Semester course; 3 lecture hours. 3 credits. Inter-relationships of home, school, and community agencies are employed with emphasis on the special education teacher as a guidance worker in the areas of educational, mental, social, and vocational development.

EDUCATION 549 *Developmental Reading in the Secondary School*. 3 lecture hours. Spring semester. For prospective and practicing secondary school teachers. The course explores theoretical concepts in learning and reading, and the translation of these concepts into specific teaching procedures for students in the secondary school.

EDUCATION 551 *Survey of Special Education*. 3 lecture hours. 3 credits. For majors and non-majors. An overview of the field of special education; identifying exceptional children, programs, facilities, literature, services, and professional workers. A first course for special education majors.

EDUCATION 556 *Characteristics of the Mentally Retarded*. 3 lecture hours. 3 credits. Nature and needs of the mentally retarded with emphasis upon the degrees of retardation, causes, and concomitant problems. Psychological bases for a suitable curriculum are also explored.

EDUCATION 557 *Characteristics of the Emotionally Disturbed*. 3 lecture hours. 3 credits. A study of the causes and resultant problems involved in emotional disturbance and the implications for educational management.

EDUCATION 561 *Teaching the Mentally Retarded*. 3 lecture hours. 3 credits. Curriculum development and organization of activities for the mentally retarded at different maturational levels with specific attention to: program content, equipment, materials, and resources.

EDUCATION 562 *Teaching the Emotionally Disturbed*. Semester course; 3 lecture hours. 3 credits. Prerequisites: Education 551 and 557. Curriculum development and organization of activities for the emotionally disturbed, including program content, equipment, materials, and resources.

EDUCATION 563 *Teaching Slow Learners*. Semester course; 3 lecture hours. 3 credits. Curriculum development and organization of activities for slow learners at different maturational levels with specific attention to program content, materials, resources, and guidance.



EDUCATION 564 *Teaching the Gifted*. Semester course; 3 lecture hours. 3 credits. Curriculum development and organization of activities for the gifted at different maturational levels with specific attention to program content, materials, resources, and guidance.

EDUCATION 566 *Remedial Reading*. Semester course; 3 lecture hours. 3 credits. Study of reading efficiency, diagnosis of reading difficulties of all age groups, administration and interpretation of individual reading diagnostic tests, and organization of reading instruction for individuals or small groups.

EDUCATION 567 *Language Arts for the Mentally Retarded*. 3 lecture hours. 3 credits. A study of the communication problems of the mentally retarded at different maturational levels and techniques for developing appropriate curricular emphasis in the total school program

EDUCATION 568 *Psycho-Educational Diagnosis of Children*. Semester course; 3 lecture hours. 3 credits. A review of tests used in determining nature and extent of learning deficits and their translation into educational methodology for children with specific learning problems. Techniques of remedial learning disorders will be examined and evaluated.

EDUCATION 570 *Medical Aspects of Crippling Conditions*. Semester course; 3 lecture hours. 3 credits. Survey of medical conditions and special health problems as they relate to educational planning and programming. Etiology, prognosis, and effects of disabling conditions are discussed by medical specialists. Teacher-physician relationships are explored. Planning for both the child and his environment to meet his special needs is included.

EDUCATION 574 *Seminar and Practicum in Allied Health Teaching*. 6 semester hours credit. A methods course for students who will be teaching in the areas of nursing, medical technology, dental hygiene, and physical therapy. The course explores basic principles of learning and instructional strategies the first three weeks; the second three weeks students teach mini-lessons using principles and practices developed earlier.

EDUCATION 580 *Human Interaction in Teaching*. Semester course; 3 lecture hours. 3 credits. Case-oriented study of effective behavior and its influence on the classroom climate and learning. The content will emerge as the cases are presented and discussed by the participants.

EDUCATION 601 *Philosophy of Education*. Semester course; 3 lecture hours. 3 credits. A study of basic philosophies which have contributed to the present day educational system. Attention will be given to contemporary philosophies having an impact on planning for future programs.

EDUCATION 603 *Seminar in Child Growth and Development*. Semester course; 3 lecture hours. 3 credits. Intensive study of child growth and development and application of this knowledge. Emphasis on current research.

EDUCATION 610 *School and Community Relations*. Semester course; 3 lecture hours. 3 credits. New concepts and specific techniques in school-community relations for teachers; involvement in educational planning; involvement in community planning and an examination of evaluative projects for community use.

EDUCATION 611 *Social Studies in the Elementary School*. Semester course; 3 lecture hours. 3 credits. The underlying values, the knowledge, and the behavior essential to the conduct of our democratic society; the understandings, generalizations, and concepts drawn from the social sciences that are appropriate and meaningful to elementary pupils.

EDUCATION 613 *Educational Change*. Semester course; 3 lecture hours. 3 credits. An introduction to change procedures stressing the specification of instrumental objectives in behavioral terms, the selection and organization of learning experiences, and the evaluative process as they relate to the implementation of current research in program design.

EDUCATION 615 *Curriculum Development*. Semester course; 3 lecture hours. 3 credits. Current studies and proposals dealing with curriculum improvement and development for school personnel. Emphasis will be given to methods of involving professional and lay people in developing curriculum.

EDUCATION 616 *Curriculum Seminar*. Semester course; 3 lecture hours. 3 credits. A seminar based on current curriculum theory. An extensive review and analysis of current curriculum projects will be undertaken. Basic interdisciplinary research will be considered and application made to curriculum improvement. Prerequisite: Education 615.

EDUCATION 617 *Programs in Early Childhood Education*. Semester course; 3 lecture hours. 3 credits. Study of programs in early childhood education. Focus on purposes, practices, and trends in early childhood education; translation of research findings into curriculum.

EDUCATION 618 *Internship in Elementary Education*. Semester course; 3-6 hours credit. Intensive practicum experience with children. Programs to be planned individually by the student and his advisor.

EDUCATION 620 *Public School Administration*. Semester course; 3 lecture hours. 3 credits. An overview of the theory and practice of public school administration. Emphasis will be placed on the role of the superintendent with some work on administrative responsibilities of principals of elementary and secondary schools.

EDUCATION 621 *School Law*. Semester course; 3 lecture hours. 3 credits. Legal aspects of school administration which include constitutional and statutory provisions and court decisions.

EDUCATION 622 *Public School Finance* Semester course; 3 lecture hours. 3 credits. A study of theories, policies, and expenditures of school funds. Special attention will be given to the practice of educational finance within the public school structure. The course will include such topics as the school budget, financial accounting, purchasing and supply problems, school equipment, and school insurance. Prerequisite: graduate standing.

EDUCATION 623 *Seminar in Elementary School Administration*. Semester course; 3 lecture hours. 3 credits. Problems and issues in elementary school leadership. Major responsibilities of the elementary school principal. Enrollment limited to specialists in administration. Prerequisite: consent of program chairman.

EDUCATION 628 *School Personnel Administration*. Semester course; 3 lecture hours. 3 credits. A study of the personnel function in educational organizations. Designed to explore techniques and problems of staff-personnel relationships in contemporary education.

EDUCATION 630 *Supervision of Instruction*. Semester course; 3 lecture hours. 3 credits. An advanced course in modern concepts of supervision on the elementary and secondary levels. Modern theories and practices of instruction will be examined.

EDUCATION 632 *Seminar in Dynamics of Reading Readiness*. Semester course; 3 lecture hours. 3 credits. Intensive study of the emotional, social, intellectual, and physical factors involved in development of pre-reading skills. Emphasis on current research and teaching methodology.

EDUCATION 633 *Aural Rehabilitation*. Semester course; 3 lecture hours. 3 credits. A detailed review in techniques for teaching lip reading and auditory training for the hearing-impaired child.

EDUCATION 638 *Vocational and Occupational Adjustment for Exceptional Children*. Semester course; 3 lecture hours. 3 credits. An orientation to occupations, occupational information, and problems of adjustment for the handicapped with emphasis upon mentally handicapped. Emphasis is also placed upon implications of vocational and occupational adjustment problems for curriculum. Selected visitations to employing agencies are an integral part of the course.

EDUCATION 640 *Improvement of Instruction in Distributive Education*. Semester course; 3 lecture hours. 3 credits. Prerequisite: Distributive Education 405 or equivalent experience. Curriculum adaptation, use of appropriate methods, application to secondary school and adult programs.

EDUCATION 641 *Directed Independent Study*. Variable credit — 1 to 3 hours. To be offered each semester and summer. Prerequisite: Permission from department chairman. For students in education to pursue, in depth, a particular problem or topic about which an interest or talent has been demonstrated.

EDUCATION 642 *Materials and Methods in Project Instruction*. Semester course; 3 lecture hours. 3 credits. Development of specific related vocational curriculum materials for non-cooperative distributive education classes at the secondary level.

EDUCATION 643 *Research in Distributive Education*. Semester course; 3 lecture hours. 3 credits. Methods and techniques of practical research. Application is made to problems in distributive education, and students are required to select and plan simple research studies in this field.

EDUCATION 645 *Public Relations Principles*. Semester course; 2 lecture hours. 2 credits. Basic factors in communications are applied to the public relations responsibilities of the teacher-coordinator and supervisor. The message, the audience, the media, and personal effectiveness are included.

EDUCATION 647 *Renewal of Occupational Experience*. Semester course; 240 hours of full-time employment. 3 credits. Directed practical occupational experience in a distributive business. Placement by special arrangement and at the direction of the adviser. Graduate students must complete an analysis of the firm's organization and operation in written form, including all major phases of the business.

EDUCATION 649 *Utilization of Educational Media and Materials*. Semester course; 3 lecture hours. 3 credits. Prerequisite: Basic course in audiovisual education or permission of adviser. Use of educational materials and equipment in improving instruction; background in selection, utilization, and evaluation of major types of audiovisual materials.

EDUCATION 650 *Supervisory Leadership in Distributive Education*. Semester course; 3 lecture hours. 3 credits. The role of the supervisor in distributive education; principles of creative supervision; organization for observation, guidance, and training of teacher-coordinators.

EDUCATION 651 *Readings in Distributive Education*. Semester course; 1 to 3 credits. Prerequisite: consent of adviser. Independent study of current literature under tutorial guidance.

EDUCATION 652 *Trends and Issues in Distributive Education*. Semester course; 3 lecture hours. 3 credits. Trends in philosophy, curriculum, and teaching procedures. Research findings and analysis of current issues.

EDUCATION 653 *Curriculum Construction*. 3-6 credits. Prerequisite: Consent of adviser. Independent study; curriculum problems; organization and preparation of teaching units. Offered to individual students or on a conference or a seminar basis, depending on student needs and nature of study.

EDUCATION 655 *Techniques of Remediating Specific Language Disabilities*. Semester course; 3 lecture hours. 3 credits. Prerequisites: Education 566 and Education 568. Advanced

course in techniques for the remediation of specific language disabilities with emphasis on reading problems. Includes interpretation of diagnostic reports and the presentation and evaluation of a variety of specific remedial methodologies.

EDUCATION 661 *Characteristics of Children with Learning Disabilities*. Semester course; 3 lecture hours. 3 credits. The nature and needs of children with learning disabilities with emphasis upon psychological and behavioral characteristics as related to educational needs.

EDUCATION 662 *Problems in Special Education*. Semester course; 3 lecture hours. 3 credits. Open only to advanced students. Instruction is provided in the development, conduct, and reporting of various problems relative to the education or rehabilitation of handicapped children. Registration by department permission only.

EDUCATION 664 *Review of Research in Mental Retardation*. Semester course; 3 lecture hours. 3 credits. A review of major research in mental retardation and its implications for programming for mentally retarded children in schools, institutions, and private facilities.

EDUCATION 668 *Methods of Clinical Teaching*. Semester course; 3 lecture hours. 3 credits. Specific methodologies for teaching children with identified precognitive and cognitive learning disabilities using developmental, remedial, and compensatory approaches.

EDUCATION 669 *Administration and Supervision*. Semester course; 3 lecture hours. 3 credits. Practices and problems in providing school programs for handicapped and gifted children in both urban and rural communities are discussed.

EDUCATION 670 *Current Issues in Special Education*. Semester course; 3 lecture hours. 3 credits. For special education personnel, guidance workers, school administrators, and others involved in programs for exceptional children. An appraisal of current problems and issues confronting special education with emphasis on instruction and administrative problems in the schools.

EDUCATION 671 *Review of Research in Emotional Disturbance*. Semester course; 3 lecture hours. 3 credits. A review of major research in emotional disturbance and its implications for programming for emotionally disturbed children in schools, institutions, and private facilities.

EDUCATION 672 *Internship in Special Education*. Semester course; 3-6 credits. Intensive practicum experience with exceptional children. Programs to be planned individually by the student and his adviser.

EDUCATION 673 *Classroom Management of Disturbed Children*. Semester course; 3 lecture hours. 3 credits. Discussion of methods and techniques of managing classroom behavior. Open only to advanced graduate students in the area of emotionally disturbed.

EDUCATION 675 *Guidance in the Elementary Schools*. Semester course; 3 lecture hours. 3 credits. A survey of guidance and counseling procedures relevant to the developmental needs of elementary children. Emphasis will be given to specific methods of non-verbal communication with children, diagnosis of reading difficulty, working with parents, and serving as a resource person for the school faculty.

EDUCATION 676 *Techniques of Counseling*. Semester course; 3 lecture hours. 3 credits. A study of techniques used in counseling with students, including interviewing and assisting students in gaining insight into personal problems and in making educational and vocational choices. Attention is given to theories of counseling and of personality.

EDUCATION 677 *Organization and Administration of Guidance Services*. Semester course; 3 lecture hours. 3 credits. A study of organizational principles and procedures necessary for the effective administration of guidance services. Consideration is given to procedures used in establishing or modifying (or both) existing guidance programs, including the study of various community resources that can contribute to more effective guidance services.

EDUCATION 678 *Occupational and Educational Information*. Semester course; 3 lecture hours. 3 credits. Designed to give the potential school counselor an understanding of the developmental process by which the individual pupil comes to make a meaningful vocational choice. Emphasis will be given to a review of resources available to the counselor and pupil and the relationship between counselor and pupil in career planning.

EDUCATION 679 *Educational Measurement and Evaluation*. 2 lecture hours, 2 laboratories. 3 credits. A study of group and individual tests typically employed in school testing programs will be made. Particular attention will be given to tests of intelligence, aptitude, achievement, vocational, and psychological inventories. Stress will be placed on proper interpretation and use of test results by the counselor.

EDUCATION 684 *Guidance-Business and Industrial Practicum*. Semester course; 3 lecture hours. 3 credits. Course designed to assist high school counselors become better acquainted with vocational opportunities in business and industry. Field trips and guest speakers are included in order to provide accurate and up-to-date information concerning vocational opportunities. A written report is required.

EDUCATION 685 *Problems in Guidance*. Semester course; 3 lecture hours. 3 credits. A course designed to allow the student to pursue independent study of a topic under the supervision of a faculty member. The aim of the course is to provide the advanced student with the opportunity to investigate topics of sufficient interest that cannot be met through regular registration. A written report is required.

EDUCATION 690 *Group Procedures in Counseling and Guidance*. Semester course; 3 lecture hours. 3 credits. Prerequisite: Education 676. Introduction to the group process, group counseling, and group guidance contrasted and defined; basically theoretical.

EDUCATION 691 *Student Personnel Services in Higher Education*. Semester course; 3 lecture hours. 3 credits. Prerequisites: Education 676, 677. A course which focuses attention on administration decision-making and problem-solving in the area of student personnel services. Emphasizes the case study approach; students will participate in various administrative experiments requiring the employment of administrative theory and practice.

EDUCATION 693 *Guidance Practicum*. Semester course; 3 lecture hours. 3 credits. Prerequisites: completion of 15 hours of graduate study in counselor education and permission of the instructor. The practicum is designed to provide the advanced student with a meaningful sequence of supervised counseling experiences. Placement will be at the school level which best serves the student's anticipated area of specialization.

EDUCATION 695 *Guidance Seminar*. Semester course; 3 lecture hours. 3 credits. Prerequisite: open to advanced students with permission of the instructor. An advanced course designed to provide a means for intensive study of guidance services. The approach will be to integrate the knowledge and skills from the various disciplines as they relate to the work of the counselor.

EDUCATION 701 *Thesis*. Semester course. 6 credits. A research study of a topic or problem approved by the student's adviser and supervisory committee and completed in accordance with acceptable standards for thesis writing; or a field project; or research study approved by the students' adviser and supervisory committee and completed in accordance with acceptable standards for field research report writing.

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