

2014-2015 GRADUATE COURSE CATALOG

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The College of William & Mary – Graduate Catalog

August 2014

The catalog provides announcements for the 2014-2015 academic year. It was produced by the Office of the University Registrar in cooperation with university administrative offices and is current until August 2015. The College reserves the right to make changes in the regulations, charges and curricula listed herein at any time.

Notice of Non-Discrimination

Unless otherwise constrained by law, William & Mary is committed to providing an environment for its students and employees that is free from discrimination based on any personal factor unrelated to qualifications or performance such as, without limitation, race or color, citizenship, national origin or ethnicity, ancestry, religion or creed, political affiliation or belief, age, sex or sexual orientation, gender identity or expression, disability, marital status, pregnancy status, parental status, height, weight, military service, veteran status, caretaker status, or family medical or genetic information.

Discriminatory harassment is a form of discrimination prohibited by university policy. Sexual violence is a form of harassment based on sex, and is a violation of William & Mary policy. See William & Mary's Title IX Notice

William & Mary also provides reasonable accommodations for qualified individuals with disabilities as required by law.

The following person has been designated to handle inquiries regarding the university's non-discrimination policies, to receive discrimination/ harassment complaints from members of the university community, and to monitor the institution's compliance with non-discrimination laws and regulations:

Kiersten L. Boyce, J.D., CCEP
Chief Compliance Officer, Title IX and ADA/504 Coordinator
108 James Blair Hall
College of William & Mary
Williamsburg, VA 23185
757-221-3146
klboyc@wm.edu

For William & Mary's full policy on discrimination and harassment (including sexual harassment), and more information about the university's policies and procedures (including grievance/complaint procedures), please visit the webpage for the Office for Compliance & Policy.

The College

- About William & Mary
- Academic & General Policies
- Student Financial Policies & Information
- Services

The College of William & Mary was founded by royal charter in 1693 and has a rich heritage. Academic excellence and rigor are evident at all levels of the institution, where more than 6,000 students pursue baccalaureate degrees and some 2,000 engage in graduate study. William & Mary's graduate offerings span five faculties and graduate schools, each of which has a section in this Catalog describing its programs, research, and courses. The sections listed above and described in the following sections provide university-level information on the College, its academic policies, and some of the many services available to graduate students. All William & Mary graduate and professional students are subject to and entitled to these policies and services. Program-specific requirements can be found in the individual faculty or school sections on the left-hand menu.

About William & Mary

Accreditation

The College of William and Mary is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's, doctoral and first professional degrees and post-baccalaureate and post-master's certificates. Contact the SACS Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, 404-679-4500, and www.sacscoc.org. The Mason School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International); the School of Law is accredited by the American Bar Association (ABA); and the School of Education is

accredited by the National Council for Accreditation of Teacher Education (NCATE). For more information, see the "Accreditation" page on the College's website.

Correspondence Directory

To facilitate prompt attention, inquiries should be addressed to the following at the College of William and Mary, P.O. Box 8795, Williamsburg, Virginia 23187-8795.

Academic Affairs

Michael R. Halleran, *Provost*

Admission - Undergraduate

Timothy A. Wolfe, *Interim Associate Provost for Enrollment and Dean of Admission*

Admission - Graduate Studies

Virginia J. Torczon, *Dean of Research and Graduate Studies, Arts and Sciences*

Deborah A. Hewitt, *Assistant Dean for MBA Programs, School of Business*

Carol L. Tieso, *Associate Dean, School of Education*

Faye Shealy, *Associate Dean, William & Mary Law School*

Alumni Affairs

Marilyn W. Midyette, *Executive Vice President, Society of the Alumni and Associate Vice President of Alumni Engagement*

Auxiliary Services

Cynthia A. Glavas, *Director*

Bookstore

Cathy Pacheco, *Manager*

Campus Police

Edgar A. Schardein, *Interim Chief*

Development, Annuities and Gifts

Matthew T. Lambert, *Vice President for University Advancement*

Diversity & Equal Opportunity

W. Fanchon Glover, *Chief Diversity Officer and Assistant to the President*

Fees and Expenses

Edmund A. Brummer, III, *Director of Financial Operations*

General Business Matters

Samuel E. Jones, *Vice President for Finance*

Anna B. Martin, *Vice President for Administration*

Information Technology and Telecommunications

Courtney M. Carpenter, *Associate Provost for Information Technology*

International Studies

Stephen E. Hanson, *Vice Provost for International Affairs and Director of the Reves Center*

Ombudsperson

Tatia D. Granger, *University Ombudsperson*

Records and Transcripts

Sara L. Marchello, *Associate Provost and University Registrar*

Strategic Initiatives, University Governance, University Relations and Creative Services

Henry R. Broadus, *Vice President for Strategic Initiatives*

Student Employment, Student Loans, Financial Aid

Edward P. Irish, *Director of Student Financial Aid*

Student Life

Virginia M. Ambler, *Vice President for Student Affairs*

Swem Library

Carrie L. Cooper, *Dean, University Libraries*

Title IX Coordinator

Kiersten L. Boyce, *Chief Compliance Officer*

Mission Statement

The College of William and Mary, a public university in Williamsburg, Virginia, is the second-oldest institution of higher learning in the United States. Established in 1693 by British royal charter, William and Mary is proud of its role as the Alma Mater of generations of American patriots, leaders and public servants. Now, in its fourth century, it continues this tradition of

excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university. Its moderate size, dedicated faculty, and distinctive history give William and Mary a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers.

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

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

Goals

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

- to attract outstanding students from diverse backgrounds;
- to develop a diverse faculty which is nationally and internationally recognized for excellence in both teaching and research;
- to provide a challenging undergraduate program with a liberal arts and sciences curriculum that encourages creativity, independent thought, and intellectual depth, breadth, and curiosity;
- to offer high quality graduate and professional programs that prepare students for intellectual, professional, and public leadership;
- to instill in its students an appreciation for the human condition, a concern for the public well-being, and a life-long commitment to learning; and
- to use the scholarship and skills of its faculty and students to further human knowledge and understanding, and to address specific problems confronting the Commonwealth of Virginia, the nation, and the world.

Code of Ethics

Integrity is one of the core values of the College of William & Mary. Thus, we are committed to lawful and ethical behavior in all of the university's activities. At William & Mary, we insist that all members of the university community -- our board members, employees, students, and volunteers -- comply with all laws, regulations, policies and ethical norms applicable to them. More generally, we are to be honest, fair, and trustworthy ourselves and to take care that other members of the university community are also.

We, as members of the William & Mary community, will:

1. Obey the laws, regulations, and policies applicable to our university activities.
2. Protect and preserve university resources and ensure their proper use.
3. Avoid both conflicts of interest and the appearance of such conflicts.
4. Safeguard confidential information.
5. Make procurement decisions impartially and objectively.
6. Maintain effective internal controls to safeguard the regularity and integrity of our activities.
7. Treat other people with dignity and respect, ensuring there is no discrimination or harassment at William & Mary.
8. Report any illegal or unethical action that comes to our attention, so the university can investigate and take corrective steps.

The College of William and Mary Diversity Statement

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

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

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

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

-Approved by the William and Mary Board of Visitors on November 17, 2006

The Campus

William and Mary is a university community, small enough to provide for relationships that allow collaborative teaching and learning, large enough to have the resources to achieve excellence. An important aspect of this community is its location in the beautiful and historic city of Williamsburg, where it constitutes an integral part of the restoration of Colonial Williamsburg. The partnership of the College, the City, and the Restoration, and the educational, cultural, and recreational opportunities afforded to all students by this partnership, add to the quality of life and the quality of education at William and Mary.

The campus, comprising approximately 1,200 acres of land, extends from the western edge of the restored area of Colonial Williamsburg to Lake Matoaka and its surrounding wooded land. Within its boundaries are three contiguous sections known today as the Historic Campus, the Old Campus, and the New Campus, and, a short walk to the southeast, the William and Mary School of Law.

The Historic Campus is the site of three restored pre-Revolutionary buildings. The Sir Christopher Wren Building (1695, restored 1928-31), still in daily classroom use, is the oldest academic building in the United States. The Brafferton (1723, restored 1932), originally a school for Indians established with a bequest from the English scientist Robert Boyle, today contains administrative offices. The third building, the President's House (1732, restored 1931), has served as home for each of the twenty-five presidents of the College.

Academic & General Policies

Statement of Purpose

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

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

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

Equal Employment Opportunity

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

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

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

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

Student Right to Know

The College of William and Mary complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. Crime statistics and the annual Campus Safety Report are available from the Police Department or the Office of Institutional Research.

Student Records Privacy Policy and Notification of Rights under FERPA

I. Scope

This policy applies to all students in attendance at the College of William & Mary, including the Virginia Institute of Marine Science (the university).

II. Policy

The university protects the privacy of student records in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Virginia Health Records Privacy Act, and provides students with access to their own records in accordance with FERPA.

A. Student Records Rights.

FERPA affords students certain rights with respect to their education records, and defines situations in which the university can release information from student records with student consent. Education records, under FERPA, are documents, files, and other materials that contain information directly related to a student and are maintained by the university or a university agent. Student rights include:

1. The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the University Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students who are citizens of Virginia also have rights to their records under the Virginia Freedom of Information Act. Information about the process for requesting records under the Act, and the university's obligations, is provided in the university's Freedom of Information Act Policy.

2. The right to request the amendment of an element of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to request an amendment should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the student will be notified in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The types of disclosures permitted without student consent are described in Section B, below.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

See also Section C, below, for a discussion of other university policies relating to student records.

B. Disclosures Permitted Without Student Consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials (item 1 below), disclosures related to some judicial orders or lawfully issued subpoenas (item 8 below), disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

William & Mary may disclose PII from a student's education records without obtaining prior written consent of the student under the following circumstances:

1. To other school officials whom the school has determined to have legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of visitors; or a student serving on an official committee, such as the Honor Council. A school official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university. (§99.31(a)(1))
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.* (§99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
5. To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
7. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)). Pursuant to Virginia law, the university will disclose such information, if certain conditions are satisfied, as described under Section C(2) below.

8. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36. Under this exception, William & Mary may disclose PII if the university determines that the person to whom the PII is to be disclosed needs the information to protect the student or other individual(s) from an articulable and significant threat to their health or safety (§99.31(a)(10))
10. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
11. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
12. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

In addition, recent federal guidelines permit release of student information for the purpose of data collection and analysis. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to your records and private information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is principally engaged in the provision of education, such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and private information without your consent to researchers performing certain types of studies, such as Statewide Longitudinal Data Systems, in certain cases even when the university objects to or does not request such research.

Directory Information: In addition, FERPA permits the disclosure of information deemed by the university to be "Directory Information" without written consent. (§99.31(a)(11)) This information includes:

- Student name
- Current classification
- Address (permanent, local, and email)
- Previous schools attended and degrees awarded
- Telephone numbers
- Dates of attendance
- Current enrollment status
- Degree(s) earned and dates awarded
- Major(s), Minor
- Scholarships, awards, honors or special recognition
- Height, weight, and birth date of members of athletic teams
- Photograph

Students may prohibit the release of Directory Information by completing a "Request for Confidentiality" form, located on the University Registrar's website at www.wm.edu/registrar/forms. This request must be submitted in person to the Office of the University Registrar and will remain on file indefinitely until written notice is submitted by the student to remove it.

C. Additional University Policies and Practices Relating to Student Records.

1. Medical/Health Records. Medical information in students' records generally is not subject to additional protections, except for records of the Student Health Center and the Counseling Center that are protected by the Virginia Health Records Privacy Act.

The Act generally prohibits the disclosure of a student's health information without the student's consent, unless an exception applies. The Health Records Privacy Act does not have a provision that permits sharing of health records

within the institution similar to the "school officials" FERPA exception, but it does allow disclosure of records (other than psychotherapy notes) by the Student Health Center and Counseling Center to the university's Campus Assessment and Intervention Team. The Act also contains numerous other exceptions, including disclosures in response to a subpoena satisfying specific statutory requirements.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) does not apply to education records, even if these records contain medical information; HIPAA exempts education records from its privacy regulations, because these records are protected by FERPA.

2. Other Policies. For additional information regarding students' rights related to the release of personally identifiable information, see the University Registrar's website at <http://www.wm.edu/registrar> or the section entitled 'Statement of Rights and Responsibilities' in the Student Handbook. Additional university policies include the following:
 - **Release of Academic, Student Conduct, and Financial Information to Parents:** Students who wish their parents, guardians, and/or spouse to have access to academic, financial or student conduct information protected by FERPA may provide consent by completing the appropriate form in the Office of the Dean of Students. Students have the right to revoke this consent at any time. Parents of dependent students have the right to information about their children; however, they must provide tax documents if there is no release already on file with the university.
 - **Student Assessment:** William & Mary conducts periodic reviews of its curricular and co-curricular programs as part of the university's state-mandated responsibility to monitor student outcomes and assure the continuing quality of a William & Mary degree. Surveys, course portfolios (including examples of student writing), and other procedures are used to gather information about student achievement and experiences. Information collected as part of the assessment program will not be used to evaluate individual performance and will not be released in a form that is personally identifiable. Students who do not want their work to be used in institutional or program assessments must submit a letter indicating that reference to the Dean of Undergraduate Studies.

Religious Accommodations

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

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

The Honor System

Among the most significant traditions of the College of Williams and Mary is its student administered Honor System. The spirit and essence of the Honor System have existed at the College for more than 200 years and are embodied in the Honor Code. It asserts that honor and personal integrity are fundamental attributes essential of the climate of trust which must exist in a community of scholars. The Code is an agreement, accepted by each student who enrolls, not to lie, cheat or steal or to tolerate such behavior in others. Self-administered by elected peers, the Honor System is supported strongly by the Faculty and the Administration. Detailed information about the Honor System may be found in the College of William & Mary Student Handbook.

Student Financial Information and Policies

THE COLLEGE RESERVES THE RIGHT TO MAKE CHANGES IN ITS CHARGES FOR ANY AND ALL PROGRAMS AT ANY TIME, AFTER APPROVAL BY THE BOARD OF VISITORS.

Tuition and General Fees (per semester)

Information on tuition and fees can be found in the individual school or faculty section of this catalog, using the links on the left.

Billing

The Bursar's Office generates eBills each month for any account with a previous balance or with new activity. Payment is due in full by the due date on the statement. Exception: billing for the Executive MBA (EMBA) Program is handled directly by the Mason School of Business.

Included on the eBill are charges for tuition and fees, room, meal plans, and other miscellaneous charges such as printing, lab fees, music fees, tutoring fees, orientation fees, etc. Student account charges are due by the established payment deadlines. Failure to pay the balance due and/or to provide the required information for pending financial aid by the established payment deadlines may result in the assessment of a late fee, the loss of financial aid and/or a restrictive hold being placed on the student's account.

For currently enrolled students, the eBill is generated electronically. No paper bills are issued to students or parents.

An email is sent to the student's W&M email address and to the authorized payer's email address (provided in eServices) when a bill has been generated and is ready for viewing. As a reminder, it is a violation of the College's Acceptable Use Policy to provide your password to a third party under any circumstances. Third parties may be set up as authorized users in Banner Self Service/eServices.

Due dates for tuition plan participants are established at the time of enrollment in the tuition payment plan.

Visit www.wm.edu/offices/financialoperations/sa/index.php for more information

Payments

Payment of Student Account

Charges for tuition and fees, residence hall, meal plan and miscellaneous fees are payable by the due date each semester. Accounts not paid in full by the established due date will be assessed a late payment fee of 10% of the outstanding balance up to a maximum of \$100.00.

Payment Methods

Payment may be made in U.S. dollars only by cash; check, money order or cashier's check made payable to The College of William & Mary. Payments by cash or check are accepted at the Cashiers Office in Blow Hall. Payment by check may also be made via the U.S. Postal Service. A check returned by the bank for any reason will constitute nonpayment and may result in late fees or collections. Payment online via credit card-American Express, Discover, VISA and MasterCard-is also available in eServices. Credit cards are accepted for online payments only. The College does not accept credit cards for 'in-person' payments or over the phone. A convenience fee is charged for payments made via credit card. Payment may also be made online via an electronic (web) check. There is no fee for paying online via electronic (web) check. Additional information may be obtained from the Bursar's Office website at <http://www.wm.edu/offices/financialoperations/sa/index.php>

Any past due debt owed the College, (telecommunications, emergency loans, parking, health services, library fines, etc.), may result in late fees or collections, withholding of transcripts and diplomas, and non-conferral of degree. In the event a past due account is referred for collection, the student will be charged all collection and litigation costs, as well as, the College's late payment fee.

Tuition Payment Plans

To assist with the payment of educational costs, the College offers the option of an Interest-Free Monthly Payment Plan for the fall and/or spring semesters of the academic year. This monthly payment plan allows you to spread your expenses for tuition, room and board, and other miscellaneous expenses charged on the student account into 4 monthly scheduled bank debits from a checking account per semester. A non-refundable application fee in the amount of \$50.00 per semester is charged during the enrollment process for the payment plan.

Additional information, including plan highlights and FAQs, may be found on the Bursar's Office website at www.wm.edu/eservices under the "Tuition Payment Plan" link.

Credit for Scholarships

Students who have been awarded financial aid are required to pay any amount not covered by the award by the established

semester payment due date to avoid being charged a late payment fee. The Office of the Bursar must receive written notification of any outside scholarship from the organization before the credit can be given towards tuition and fees.

Student Financial Aid

The Office of Student Financial Aid administers all financial awards to undergraduates. Most assistance is based on financial need, with a limited number of academic and talent scholarships. All correspondence regarding financial awards, except those made by ROTC, should be addressed to:

Director of Student Financial Aid
The College of William and Mary
P.O. Box 8795
Williamsburg, Virginia 23187-8795

The Department of Military Science provides scholarships and other financial assistance for students enrolled in the College's Army ROTC Program. Requests for information should be directed to:

Department of Military Science
The College of William and Mary
P.O. Box 8795
Williamsburg, Virginia 23187-8795

Financial Assistance

Financial assistance is available to undergraduates who need additional resources to meet the costs of education at the College. Demonstrated need is established through the analysis of the Free Application for Federal Student Aid (FAFSA). Entering freshmen and transfer applicants also need to submit the College Scholarship Service's (CSS) Profile. In most cases, Virginia undergraduates may expect sufficient support to enable them to attend the College for four years, while out-of-state undergraduates may in many cases expect partial support, with the level depending upon financial need and the availability of funds.

Assistance is offered for one year only, but it may be renewed for each succeeding year if need continues and the student otherwise qualifies. Renewal requires the completion of the FAFSA for each succeeding year. The College's standard of satisfactory academic progress, which is generally the same as that required for continuance in the College, is outlined in the Guide to Financial Aid, available from the Office of Student Financial Aid at <http://www.wm.edu/admission/financialaid/documents/1415faguide.pdf>

Entering students include early decision, regular decision and transfers. Early Decision applicants wanting a tentative determination of aid eligibility should submit the CSS Profile. ALL entering students should file the FAFSA by March 1. Returning students should file by March 15. Apply on time, as late applications may not receive full grant consideration.

The Financial Assistance Package

The financial assistance offer may include a grant, loan and/or Federal Work-Study. A grant is gift assistance and does not need to be earned or repaid. The Perkins Loan and Direct Loans must be repaid following graduation, while Federal Work-Study provides earnings during the academic session.

Financial Assistance for Students

Primary Assistance Sources

Federally funded programs include the Pell Grant, the Perkins Loan, Federal Direct Loans, the Supplemental Educational Opportunity Grant, and the Federal Work-Study Program. State funded programs include the Virginia Guaranteed Assistance Program (VGAP) and the Commonwealth Grant.

Endowed scholarship funds made possible through the generosity of friends and alumni of the College provide need-based grants.

Special Scholarships and Programs

Grant funds controlled by the Office of Financial Aid are based on demonstrated need. However, some merit or achievement based grants are offered by various departments such as Admission and Athletics. The Alumni group Order of the White Jacket awards scholarships to students working in food service.

Studying Abroad

Students studying off campus will be eligible for financial assistance. Please read the information available on our website (<http://www.wm.edu/admission/financialaid/howtoapply/studyaway/index.php>) before applying for a study abroad program.

Financial Benefits for Veterans

Programs for Federal and State beneficiaries are available to eligible students who attend the College. The Department of Veterans Affairs offers several programs to help veterans, active duty and dependents pay for their education including the Post 9-11 and Montgomery GI Bills as well as the Virginia Military Survivors and Dependents Education Program. It is the student's responsibility to decide which benefit is most appropriate for him/her based on individual circumstances and then apply to VA to use benefits through their website at www.gibill.va.gov. Students who receive educational benefits from the Department of Veterans Affairs are ultimately responsible for all charges assessed by the College of William and Mary. Questions about VA programs and the benefits process at W&M can be addressed to the Office of the University Registrar (757-221-2800 or vabenefits@wm.edu).

Withdrawal Schedule and Refunds

Full-time Students Who Withdraw from the College Fall/Spring Semesters

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

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

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

Please visit Registration and Withdrawal, Withdrawal from the College for instructions on the withdrawal process.

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

Overpayments on the student account created by federal loans or grants will be automatically refunded following federal guidelines. (Within 2 weeks after fund disbursement)

Overpayments created by Parent Plus Loans will be refunded to the parent unless the parent designates the student as the recipient during the loan application process.

If an overpayment shows on a student's account and it is not created by federal financial aid, the student is required to request a refund (<https://forms.wm.edu/516/>) from the Bursar's Office. If a request is not filed, the overpayment will remain on the student's account as a credit for the next semester or to offset additional charges which the student incurs.

Refunds for overpayments are issued as:

- 1 Direct deposit to your bank account if you have signed up for eRefund via eServices
2. A paper check mailed in the following address priority:
 - CSU or GSH Box
 - Local Address
 - Permanent Mailing Address

Paper checks are issued to the most current address in Banner. It is the responsibility of the student to update their addresses by logging into Banner self-service.

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

It is College policy to hold the enrolled student liable for charges incurred, therefore in the case of refunding any overpayment, refund checks will be issued in the name of the student. Students who have received financial aid may be responsible for repaying those funds (see Withdrawal Schedule for repayment schedule).

Summer Sessions

Please contact student accounts at bursar@wm.edu or 757-221-1220 for withdrawal refund information for your summer session(s).

Special Fees Refunds

Fees for special courses are determined by the demand and arrangements, which are necessary to support such courses. Classes carrying fees have a notation in Banner Self-Service, "Additional Fees" and the amount of the fee can be seen in the Class Detail screen for each section.

Special fees are non-refundable.

Withdrawal and Refunds for Students Called to Active Duty: The Office of the Dean of Students assists students called to active duty during or between semesters, or prior to matriculation at the college. A description of the options available and the tuition refund policy can be found at www.wm.edu/deanofstudents in the "Academic Policies" section.

Financial Aid Repayment Schedule

The return of Title IV funds for students with Title IV Federal Aid (Federal PELL, Direct Federal Subsidized and Unsubsidized Loans, Federal SEOG, Federal Work Study, Federal Perkins, Direct Federal PLUS, and Grad PLUS) who withdraw from school will be calculated in compliance with Federal regulations. A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date the student withdraws or ceases attendance. Please be advised that the Federal return of funds calculation has a different percent of attendance schedule than the College's withdrawal policy.

If a student withdraws from college prior to completing 60% of a semester, the Financial Aid Office must recalculate the student's eligibility for all funds received, including Title IV funds. Recalculation is based on a percent of earned aid using the following Federal Return of Title IV funds formula:

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

For Title IV purposes, the withdrawal date will be the date of notification of intent to withdraw, which may be earlier than the withdrawal date for the purpose of tuition reimbursement. If a student does not formally withdraw but ceases to attend classes, the withdrawal date under Title IV will be the mid-point of the semester.

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

Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges. Keep in mind that, when funds are returned, the student borrower may owe a balance to the College. If that is the case, the student should contact the Student Accounts/Bursars Office to make payment arrangements.

Examples of Return of Funds Calculation

Example 1: Virginia undergraduate who lives on campus

Institutional Charges

Tuition \$6935

Housing \$2838

Financial Aid Package

Pell Grant \$1500

Direct Subsidized Loan \$1887

State Grant \$3086

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

Example 2: Out of state student not living on campus

Institutional Charges

Tuition \$19220

Financial Aid Payments

Direct Subsidized Loan \$807
 Direct Unsubsidized Loan \$1860
 Perkins Loan \$750
 FA Grant \$9076

The student withdraws on 10/27, which is day 64 out of 116 in the semester ($64/116=55.2\%$ of Title IV funds earned by the student). Title IV funds = \$3,417 (\$807 Sub Stafford + \$1860 UnSub Stafford + \$750 Perkins Loan). $\$3,417 \times 55.2\% = \1886.18 of earned Title IV funds. The remainder of funds unearned $\$3,417 - \$1886.18 = \$1530.82$ will be returned to Federal programs. The FA grant will be reduced using the same formula; $\$9076 \times 55.2\% = \5009.95 earned and \$4066.05 unearned. William and Mary must return \$1531 to the Direct Unsubsidized Loan and \$4066.05 of the FA grant.

Eligibility for In-State Tuition Rate

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

Under Virginia law, students under age 24 are rebuttably presumed to be dependent on a parent/guardian, and, unless an exception is identified, the parent/guardian's domicile status determines the student's tuition rate.

Special rules apply to non-U.S. citizens; contact the Registrar's Office for details or visit www.wm.edu/registrar.

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

In determining domicile the school will consider the following factors for the student and parent/guardian/spouse:

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

Credit hour surcharge-Students who qualify for in-state tuition privileges must pay a surcharge (generally calculated at out-of-state tuition rates) for courses taken after completion of 125% of the credit hours required for the degree. For example, for a bachelor's degree requiring 120 credit hours, this would mean that any credits taken beyond 150 (or 125% of 120) would be charged at the out-of-state rate. Certain exceptions apply, including AP/IB credits; see Section 23-7.4:F of the Code of Virginia for more information.

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

Auxiliary Services

Meal Plans

William and Mary Dining Services provides a comprehensive dining program featuring a variety of meal plan options to meet the needs of each student. The two residential dining facilities on campus, the Commons and Center Court at the Sadler Center, provide all-you-care-to-eat style dining, while numerous retail options include Marketplace, Wholly Habaneros, BBQ 1693, Argo Tea, Zime at the Law School, Monticello Cafe at the School of Education, Boehly Cafe, Dodge Room, Jamba Juice in the Rec Center, Aromas in Swem Library, Domino's Pizza Delivery and more provide traditional pay-as-you-go options.

William and Mary Dining Services offers students a total of six meal plans to choose from the Freedom Plan, an unlimited meal plan, Gold 19 and the Gold 14 plans provide a guaranteed number of meals per week. The Block 125 and Block 100 provide a guaranteed number of meals per semester. A Commuter 3 plan is also available to students commuting to campus and provides 3 meals per week. All meal plans include Dining Dollars to provide flexibility and convenience. The amount of Dining Dollars varies according to the meal plan selected. Additional Dining Dollars may be purchased in increments of \$10 and added to your meal plan at any time during the semester.

To select a meal plan prior to the official add/drop period, visit www.wm.edu/dining or visit the Dining Concierge Desk in the Commons. Meal plans selected in the fall automatically roll over to the spring semester, however, Dining Dollars do not roll from one semester to the next. Students may change or cancel their meal plan through the official add/drop period at the beginning of each semester. During the add/drop period, one change is permitted free of charge, additional changes will result in a \$25.00 fee per change. Changes and/or cancellations after the add/drop period must be approved by the Meal Plan Petition Committee. All meal plans are non-transferable and intended for individual use only. For additional information about meal plans, visit www.wm.edu/dining

William & Mary Bookstore

The William and Mary Bookstore, operated by Barnes & Noble College Booksellers, offers new, used, digital and rental textbooks for all William and Mary courses. In addition to required textbooks, the bookstore has recommended school and dorm room supplies. The Bookstore is also the official source for W&M clothing, gifts, class rings, graduation regalia and commencement announcements. Computers for the Student Laptop Program are available from the bookstore and are services on campus by William & Mary Technology Support Center. The College Café located on the second floor of the bookstore, proudly serves Starbucks coffee and offers a varied assortment of baked goods, sandwiches, salads and other lunch and dinner options. A variety of author appearances, readings, children's occasions, and other special events are held throughout the year. Students receive a 20% discount on W&M clothing purchases with a valid W&M ID card. The Bookstore accepts cash, the W&M Express card, all major credit cards and Barnes & Noble gift Cards.

William & Mary Student ID Card (Tribe Card)

The William and Mary student identification card is the College's official form of identification prepared by Tribe Card Services for each student. It functions as a campus meal card, library card, an entry or access card to residence halls, recreational facilities, academic buildings, and the Student Health Center. Student ID cards are not transferable and are intended for the sole use of the student to whom it is issued. An ID used by anyone other than its owner will be confiscated and the person using the ID may be subject to disciplinary action. Because cards provide access to secured buildings and financial accounts, lost cards should be deactivated immediately either through tribecard.wm.edu or by contacting Tribe Card Services during business hours, and to Campus Police evenings and weekends. This process also ensures that misplaced cards cannot be used by others. A \$23 charge is assessed for lost, stolen or damaged cards. For a complete copy of the Tribe Card policy, visit www.wm.edu/tribecard. Tribe Card Services is located in Room 169 in the Campus Center.

William & Mary Express Account

The William and Mary Express Account is a debit account linked to the student's ID card. When deposits are made to the account, students can use their ID cards to purchase a variety of goods and services both on and off campus. Deposits to the Express account may be made online, at the ID Office and at the Value Transfer Station (VTS) machine located in Aroma's at Swem Library. The W&M Express account can be used to make purchases at the Bookstore, the Students' X-Change, the Candy Counter in the Campus Center, Dining Services, the Student Recreation Center, and to make payments at Swem Library, Parking Services and over 30 off-campus merchants. For the complete W&M Express account policy, including refund and account termination policies, visit www.wm.edu/wmexpress

Parking

All motor vehicles operated or parked on College property, including motorcycles, motor scooters, moped, and vehicles with handicapped plates or hangtags, must be registered with the Parking Services Office. A decal is required to park on College property at all times beginning Monday, 7:30 a.m. through Friday, 5:00 p.m., except in metered or timed spaces as posted. Only under special circumstances and with prior written approval are freshmen and sophomores allowed to have cars on campus. Parking Services office hours are 7:45 a.m. - 6:00 p.m. Monday through Thursday and 7:45 a.m. - 4:30 p.m. on Friday, closed weekends unless otherwise advertised. The Motorist Assistance Program (MAP) offers assistance to stranded motorists on College property 8:00 a.m.-4:00 p.m. Monday through Friday. Registered bicycles may utilize the campus bike racks throughout campus. Bicycles found improperly chained to campus property or that pose a safety hazard, will be tagged for 24 hours then removed and impounded. For more information, please contact (757) 221-4764 or visit our website at www.wm.edu/parking. The Parking Services office is located at 201 Ukrop Way, attached to the campus parking garage.

Residence Hall Fees

Residence Hall fees vary depending on the specific building to which a student is assigned; the average cost per semester fee is \$2838.00. Freshman students are required to live in on-campus housing, although students who want to live with their families within a 30 mile radius of campus may apply to Residence Life for an exception. After their freshman year, students may choose to live off campus. Residence Hall fees will be prorated on a daily basis for students acquiring on-campus housing more than two weeks after the first day of occupancy for the residence halls. Students who move out of campus housing and remain enrolled at the College will not be eligible for residence hall fee refunds unless granted a contract release by the Contract Release Committee.

Housing Cancellation Policy-Students who select housing either through a manual process or an on-line process have 24-hours from the time of their selection or acceptance of housing to cancel their housing assignment without penalty. Cancelling a housing selection during any part of the Room Selection Process removes the student from the Room Selection Process for that year. The cancellation policy does not apply to members of a Fraternity or Sorority organization who have committed to their chapter houses and it does not apply to freshman housing assignments.

After the 24-hour cancellation period and prior to August 1 the following cancellation schedule and fees apply:

Prior to April 30: If a request for cancellation is received on or before this date the student may cancel their contract but the \$200 room reservation deposit is forfeited and the student is charged a \$100 cancellation fee.

May 1 to May 31: If a request for cancellation is received between these dates the student may cancel their contract but the \$200 room reservation deposit is forfeited and the student is charged a \$250 cancellation fee.

June 1 to June 30: If a request for cancellation is received between these dates the student may cancel their contract but the \$200 room reservation deposit is forfeited and the student is charged a \$400 cancellation fee.

July 1 to July 31: If a request for cancellation is received between these dates the student may cancel their contract but the \$200 room reservation deposit is forfeited and the student is charged a \$500 cancellation fee.

Cancellation requests should be emailed from the student's William and Mary email account to living@wm.edu and include student name, student ID number, space selected and a statement requesting cancellation. Beginning August 1 students seeking to be released from their on-campus housing contract must petition the Contract Release Committee. A release may be granted only to students who can demonstrate through the written petition and supporting documentation that their situation is extraordinary and cannot be resolved in campus housing. Petitions are considered on a case by case basis and release is not guaranteed.

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

Deposits and Miscellaneous Fees

Application fee - Undergraduate	\$ 70.00
Application fee - Graduate Arts & Sciences	45.00
Application fee - School of Education	50.00
Enrollment deposit - Undergraduate	150.00
Enrollment deposit - School of Education	350.00
Undergraduate Orientation fee	242.00
Room deposit	200.00
Room change penalty fee	25.00
Transcript fee - Official	7.00
Graduation fee	85.00

Application Fee - A non-refundable processing fee is required with an application for admission to most programs of the College. If the student attends the College, this fee is not applied as credit toward their tuition and fees charges.

Enrollment Deposit - Upon acceptance for enrollment by the College, a non-refundable deposit is required to confirm the student's intent to enroll. The deposit is applied as a credit toward tuition and fees charges.

Room Deposit - For returning students, a non-refundable deposit of \$200 is required by the College to request a room. This payment is made to the cashier's window and is applied as credit toward tuition, room and board charges. Although payment of this deposit does not guarantee a place on campus, the College makes every effort to accommodate all undergraduate students who desire College housing. Students already enrolled may make this deposit at any time after December 1 of the Fall semester,

but it must be paid before the designated date as established by Residence Life. No rooms will be reserved for students who have not paid a room deposit by the specified date. Entering freshmen are not required to make a room reservation deposit until they have been notified of admission to the College. Transfer and former students are required to pay the deposit upon assignment to College housing.

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

Graduation Fee - A non-refundable graduation fee of \$85.00 (per degree) will be charged to all students after they have filed their "Notice of Candidacy for Graduation". The student will be billed for the fee along with the other tuition and fees obligations.

Transcript Fee - Official transcripts cost \$7 per transcript. Payment is due at the time the order is placed. Payment must be made in U.S. dollars only by cash or check made payable to The College of William and Mary. Transcripts must be requested in writing with a student's signature or online through the National Student Clearinghouse. Request forms are available in the Office of the University Registrar, Blow Memorial Hall, online at www.wm.edu/registrar/forms/index.html, or written requests may be mailed to: The College of William and Mary, Office of the University Registrar, P.O. Box 8795, Williamsburg, VA 23187-8795, Attention: Transcripts. No transcript will be released until all financial obligations to the College are satisfied. Current and former students enrolled since 2007 may access an unofficial transcript through Banner self-service at my.wm.edu. One unofficial transcript will be generated free-of-charge upon request to the University Registrar's office per year; subsequent copies carry a \$7 fee.

Financial Penalties

Failure to pay in full by the established due date(s) may result in the assessment of late fees/penalties in an amount up to 10% of the outstanding account balance. Semester payment due dates are established by the Office of the Bursar. For students electing to pay tuition and fees through the tuition payment plan, the payment due date is the first of each month beginning in August for the fall semester and January for the spring semester as detailed in the payment plan enrollment information. Failure to pay by the established due date(s) may result in late fees, referral to University Collections and Receivables, and/or referral to an outside collection agency.

Late Registration Fee

\$50 for full-time students

\$25 for Flex Track/part time students

A student must petition the Office of the Dean of Students (undergraduate) or to the graduate dean to register late or register again after cancellation. If approved, payment is due in full for all debts owed the College, including a late registration fee and late payment fee.

Delinquent Accounts

An account is considered delinquent when payment has not been received by the payment due date. Once your account is considered delinquent (more than 59 days past due) with the College, we are required by the Commonwealth of Virginia to send your account to either a private Collection Agency or the Office of the Attorney General depending on the dollar amount past due.

If your account has been sent to a Collection Agency (all accounts receivable under \$3,000.00 and more than 59 days past due), the following events will occur until you have paid the Collection Agency in full:

- Addition of 23% collection costs;
- Submission of your account to the Department of Taxation pursuant to the Setoff Debt Collection Act;
- Reporting of your account to all Major Credit Bureaus; and
- Placement of a hold on your William & Mary account making you ineligible for any services from the College such as registration for classes, official transcripts, or a diploma.

If your account has been sent to the Office of the Attorney General (all accounts receivable \$3,000.00 and greater and more than 59 days past due), the following events will occur until you have paid the Office of the Attorney General in full:

- Imposition of interest accrual at six percent per annum from (date of initial pre-delinquency invoice or demand letter);
- Addition of 30% attorney's fees to your account balance;
- Submission of your account to the Department of Taxation pursuant to the Setoff Debt Collection Act; and
- Placement of a hold on your William & Mary account making you ineligible for any services from the College such as registration for classes, official transcripts, or a diploma.

Returned Check Fee

The return of a check issued to the College of William & Mary will result in a \$50.00 returned check fee being placed on the account of the student on whose behalf the check was presented for each returned check no matter the reason. Each account will be allowed two (2) returned checks after which payment by check will not be accepted. Written notification/email on how to resolve the returned check(s) will be sent to the person whose account was affected and/ or the maker of the check.

A hold will be placed on the account affected, until the returned check has been redeemed (made good). If the returned check(s) have not been redeemed by the deadline, an additional 10% (up to \$250.00) late fee will be levied, and the College will begin its collection proceedings as stated within the guidelines of the Department of Accounts, Commonwealth of Virginia. Important Note: A returned check may automatically result in a hold on the account affected, which may preclude participation in any or all of the following activities: further check writing privileges, class registration, receipt of grades, issuing transcripts, and/or diplomas.

Returned Electronic Payment Policy

Payments made online through eServices by credit card and/or echeck which are returned for any reason will result in a \$50.00 returned payment charge being assessed on the student's account at the College.

A hold will be placed on the account affected, until the returned check has been redeemed (made good). If the returned check(s) have not been redeemed by the deadline, an additional 10% (up to \$250.00) late fee will be levied, and the College will begin its collection proceedings as stated within the guidelines of the Department of Accounts, Commonwealth of Virginia.

Returned Check Payment Methods

Cash-Pay in person at the Bursar's Office. Obtain a cash register receipt for your records. **DO NOT MAIL CASH.**

Certified Funds -Make cashier's check, money order, or other certified funds payable to the College of William & Mary. Include your name, ID#, current address, and phone number on the face of the check.

Deliver in person or mail certified funds to the following address:

The College of William & Mary
Attn: Bursar's Office / Renee Schofield
P.O. Box 8795
Williamsburg, VA 23187-8795

Services

Dean of Students Office

S. Marjorie Thomas, Dean of Students
Campus Center, Room 109
(757) 221-2510
Web site: <http://www.wm.edu/deanofstudents/>

The Dean of Students Office assists all students, graduate and undergraduate, from their initial orientation to the College through successful completion of their academic and personal goals. The Dean of Students is an advocate for student needs and acts as liaison between students and academic departments. Staff members provide learning assistance counseling and workshops for students who are interested in boosting their time management and study skills. Disability Services for permanent or temporary disabilities are coordinated within this office (see Disability Services section). In addition, members of the staff work with students who are experiencing unexpected or difficult circumstances that may result in a need for a medical leave or mid-semester withdrawal.

The Dean's office is responsible for managing all violations of the Student Code of Conduct and for training and advising the graduate and undergraduate Honor Councils. Staff members are available to discuss the community's standards, the systems by which they are enforced, or concerns related to the conduct of students or student groups. Any member of the community may submit reports about student conduct to this office. The Office also coordinates the College's responses to students who have experienced sexual harassment and sexual assault. The Dean of Students Office publishes the Student Handbook, which includes statements of rights and responsibilities for all students. Information about other services available to students also is included.

Disability Services

Lesley Henderson, Director of Disability Services and Assistant Dean of Students
Campus Center 109
(757) 221-2510
Web Site: <http://www.wm.edu/offices/deanofstudents/services/disabilityservices/index.php>

Disability Services strives to create a comprehensively accessible living and learning environment to ensure that students with disabilities are viewed on the basis of ability by considering reasonable accommodation on an individual and flexible basis in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The decision to request accommodation is voluntary and a matter of individual choice. Students seeking accommodation are strongly encouraged to contact Disability Services and submit all supporting documentation early to allow adequate time for planning.

Documentation of Disability

Documentation serves two primary purposes. First, it establishes that the individual has a disability, and therefore is protected from discrimination. Second, documentation must describe the current functional impact of the disability so that potential accommodations can be identified.

All documentation of disability should consist of an evaluation by an appropriate professional that is not older than three years from the date of the first accommodation request. Included must be a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request. As appropriate to the disability, the documentation should also include the following elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria used including specific test results and standardized test scores, as well as the examiner's narrative interpretation.
- A description of the current functional impact of the disability. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- A history of previous accommodations and their impact.
- The credentials of the diagnosing professional(s), if not clear from the letterhead or other forms. Please note that diagnosing professionals cannot be family members or others with a close personal relationship with the individual being evaluated.

Documentation of cognitive impairment such as Specific Learning Disability, Attention Deficit Disorder, or physical, medical, and psychological disorders affecting learning must include a comprehensive report of psycho-educational or neuropsychological evaluation meeting specified documentation criteria. (Please see the Disability Services website for a list of criteria.) IEP or 504 plans will not be considered sufficient documentation unless also accompanied by a current and complete comprehensive report.

Documentation prepared for specific non-educational venues such as the Social Security Administration or the Department of Veteran's Affairs may not meet these criteria. Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA) will be given due consideration in determining the presence of a qualifying disability and making accommodation decisions. All documentation of disability is considered confidential and will not be released without a student's prior written consent.

Beyond the more objective determination of a disability and its impact provided by external documentation, the College recognizes that input from the individual with a disability is also a rich and important source of information on the impact of disability and on the effectiveness of accommodations. Accommodation decisions are made on a case by case basis, considering the impact of a particular student's disability within the specific context of a college-level academic environment.

Senior Citizens

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

Student Health Center

Dr. Virginia Wells, Director
1 Gooch Drive
(757) 221-4386
Web site: <http://www.wm.edu/health>

The Student Health Center provides high-quality, primary medical care for full-time students. The Health Center delivers a wide variety of services, many of which are covered by the Student Health Center Fee included in the Tuition and General Fee assessment. There is fee for office visits, as well as a fee for certain services, labs, pharmacy and medical supplies. A list of fees (PDF) can be found on our website. Students can elect to be charged an additional PREMIER Student Health Center Fee. This will remove many of the fee-for-service charges accrued when visiting the office. More information regarding the Premier

Student Health Center Fee can be found on our website. All matters between a student and the Health Center staff are confidential and will not be released without the student's written consent (except in the case of life threatening situations, medical emergencies, severe emotional or psychological distress, or when required and/or permitted by law).

Virginia state law requires all full-time students who are enrolling in a four-year public institution to provide a health history and an official immunization record. The College further requires all full-time students (including previously matriculated students) as well as any other student eligible for services as determined by their department (i.e. Language House tutors, students with an approved underload, or transfer students) to provide documentation of the same immunization requirements and health history. This form will not be accepted if the physician completing and signing the form is a family member. Previously enrolled students who are reentering as full-time students after an absence of 2 years or more must update their forms to meet current requirements. Additionally, enrolled students who are reentering as full-time students after an absence from campus of 6 years or more must resubmit the entire form. This information MUST be submitted on William and Mary's Health Evaluation Form (PDF). In order to be eligible for medical care, graduate and undergraduate students must have paid a Health Fee for the current semester and completed the Health Evaluation Form. Failure to comply with this requirement will result in the following actions: prevention from registering for classes, ineligibility for non-urgent medical care at the Student Health Center, the assessment of a fine on your student account, and may also result in eviction from the residence halls and/or removal from campus (depending on the medical issue); and will include referral to the Dean of Students Office for violation of the Student Code of Conduct.

The College requires all full-time undergraduate and graduate students admitted Fall 2006 or after and all F-1 and J-1 international students to have health insurance coverage throughout the school year as a condition of enrollment. These students will be enrolled in the college-endorsed Student Health Insurance Plan and the cost will be billed to their student account in two installments (fall and spring semester) UNLESS proof of other adequate health insurance coverage is furnished. Students who already have health insurance for the entire academic year must submit a waiver request by the posted deadline each academic year and the waiver request must be approved to avoid being enrolled in the Student Health Insurance Plan. All other full-time undergraduate and graduate students admitted prior to fall 2006 are not required by the College to have health insurance coverage but are eligible to enroll in the college-endorsed Student Health Insurance Plan on a voluntary basis. It is the student's responsibility to verify whether or not the charge has been billed to your student account. If there is a billing error, you should contact the Student Insurance Coordinator immediately. To access the waiver or enrollment request forms and for more information about the insurance requirement or the college-endorsed insurance plan, please visit www.wm.edu/health/insurance.

Counseling Center

Dr. Warrenetta C. Mann, Director
Blow Memorial Hall, Suite 240
(757) 221-3620

Web site: <http://www.wm.edu/counselingcenter/>

The Counseling Center offers a range of brief psychological and counseling services for William and Mary students in order to address psychological issues, personal concerns, interpersonal issues, and crisis intervention. Staff members are available to discuss any important personal concerns a student may be facing and work with that student to provide resources to address those concerns.

The staff of the Counseling Center consists of a diverse group of mental health professionals with expertise in the issues that most frequently face student populations. A sport psychologist is available for students interested in learning how to enhance their athletic or academic performance. Psychiatric consultation is available through referral to the Student Health Center. All staff are trained and experienced in dealing with the problems of university students. Students are initially seen for an initial assessment. Follow up services are determined according to the needs of each individual student. Individual, couples, family, or group sessions offered at the counseling center are provided at no additional cost to the student. If appropriate, a student may be referred to other sources of help after an initial evaluation.

Counseling is confidential. Therapy is most effective when a student can be direct and honest with a counselor without fear that personal information will be divulged. Information about a student is not released without that student's written permission, except in accordance with the laws and ethics governing our profession. Notations of counseling are not a part of a student's College educational record.

Appointments may be made by calling the Counseling Center at 221-3620, or by coming to the office in person. Office hours are 8 a.m.-noon and 1p.m.- 5p.m., Monday through Friday. Emergency services during the fall and spring semesters are also available after hours and on weekends by calling the Campus Police at 221-4596 and asking to speak with the Counseling Center 'on-call' counselor.

University Libraries

Swem Library

www.swem.wm.edu

Carrie Cooper, Dean of University Libraries
(757) 221-4636

The Earl Gregg Swem Library actively participates in the teaching and research missions of the College of William and Mary by providing services, collections, staff, and facilities that enrich and inform the educational experience, and promote a lifelong commitment to learning.

The library fulfills this mission by helping students, faculty, staff, and visitors find information and learn research skills; selecting and acquiring the best resources for the College's curricular and research needs; and organizing, preserving, and providing access to these resources efficiently and effectively.

Hours for the library, various departments, and branch libraries are posted at <https://swem.wm.edu/about/hours>. Because these hours may vary, especially during interim periods and holidays, please check the posting or call (757) 221- 4636 to confirm hours before you visit.

Swem Library includes networked and wireless connections throughout the building. There are more than one hundred computers, including laptops, in the library. Numerous group study rooms are available for collaborative use.

Collections and Reference Services

Contact (757) 221-3067 or www.swem.wm.edu/services/reference/

Government Information Services

Specialized indexes for microform collections of government titles are available in the department. Contact the Government Information Department at (757) 221-3065.

Circulation Services

Please visit the library's home page [www.swem.wm.edu] and click on 'Your Records'. Contact the Circulation Department at (757) 221-3072.

Reserve Readings

Reserves Department at (757) 221-3072.

Interlibrary Loans

Interlibrary Loan Department at (757) 221-3089.

Media Center

Contact the Center at <http://swem.wm.edu/services/media/> or (757) 221-1378 or sms/text 757-561-0791.

Special Collections Research Center

Special Collections at <http://swem.wm.edu/src/index.cfm>.

Swem Departmental Libraries

For more information about Swem's departmental libraries, please visit <http://swem.wm.edu/libraries>.

- Chemistry Library, Integrated Science Center Room 1022, (757) 221-3119, contains approximately 12,000 volumes and journals.
- Geology Library, contains 17,000 volumes, journals and over 21,000 maps, but all materials have been transferred to Swem Library or the off-site stacks and materials are available via Swem Library's online catalog, <http://swem.wm.edu/>.
- Music Library, 250 Ewell Hall, (757) 221-1074, contains more than 18,000 sound recordings, 10,000 pieces of printed music, and video recordings of musical performances and musical instruction.
- Physics Library, 151 Small Hall, contains over 30,000 volumes and journals. Anyone with card access to the building can use the library 24/7. Other William and Mary libraries include the Business/Professional Resource Center (757) 221-2916, <http://business.wm.edu/prc/>; Education/Learning Resource Center (757) 221-2311; Law (757) 221-3255, <http://law.wm.edu/library/home/index.php>; and Marine Science (804) 684-7116, www.vims.edu/library/.

- The Law Library-the oldest in America-is home to the historic Thomas Jefferson Collection, as well as primary and secondary source materials covering the entire breadth of Anglo-American law. (757) 221-3255.
- The Mason School of Business Library, located on the second floor of the stunning Alan B. Miller Hall, offers the latest online tools, journals and videos for studying real-world business practices. (757) 221-2916.
- The William J. Hargis, Jr. Library at VIMS holds the ever-expanding collection of marine science reports, studies, theses and scholarly papers produced by VIMS staff and students. (804) 684-7116.
- The Education Library re-located to its new home in the cutting-edge School of Education building in 2010. (757) 221-2311.

Information Technology

**www.wm.edu/it/
(757) 221-4357 (HELP)**

The College of William and Mary's Information Technology department is devoted to assisting students and providing invaluable resources through one-on-one consultations, the Technology Support Center, and our extensive web site. With these points of interaction, we hope to help faculty, staff, and students become proficient users of campus technology. IT maintains a wide range of computing support for students, from answering questions about personal computers, to PAC Labs. We offer guidance and training in the areas of software setup and use, network connection and navigation, and general computer operation.

Public Access Computing (PAC) Labs

<http://www.wm.edu/offices/it/services/computerlabs/locations/index.php>

PAC Labs are provided across campus to efficiently attend to the needs of the College's students, staff, and faculty.

Academic Software

www.wm.edu/offices/it/a-z/software/index.php

The Software Repository has a collection of free and licensed software for the W&M community.

Graduate Arts & Sciences

- A&S Home
- Academic Calendar
- Graduate Regulations
- Student Life

Departments and Programs

Office of Graduate Studies and Research

Stetson House, Room 201
232 Jamestown Road
Phone: 757-221-2467
Fax: 757-221-4874
Website: <http://www.wm.edu/as/graduate>

Additional Information

- The College
- Administrative Officers
- Graduate Programs in Arts and Sciences
- Graduate Studies Advisory Board
- Graduate Ombuds
- Facilities
- American Studies Program
- Anthropology Department
- Applied Science Department
- Biology Department
- Chemistry Department
- Computer Science Department
- History Department
- Physics Department
- Psychology Department
- The Thomas Jefferson Program in Public Policy
- Graduate Center Programs and (GIS) post-baccalaureate certificate program
- Additional Graduate Courses

A&S: Academic Calendar

- Fall Semester 2014
- Spring Semester 2015
- Summer Sessions 2015

FALL SEMESTER 2014

July 26-August 26	Registration of New Graduate Students (Friday-Tuesday)
August 27	Beginning of Classes: 8 a.m. (Wednesday)
September 5	Last day to file Notice of Candidacy with Registrar for January 2015 graduation (Friday)
September 5	Last day to add/drop courses (Friday)
October 11-14	Fall Break (Saturday-Tuesday)
October 24	End of ninth week of classes (Friday)
November 14	Last day to submit required draft theses and dissertations for January 2015 conferral of degrees (Friday)
November 26- Dec 1	Thanksgiving Holiday: 8 a.m. Wed - 8 a.m. Mon
December 5	Last day to file Notice of Candidacy with Registrar for May or August 2015 graduation (Friday)
December 5	End of Classes: 5 p.m. (Friday)
December 5	Last day to submit theses and dissertations for January 2015 conferral of degrees (Friday)
December 6-7	Reading Period (Saturday-Sunday)

December 8-12	Examinations (Monday-Friday)
December 13-14	Reading Period (Saturday-Sunday)
December 15-17	Examinations (Monday-Wednesday)
January 16	January Graduation Date (Friday)

SPRING SEMESTER 2015

January 1-20	Registration of New Graduate Students (Thurs-Tuesday)
January 21	Beginning of Classes: 8 a.m. (Wednesday)
January 30	Last day to add/drop courses (Friday)
March 7-15	Spring Break (Saturday-Sunday)
March 20	End of ninth week of classes (Friday)
March 27	Last day to submit required draft theses and dissertations for May 2015 conferral of degrees (Friday)
April 17	Last day to submit final 3 copies of theses and dissertations for May 2015 Commencement (Friday)
May 1	End of Classes: 5 p.m. (Friday)
May 2-3	Reading Period (Saturday-Sunday)
May 4-8	Examinations (Monday-Friday)
May 9-10	Reading Period (Saturday-Sunday)
May 11-13	Examinations (Monday-Wednesday)
May 16	Commencement (Saturday)

SUMMER SESSIONS 2015

June 1	Beginning of First Session (Tuesday)
June 26	Last day to submit required draft theses and dissertations for August 2015 conferral of degrees (Friday)
July 3	End of First Session (Friday)
July 6	Beginning of Second Session (Monday)
July 17	Last day to submit theses and dissertations for August 2015 conferral of degrees (Friday)
August 7	End of Second Session (Friday)
August 14	August Graduation Date (Friday)

NOTE: Additional dates and deadlines of importance can also be found on the Academic Calendars & Exam Schedules pages of the University Registrar's web site www.wm.edu/registrar. Calendar dates may be subject to change.

A&S: The College

Administrative Officers

Chancellor

Robert M. Gates '65, L.H.D. '98

Board of Visitors

Members of BOV

President

W. Taylor Reveley, III

Provost

Michael R. Halleran

Dean of the Faculty of Arts and Sciences

Katharine Conley

Arts and Sciences' Office of Graduate Studies and Research

Virginia Torczon

A&S: Graduate Programs in Arts and Sciences

The Faculty of Arts and Sciences offers programs leading to the following degrees:

- Master of Arts:
American Studies, Anthropology, Biology, Chemistry, History, and Psychology.
- Master of Science:
Applied Science, Biology, Chemistry, Computer Science (including specializations in computational operations research and computational science), and Physics.
- Master of Public Policy.
- Doctor of Philosophy:
American Studies, Anthropology, Applied Science, Computer Science (including a specialization in computational science), History, and Physics (including a specialization in computational science).
- Joint Degrees:
M.A. in American Studies/J.D. from the School of Law.
M.S. in Chemistry/Ph.D. in Applied Science.
M.P.P./J.D. from the School of Law.
M.P.P./M.B.A. from the Mason School of Business.
M.P.P./M.Ed. from the School of Education.
M.P.P./Ed.D. from the School of Education.
M.P.P./Ph.D. from the School of Education.
- Concurrent Degrees:
M.P.P./M.S. in Computational Operations Research.
M.P.P./M.S. or M.P.P./Ph.D. in Marine Science.

William and Mary's other graduate and professional schools offer programs leading to the following degrees:

- School of Law. J.D. and LL.M. in the American Legal System.
- Mason School of Business. Full-time M.B.A./Flex M.B.A., Executive M.B.A., M.Acc.
- School of Education. M.Ed., M.A.Ed., Ed.S., Ed.D., Ph.D.
- School of Marine Science. M.S. and Ph.D. Marine Science.
- Joint Degrees. J.D./M.B.A., M.B.A./M.Acc., M.B.A./M.G.M. (Mason School of Business and the Thunderbird School of Global Management).

A&S: Graduate Studies Advisory Board

The Graduate Studies Advisory Board is a group of educational, corporate, and community leaders with a commitment to enhancing the quality of graduate education in Arts & Sciences at William & Mary.

The missions of the Graduate Studies Advisory Board are:

- Development/fundraising to increase graduate Arts & Sciences financial resources
- Assisting in the building of a graduate Arts & Sciences community
- **Enhancing professional development opportunities for graduate students**
- Advocating for graduate Arts & Sciences within the W&M community

By sponsoring the Graduate Research Symposium, funding the Distinguished Thesis/Dissertation Awards in Arts & Sciences, and providing recruitment fellowships to outstanding entering graduate students, the Graduate Studies Advisory Board is playing a vital role in advancing William & Mary's graduate programs in Arts & Sciences.

See www.wm.edu/as/graduate/gradadvisoryboard/index.php for more information.

A&S: Graduate Ombuds

Ombuds Office

Graduate Studies and Research, Arts and Sciences
 Peter Vishton, Ombudsperson
 Integrated Science Center 1089; 221-3879
 E-mail: pmvish@wm.edu
 Web site: <http://www.wm.edu/as/graduate/ombuds/index.php>

The Ombuds Office is a confidential venue for Arts & Sciences graduate students seeking information or answers to questions about graduate education, and for those students seeking to raise a concern or discuss a problem regarding graduate studies in Arts and Sciences.

Call for the Ombudsperson's office hours, as they will vary by semester. Students may come by during the set office hours, but it is recommended that they make an appointment. When necessary, the Ombudsperson will make special arrangements to see a student outside of normal business hours.

A&S: Facilities

- Graduate Center
- The William and Mary Center for Archaeological Research
- The Omohundro Institute of Early American History and Culture
- School of Marine Science & Virginia Institute of Marine Science
- Center for Public Policy Research

A&S: Graduate Regulations

- Organization of Graduate Programs
- Admission
- Tuition and Fees
- Financial Aid
- Registration
- Grading and Academic Progress

- Financial Obligations
- Requirements for Degrees
- Explanation of Course Descriptions

A&S: Organization of Graduate Programs

Graduate studies in Arts and Sciences at the College of William and Mary are under the overall jurisdiction of the Committee on Graduate Studies (COGS), composed of representatives of the departments and programs offering graduate degrees, and of the graduate committees of the individual departments and programs. Most administrative matters require the approval of the Dean of Graduate Studies and Research, Arts and Sciences.

A&S: Admission

- Application Fee
- Procedure
- Transfer of Graduate Credit
- Granting Graduate Credit for W&M Graduate-Level Courses Taken by Non-Degree Seeking or Undergraduate Students

Application Fee

A non-refundable processing fee of \$45 is required for application for admission to graduate study in Arts and Sciences. This fee is not credited to the student's account. There is not an application fee for admission as a non-degree seeking (post-baccalaureate) student.

Procedure

The online application procedure can be found by visiting <http://www.wm.edu/as/graduate/howtoapply.php>.

Additional information about admission to graduate study should be requested from the director of graduate studies in the department/program to which the applicant intends to apply. Beginning graduate students may enter in the fall, spring, or summer session of each year at the discretion of the department/program committee. Applicants should be aware that deadlines for submitting the application package vary with the individual departments/programs. Students should consult the department/program of his or her interest for its application deadline or refer to the website, <http://www.wm.edu/as/graduate/deadlines.php>. Non-degree seeking applicants should apply as non-degree seeking (post-baccalaureate) students through the Office of the University Registrar.

Each student applying for admission must submit scores on the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections of the GRE, which is administered by ETS. In addition, some graduate programs require prospective students to include scores on the subject portion of the GRE test. Applicants must request ETS to send GRE scores directly to the graduate program to which they are applying. In conformance with the availability of GRE Scores from ETS, test scores are valid for five years after the testing year in which an applicant tested (July 1–June 30); only scores sent directly by ETS are accepted.

Applicants whose native language is not English must complete the Test of English as a Foreign Language (TOEFL), which is administered by ETS, or the International English Language Testing System (IELTS). Applicants must request ETS/IELTS to send TOEFL/IELTS scores directly to the graduate program to which they are applying. In conformance with the availability of both TOEFL Test Scores from ETS and Test Report Forms from IELTS, scores are no longer valid after two years; only scores sent directly by either ETS or IELTS are accepted.

The TOEFL/IELTS requirement can be waived for applicants who will have received a baccalaureate or master's degree, or its international equivalent, from a college or university in which English is the primary language of instruction. A transcript will be required as evidence of successful interaction in English as a primary language. The petition for such a waiver is handled by the Arts & Sciences graduate program to which the candidate is seeking admission, with approval for the waiver at the discretion of the Dean of Graduate Studies and Research, College of Arts & Sciences.

A student can be enrolled in only one graduate program in A&S, unless the programs are listed at the front of this catalog as joint or concurrent degree programs. Exceptions require written approval from the Dean of Graduate Studies and Research and the Directors of Graduate Studies for both degree programs. In general, exceptions will only be approved for students who have completed all of the coursework required for one of the A&S degree programs. A student cannot receive stipend or tuition

funding simultaneously from more than one W&M degree program, unless the degree programs are listed as joint or concurrent at the front of this catalog.

Degree Seeking Students: For admission an applicant must have completed the requirements for a bachelor's degree at an accredited institution, must have a cumulative grade point average of 3.0 or more on a 4.0 scale, and must have the recommendation of the graduate committee in the program in which he or she intends to study for a degree. The requirement of a minimum cumulative grade point average of 3.0 can be waived. The petition for such a waiver is handled by the Arts & Sciences graduate program to which the candidate is seeking admission, with approval for the waiver at the discretion of the Committee on Graduate Studies and the Dean of Graduate Studies and Research, College of Arts & Sciences.

All recommendations for admission, except for non-degree seeking students, must be approved by the Dean of Graduate Studies and Research, Arts and Sciences. No student will be admitted later than one month before the start of the semester. Because of the time required to process visa applicants, no foreign student may be admitted later than three months before the start of the semester.

Non-Degree Seeking (Post-Baccalaureate) Students: Graduate courses in Arts and Sciences (courses numbered 500 and above) are restricted to degree-seeking students. In special circumstances, individuals who wish to take graduate courses but are not considered degree-seeking students may be allowed to apply to the College as a non-degree seeking (post-baccalaureate) student through the Office of the University Registrar. You will need to obtain permission from the instructor and the department's director of graduate studies prior to admission. Prospective students should also contact the department/program of interest for consideration. Only individuals who have been approved by the department/program will be allowed to register. The Non-Graduate Credit Permission Form is available through the Office of Graduate Studies and Research (757-221-2467), from the department where you intend to take classes and on the website of the University Registrar. Complete the form and have it signed by the instructor and the department's director of graduate studies and return it to the Office of the University Registrar with your application for admission. Students must present evidence to the Office of the University Registrar that they have earned a bachelor's degree from an accredited institution. Generally, non-degree seeking students must present academic or other credentials comparable to those of regularly admitted students. Non-degree seeking students must reapply each semester.

Transfer of Graduate Credit

On the recommendation of the student's major department/program committee and with the approval of the Dean of Graduate Studies and Research, a regular student may transfer up to six hours of graduate credit earned at another accredited institution of higher learning and apply these six credits toward the credits needed for an advanced degree at William and Mary. The credits must have been earned in courses appropriate to the student's program at William and Mary, must fall within the time specified by the general College requirements for degrees, and cannot have been used by the student to satisfy any undergraduate or graduate degree requirements. An official transcript must be provided to the Office of Graduate Studies and Research. Credit may be transferred only for courses in which the student received a grade of B or higher and will not be counted in compiling his or her cumulative grade point average at William and Mary.

Granting Graduate Credit for W&M Graduate-Level Courses Taken by Non-Degree Seeking or Undergraduate Students

No graduate-level credits earned as an undergraduate or non-degree seeking student at the College of William and Mary can be used to meet the requirements for a W&M graduate degree without written approval from the department's/program's graduate committee and the Dean of Graduate Studies and Research after the student has been admitted to the graduate program.

With written approval from the department's/program's graduate committee and the Dean of Graduate Studies and Research, an admitted graduate student may apply toward an advanced degree at William and Mary part or all of the graduate-level credit earned at William and Mary as an undergraduate or non-degree seeking student. The credits must have been earned in courses appropriate to the student's graduate program at William and Mary and cannot have been used by the student to satisfy any undergraduate degree requirements unless the student has been admitted to an approved accelerated degree path (see Public Policy). Credit can be considered for acceptance only for courses in which the student received a grade of C or higher. If the course was repeated as a non-degree seeking or undergraduate student at W&M, the department's/program's graduate committee and the Dean of Graduate Studies and Research may choose to accept either the most recent grade or to calculate the graduate student's quality point average and cumulative grade point average at W&M using both the original grade and the grade earned in the repeated course. For the purposes of the College's time limits for meeting degree requirements, the semester of matriculation in the W&M graduate program will serve as the starting date for non-degree seeking or undergraduate credit that has been converted to graduate credit.

Campus Safety - Clery Act

The College of William and Mary complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. Crime statistics and the annual Campus Safety Report are available from the Office of Institutional Analysis and Effectiveness.

A&S: Tuition and Fees

The College reserves the right to make changes in its charges for any and all programs at any time, after approval by the Board of Visitors. The tuition and fees for graduate students in Arts and Sciences who register for nine semester hours of credit or more per semester is \$6,250.00 per semester for residents of Virginia and \$14,000.00 per semester for non-residents. Any student registered for nine hours or more per semester for any course level (graduate or undergraduate courses) is considered to be a full-time student and will be charged these full-time rates unless qualified to be a Research Graduate Student (see below).

Tuition for part-time students, at the graduate level, is as follows:

\$ 430.00 per semester hour for residents of Virginia

\$ 1,100.00 per semester hour for non-residents

Degree-seeking graduate students will be charged the part-time rates for part-time work (eight hours or less per semester) based on their established domiciliary status. (See the discussion in Sec. VII for a statement regarding in-state, out-of-state classification for tuition.) Full-time non-resident degree-seeking graduate students who hold qualifying assistantships may, on the recommendation of the Dean of Graduate Studies and Research and approval of the Provost's Office, pay tuition at the resident rates. Rates for students who enroll in Summer Session will be charged on the same basis. Full-time enrollment in the summer is defined as a total of three hours or more in one summer session or in any combination of summer sessions, and half-time enrollment is defined as two hours.

Part-time students who are not enrolled as degree-seeking students at the College of William and Mary (non-degree seeking post-baccalaureate students), must complete the "Application for Virginia In-State Tuition Privileges" to determine eligibility for in-state tuition. Students determined to be domiciled outside of Virginia will pay out-of-state rates. Those determined to be residents will pay according to the in-state rates.

Charges for part-time students to audit courses are the same as courses taken for credit.

Transcript Fees: There is a \$7 fee for each transcript requested. No transcripts will be released until ALL financial obligations to the College are satisfied.

Research Graduate Students

Upon the recommendation of a student's department/program and approval of the Dean of Graduate Studies and Research, a student's eligibility for Research Graduate status can be established if the following conditions are met:

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

While classified as a Research Graduate, a student should register for 12 credit hours per semester or 6 credit hours in the summer of either the Research, Thesis, or Dissertation course for which payment of the part time rate of one credit hour is required.

A Research Graduate student is not eligible for services that are paid for by fees (e.g., student health, and recreational center) unless the fee is paid. Research Graduate students may take courses other than Research, Thesis, or Dissertation only if payment for additional tuition has been made.

Continuous Enrollment

This policy allows students to maintain active status with the College and to access College resources, including the libraries, email, laboratories, the Counseling Center, and the Recreation Center, upon payment of the appropriate fees. The services of the Student Health Center are not available to part-time students and students with Continuous Enrollment Status. Additionally, this policy is designed to enhance faculty mentoring and encourage student degree completion within the time limitations specified by the graduate programs. The continuous enrollment policy does not apply to students who have been officially granted a planned leave of absence or a medical withdrawal.

All full-time and part-time degree-seeking graduate students must maintain continuous enrollment during all fall and spring semesters. With prior approval from the department/program, students in good standing can remain active in their degree program with Continuous Enrollment Status by requesting to be enrolled in GRAD 999 only and by paying the 'Continuous Enrollment' fee. The Fall/Spring 2014-2015 Continuous Enrollment fee is \$100 per semester. Students must consult their department/program's specific guidelines regarding eligibility for Continuous Enrollment Status. If the deadline for degree

completion has passed, registration for continuous enrollment is not sufficient to maintain good standing; the student must also request an extension (see section on Time Limits for Degrees and Extensions).

The following students are not eligible for Continuous Enrollment Status and should register as a regularly enrolled full-time degree-seeking student or as a full-time Research Graduate Student if the eligibility requirements for Research Graduate status are met: (1) students employed in a graduate student appointment (e.g., Research Assistant, Teaching Assistant, Teaching Fellow), (2) international students requiring visas, (3) students who need to be full-time for the purpose of deferring repayment of student loans, (4) students who wish to be eligible for the College's Student Health Insurance Plan (mandatory for full-time students) and be eligible for use of the Student Health Center upon payment of the appropriate fees, and (5) students who wish to be eligible for hourly employment at the college or for financial aid requiring full-time status.

Unless granted an approved leave of absence or medical withdrawal, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. If the student wishes to resume progress toward the degree, it will be necessary to reapply for admission to the College and to the degree program and meet any changed or additional degree requirements established in the interim. In addition, the student will owe Continuous Enrollment fees for the term(s) he/she was not enrolled.

A&S: Financial Aid

- Financial Benefits for Veterans
- Senior Citizen Exemption Certificate

Graduate assistantships, scholarships, and fellowships are available in many departments/programs for full-time regular (not provisional) graduate students. For details, applicants should write to the department/program. Application for aid should be made on the application form for admission to graduate study. Awards are made on the basis of merit. Graduate assistants work on average twenty hours a week or less during the academic year or the summer depending upon the stipend awarded. They must satisfactorily carry out the duties assigned by their departments/program committees, must make satisfactory progress in their degree programs as defined by the College degree requirements and the regulations of their departments or program committees, and may not hold any other employment or appointment of a remunerative nature during the term of their assistantships without approval of the Dean of Graduate Studies and Research. Failure to comply with these conditions will lead to revocation of appointments. Approval from the Dean of Graduate Studies and Research for additional employment/appointment of a remunerative nature of no more than 9 additional hours per week, will be based on supporting written statements from the student's thesis/dissertation advisor and Director of Graduate Studies that the additional employment is not anticipated to adversely affect the student's progress toward the degree. Such approval does not imply exemption by the Internal Revenue Service from Social Security and Medicare taxes. To ensure that their IRS status as students is maintained, students should consult the appropriate IRS documents and/or a tax advisor. It is the responsibility of international students to understand their visa restrictions before accepting on-campus or off-campus employment.

Summer stipend or fellowship funds administered through the Office of Graduate Studies and Research will not be approved for payment to new domestic graduate students (i.e., domestic students who have not been previously enrolled in their W&M graduate program) during the summer sessions (approximately June 1 - August 1) unless the student has been officially admitted to the W&M graduate program for the summer and is enrolled in a W&M summer course for zero or more graduate credits.

New international W&M graduate students who are required by their department to arrive more than 30 days before the first day of class must be admitted and enrolled as full-time W&M graduate students during the summer.

Fellowships and scholarships will be revoked if students fail to make satisfactory progress toward their degrees or fail to register as full-time students. Graduate assistants are normally paid in equal installments (minus deductions for federal and state withholding taxes and applicable federal social security taxes) on the first and sixteenth of each month. The portion of a graduate fellowship or scholarship applicable to a semester is initially applied to payment of tuition for that semester. Any amount remaining after payment of tuition may be refunded to the student. Students wishing to apply to student loans and work-study should submit the Free Application for Federal Student Aid (FAFSA) by February 15 (new students) or March 15 (returning students). Award letters will be sent in June. For more information, write to aid@wm.edu or visit the William and Mary Financial Aid web site.

A&S: Registration

Registration for Graduate Credit

All regular and provisional graduate students admitted to a course numbered 500 or above shall receive graduate credit upon satisfactory completion of the course. Regular or provisional graduate students will be allowed to register for graduate credit in courses in Arts and Sciences numbered 300 through 499 provided they submit the appropriate form with the approvals of the instructor, the student's graduate director, and the Dean of Graduate Studies and Research, prior to registration. Graduate credits will be awarded only upon successful completion of the course with a grade of C (grade point =2.0) or better.

With the approval of the Committee on Graduate Studies, 500 level and 600 level graduate courses may be cross-listed with 300 or 400 level undergraduate courses. Under no circumstances may any student receive credit for both the undergraduate level and graduate level versions of the same cross-listed course.

Changes in Registration

The last day for students to make changes to their course registration will be the last day of the add/drop period (as defined in the calendar). Changes in students' schedules after the last day of the add/drop period will be initiated through the student's graduate director using an Add/Drop/Withdrawal form which can be obtained on the web at <http://www.wm.edu/as/graduate/studentforms.php> and requires the approval of the instructors involved, the student's graduate director, and the Dean of Graduate Studies and Research. If the student drops a course or courses before the end of the ninth week of classes but remains registered for other academic work, the course or courses dropped will be removed from the student's record. If the student withdraws from a course or courses after the end of the ninth week of classes through the last day of classes, but remains registered for other academic work, the grade 'W' or 'F' will be awarded by the instructor in the course depending upon whether or not the student was passing at the time of the withdrawal. If the student withdraws from the College before the end of the ninth week of classes, a grade of 'W' will appear on the record for each course in progress at the time of withdrawal. After the end of the ninth week of classes through the last day of classes, students who withdraw from the College will be awarded a 'W' or 'F' by the faculty member teaching each course in progress at the time of withdrawal.

Students may not withdraw from a course after the last day of classes. If for medical reasons a student does not complete a course, 'WM' will be entered on the record upon approval of the Dean of Students and the Medical Review Committee. For further information see 'Medical Withdrawals/Leaves of Absence.' See Section VII for regulations governing refunds of tuition and fees.

Research Graduate Students

Upon the recommendation of a student's department/program and approval of the Dean of Graduate Studies and Research, a student's eligibility for Research Graduate status can be established if the following conditions are met:

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

While classified as a Research Graduate, a student should register for 12 credit hours per semester or 6 credit hours in the summer of either the Research, Thesis, or Dissertation course for which payment of the part time rate of one credit hour is required.

A Research Graduate student is not eligible for services that are paid for by fees (e.g., student health, and recreational center) unless the fee is paid. Research Graduate students may take courses other than Research, Thesis, or Dissertation only if payment for additional tuition has been made.

Continuous Enrollment

This policy allows students to maintain active status with the College and to access College resources, including the libraries, email, laboratories, the Counseling Center, and the Recreation Center, upon payment of the appropriate fees. The services of the Student Health Center are not available to part-time students and students with Continuous Enrollment Status. Additionally, this policy is designed to enhance faculty mentoring and encourage student degree completion within the time limitations specified by the graduate programs. The continuous enrollment policy does not apply to students who have been officially granted a planned leave of absence or a medical withdrawal.

All full-time and part-time degree-seeking graduate students must maintain continuous enrollment during all fall and spring semesters. With prior approval from the department/program, students in good standing can remain active in their degree program with Continuous Enrollment Status by requesting to be enrolled in GRAD 999 only and by paying the 'Continuous Enrollment' fee. The Fall/Spring 2014-2015 Continuous Enrollment fee is \$100 per semester. Students must consult their department/program's specific guidelines regarding eligibility for Continuous Enrollment Status. If the deadline for degree completion has passed, registration for continuous enrollment is not sufficient to maintain good standing; the student must also request an extension (see section on Time Limits for Degrees and Extensions).

The following students are not eligible for Continuous Enrollment Status and should register as a regularly enrolled full-time degree-seeking student or as a full-time Research Graduate Student if the eligibility requirements for Research Graduate status are met: (1) students employed in a graduate student appointment (e.g., Research Assistant, Teaching Assistant, Teaching Fellow), (2) international students requiring visas, (3) students who need to be full-time for the purpose of deferring repayment of student loans, (4) students who wish to be eligible for the College's Student Health Insurance Plan (mandatory for full-time students) and be eligible for use of the Student Health Center upon payment of the appropriate fees, and (5) students who wish to be eligible for hourly employment at the college or for financial aid requiring full-time status.

Unless granted an approved leave of absence or medical withdrawal, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. If the student wishes to resume progress toward the degree, it will be necessary to reapply for admission to the College and to the degree program and meet any changed or additional degree requirements established in the interim. In addition, the student will owe Continuous Enrollment fees for the term(s) he/she was not enrolled.

Repeated Courses

Certain courses are specifically designated in the Graduate A&S Program Catalog as courses that may be repeated for credit. With the exception of these specifically designated courses, no course for graduate credit in which a graduate student receives a grade of (G), (I), or (P), or a grade between (A) and (D-), may be repeated except as an audit. Students are responsible for ensuring they do not register for a non-repeatable course more than once.

Auditing

Any graduate student may audit a graduate or undergraduate course with permission of the instructor and graduate director. The A&S graduate Audit form can be obtained on the web site of the Office of Graduate Studies and Research, and must be completed and submitted to the Dean of Graduate Studies and Research prior to the end of the add/drop period (as defined in the calendar). Before beginning the audit, the student and the instructor must agree on what is required for the audit to be successful. The audited course with the grade of 'O', for a successful audit, or 'U', for an unsuccessful audit, is listed on the student's official transcript.

Language Requirements

In degree programs for which there are language requirements, the individual department/program committee will determine the methods by which students will satisfy these requirements. For students who wish instruction in a language, the Departments of Classical Studies and Modern Languages recommend courses numbered 101-102 for those with fewer than two high school units in a language, 103-104 or 201-202 for those with fewer than three. Successful completion of a course at the 202 level or the equivalent is normally sufficient to pass examinations for reading knowledge.

A&S: Grading and Academic Progress

Grading and Quality Points

The grades A, B, C, D, P (in certain courses), and F are used to indicate the quality of work in a course. Also used are '+' and '-' notations, except that there is no 'A+'. 'W' indicates that a student withdrew from the College before the end of the ninth week of classes or dropped a course between the end of the ninth week of classes and the last day of classes and was passing at the time that the course was dropped. For each semester credit in a course in which a student is graded quality points are awarded as shown on the following table:

A = 4	B+ = 3.3	C+ = 2.3	D+ = 1.3
A- = 3.7	B = 3.0	C = 2.0	D = 1.0
	B- = 2.7	C- = 1.7	D- = 0.7

P carries credit but is not included in a student's quality point average. A course graded C-, D+, D, D-, or F is included in the student's quality point average but carries no credit towards the graduate degree. In addition to the grades listed above and 'W', the symbols 'G' and 'I' are used on the academic transcript. 'G' is a deferred grade reserved for circumstances where there is a delay in awarding a final grade that is not caused by the student. The situation is typically structural, as when a student is researching and writing his/her thesis or dissertation. The grade 'G' is temporarily assigned until the semester when the work is complete. The 'G' is not used as an alternative to 'I' when the student is the cause for the non-completion. Unlike the deferred grade 'I', 'G' does not automatically revert to 'F' after one semester.

'I' indicates that because of illness or other major extenuating circumstances the student has postponed, with the explicit consent of the instructor, the completion of certain required work. 'I' automatically becomes 'F' at the end of the next semester if the postponed work has not been completed, unless the instructor requests an extension for another semester. An 'I' may not be extended more than once without the approval of the graduate director and the Dean of Graduate Studies and Research.

Grade Review Policy

A student who believes that a final course grade has been unfairly assigned may request a review of the grade within the first six weeks of the next regular semester following that in which the grade was assigned (but see "Grade Review Policy in Case of Withdrawal below"). This review shall normally be completed by the end of that semester.

The student shall confer with the instructor of the course to discuss the grade. The student may wish to ask about such matters as the particular strengths and weaknesses of his or her course work, the general grade scale utilized by the instructor, and the relative ranking of the student's work in the class as a whole.

If the issue remains unresolved the student may, within the first six weeks of the next academic semester for which the grade was received, present a written statement requesting a further review and giving a full explanation of the reasons for the request. The written statement shall be sent to the instructor, the graduate director, and the chair of the department/program in which the course was taught, and the Dean of Graduate Studies and Research shall be notified. If the course is cross-listed in two or more departments/programs, the chair of the faculty member's home department will be the one to receive the written statement. If the grade in question was given by the department chair or program director, the student will ask the Dean of Arts & Sciences to appoint another faculty member of the department/program to oversee the further review process. Unless the chair or director (or faculty member appointed by the Dean, in cases where the grade in question was given by the chair or director) decides the student's case is wholly without merit, he or she will discuss the matter with the instructor and seek to resolve the issue. This part of the review process should be completed within three weeks of receipt of the written statement by the student.

If the student is not satisfied with the outcome of the above procedure, he or she may appeal to the Dean. Unless the Dean decides the student's case is wholly without merit, he or she will ask the chair or director (or faculty member appointed by the Dean, in cases where the grade in question was given by the chair or director) to appoint a committee of at least three faculty members of the department/program who will review all relevant and available materials supplied by the student, the instructor, or other individuals. Both the student and the instructor have the right to meet with the committee.

After reviewing the matter, the committee shall decide if it believes the grade should be changed, and if so, what the proper grade should be. It shall inform the instructor and the student of its conclusions in writing and, if it believes the grade should be changed, recommend that the instructor change the grade accordingly.

If the instructor refuses to accept the committee's recommendation and the committee believes that the faculty member is acting inappropriately in assigning the grade, the committee may appeal to the Dean of Arts & Sciences. The Dean's decision to accept or reject the committee's recommendation shall be final.

Grade Review Policy in the Case of Withdrawal

In the case when an Arts and Sciences graduate student's grade(s) will result in withdrawal due to academic deficiency as specified by the regulations of the student's department/program, a review of the grade (see Grade Review Policy above) may be requested in writing by the student only within the week following the grading deadline for the semester when the grade was assigned or the submission of the grade by the instructor, whichever is later. The grade review must be completed prior to the first class day of the spring term (for review of fall grades submitted in the fall term), the first class day of the first summer session (for review of spring grades submitted in the spring term), or the first class day of the fall term (for review of summer grades submitted in the summer term). In the case of an Incomplete that is later changed to a grade, the grade review must be completed within two weeks of the grade review request. The timeline for the grade review will be shortened as needed to complete the grade review on schedule. The student will be withdrawn if the grade review does not result in a change of grade.

If the grade(s) will result in withdrawal due to academic deficiency and the student is receiving an assistantship or fellowship that is administered through the Office of Graduate Studies and Research, it is the responsibility of the department/program to request that the payments be terminated by the Office of Graduate Studies and Research at the end of the pay period during which the grading deadline fell or during which the deficient semester grade(s) were submitted by the instructor, whichever is later. Submission of a grade review request will not affect termination of the stipend. If the grade review results in a change of grade and consequently the student is not withdrawn, the assistantship or fellowship will be reinstated in full to include any payments not made after the original grade was received.

If the grades(s) will result in withdrawal due to academic deficiency and the student is receiving payment of tuition through the Office of Graduate Studies and Research, the tuition payment for the subsequent term will be withheld or rescinded. Submission of a grade review request will not affect termination of the tuition payment. If the grade review results in a change of grade and consequently the student is not withdrawn, the tuition payment will be reinstated in full.

Satisfactory Progress

To continue in a program, a student must make satisfactory progress toward the degree, as defined by the Committee on Graduate Studies (COGS) and the regulations of the student's department/program. If the faculty of a department/program determines that satisfactory progress is not being made, a student may be required to withdraw due to academic deficiency.

Time Limits for Degrees and Extensions

Students should complete their thesis/dissertation within a specified time limit. The time allowed is defined in this catalog in the section 'Requirements for Degrees', with further information provided in the individual program descriptions. A student who will be unable to meet this deadline must file for an extension before his or her time has expired. It is the students' responsibility to discuss this matter with their advisor and graduate director and to be aware of the relevant deadlines. Extensions will be granted for a period of approximately one year from the date of expiration as determined by the Dean of Graduate Studies and Research and COGS (Committee on Graduate Studies). If the student's time expires during the months of June through November, the student must file for an extension before the time expires or by November 15th (whichever is earlier) for the December graduation of the following year. If the student's time expires during the months of December through May, the student must file for an extension before the time expires or by April 15th (whichever is earlier) for the May graduation of the following year. Any subsequent extension that is approved will begin on the day after the previous extension expires.

A first extension request must include a written justification from the student, with supporting letters from the student's advisor and graduate director. A first extension request is filed with the Dean of Graduate Studies and Research. The Dean's decision is reported to COGS. Students may appeal a negative decision to COGS. All subsequent extension requests are filed with the Dean of Graduate Studies and Research who will direct them to COGS, which will make the decision. The request must include all of the material from previous extensions, updated letters of support from the student's advisor and graduate director, a summary of the current state of the student's thesis/dissertation, and a plan for its completion. Extension decisions by COGS are final.

Leaves of Absence (Non-Medical)

The Dean of Graduate Studies and Research may grant leaves of absence (non-medical), upon the recommendation of the student's advisor and Director of Graduate Studies. Students must consult their department/program policy to determine whether leave can be granted for extenuating circumstances such as personal situations that temporarily interfere with the student's ability to continue, pregnancy, or extensive employment. Medical leaves of absences or medical withdrawal [due to physical or psychiatric conditions] should be requested through the Dean of Students office (see Medical Withdrawals/Leaves of Absence below).

Leaves of absence (non-medical) shall be granted for one semester or one year. A student who requests an extension of a current leave of absence shall have the request considered as a new request. Students approved for a leave of absence will have their time limit for degree completion requirement stopped for the duration of the approved leave period. Upon return from approved leave, the student's time limit to degree completion count will resume. While on an approved leave of absence, students remain in good standing but are not registered for courses or for continuous enrollment status. If you are a Virginia resident, you must submit an "Application for Virginia In-State Tuition Privileges" before you return to classes prior to registration, even if you have already submitted the application previously.

To request a leave of absence (non-medical), students will be required to complete and submit the Arts and Sciences Application for Leave of Absence Form to the Dean of Graduate Studies and Research at least 30 days prior to the leave request date. Students should consult with their department/program for additional information on post-leave stipend eligibility.

Medical Withdrawals/Leaves of Absence

A request for a medical withdrawal or a medical leave of absence for one or more semesters is appropriate in circumstances where a student has a serious physical or psychiatric condition that prevents him or her from being able to carry out his or her academic responsibilities. Maternity leave may be taken as a medical withdrawal/leave of absence if the student elects to do so, but might also be taken as a non-medical leave of absence (see above). Medical withdrawals/leaves of absence are handled through the Dean of Students Office. Readmission after a medical withdrawal/leave of absence requires clearance from the Medical Review Committee as well as permission from the student's academic program. For details, call the Dean of Students Office at (757) 221-2510 and request the Graduate Medical Withdrawals (Full Semester Withdrawal) information sheet. Please note that the graduate policy differs from the undergraduate policy, hence the requestor should specifically ask for the graduate information sheet.

Notice of Candidacy for Graduation

Candidates for advanced degrees must submit a Notice of Candidacy for Graduation to the University Registrar by its deadline date which can be found in the College Calendar. Once the student determines that they are unable to complete requirements by the specified graduation date, they must cancel the notice as soon as possible and resubmit for another graduation date.

Academic Conduct in Scholarly Activity or Research

At the College of William & Mary, honesty and integrity of students and faculty members are paramount in the conduct and dissemination of research and scholarly and creative activity; this responsibility extends to documentation prepared for the purpose of securing assistance in the pursuit of scholarly activity or research. It is the particular responsibility of individual scholars and researchers to ensure that the quality of published works is maintained: products must be carefully reviewed prior to publication; the accomplishments of others must be recognized and cited; contributors must be given full acknowledgement; co-authorship must be conferred to those, and only those, who have made a significant contribution; and all (co-)authors must be willing and able to defend publicly their contribution to the published results.

Although it may be more specifically defined by the discipline and/or in the school or department, academic misconduct is broadly defined to include fraudulent behavior such as “fabrication, falsification, plagiarism, [misappropriation,] or other practices that seriously deviate from those that are commonly accepted within [the particular scholarly community] for proposing, conducting, or reporting research [or other scholarly endeavors]. It does not include honest error or honest differences in interpretations or judgments” of results of scholarly activity.¹

- Falsification ranges from fabrication to deceptively selective reporting and includes the purposeful omission of conflicting data with the intent to condition or falsify results.
- Plagiarism and misappropriation involve willfully appropriating the ideas, methods, or written words of another, without acknowledgement and with the intention that they be taken as one’s own work, as well as the unauthorized use of privileged information (such as information gained confidentially in peer review) or the submission of similar written work to more than one course without prior approval of the current instructor or both instructors for concurrent courses.

¹United States. Office of Research Integrity. “Guidelines for Institutions and Whistleblowers: Responding to Possible Retaliation Against Whistleblowers in Extramural Research.” 1995. 1 June 2008.

Academic misconduct also includes material failure to comply with legal requirements governing research, including requirements for the protection of researchers, human subjects, or the public, or for ensuring the welfare of laboratory animals.

Institutional and Federal Compliance Requirements for Research/Teaching

Under Federal Regulations, certain classes of activity require formal review BEFORE they may be undertaken by employees or students of the College. This is true whether or not these regulated activities are funded by external money, whether or not they are performed as part of normal instruction in a classroom, lab, or practicum, whether or not they are performed on the College’s grounds, and regardless of whether they are part of a formal research program or simply the result of academic curiosity on the part of a professor or student. Before graduate students can perform the following work for research/teaching, the faculty research advisor must submit a proposal to the appropriate W&M compliance committee(s) and receive written approval.

These classes of work include:

- a. work involving living human subjects (including survey research or questionnaires);
- b. work that uses or produces radioactive materials;
- c. work that involves the use and care of vertebrate animals; and
- d. work that involves recombinant DNA, or infectious agents, or direct or indirect contact with wild-caught animals that may harbor infectious agents, or any human fluid or tissue.

By law, reviews of work in any of the four categories above must be performed by duly constituted committees appointed by, and reporting to, senior administrators of the College. To enable these reviews, investigators must submit proposals to perform work involving these regulated activities. The proposals must describe the detailed, step-by-step protocols and procedures that will be used in the performance of the work. These protocols must also be updated once each year to permit continuation of the work (annual renewals are not automatic). Additionally, please note that this sort of review is required for some survey work that may be done year-after-year in scheduled classes or laboratories. Detailed descriptions of the compliance committees, along with guidance for investigators, can be found on the College’s Compliance website, located within myWM, <https://my.wm.edu/cp/home/displaylogin>, under the Self Service tab.

W&M policy mandates that those individuals who will perform, or intend to perform, a particular activity involving these regulated areas may not judge for themselves whether that activity is exempt from formal review. Therefore, whenever you have any doubt about whether your work might require review, the correct approaches are either to submit that work through the Protocol and Compliance Management electronic submission program, or to contact a Committee Chair to discuss it.

Every A&S graduate student must provide a Compliance Committee form (not inserted into the thesis or dissertation) submitted to the Office of Graduate Studies and Research with the final original and two copies of the thesis or dissertation. The

Compliance Committee form must be signed by the student and the faculty research advisor, certifying that either (1) the research does not involve the above types of research, or (2) the research has been approved by the appropriate W&M compliance committee(s).

If the graduate student's research involves the above types of activities, the final original and two copies of the thesis or dissertation must include a completed Compliance page template.

Submission of Theses and Dissertations

The copies must be prepared in accordance with 'Physical Standards for Theses and Dissertations,' which is available from the Graduate Studies office and on the web at <http://www.wm.edu/as/graduate/studentresources/physicalstandards/index.php>. Before inspection and approval of the final manuscripts at the Office of Graduate Studies and Research, all fees must be paid to the University Cashier. Students should consult the University Cashier or the Office of Graduate Studies and Research to determine the amount of current fees. A copy of the paid University Cashier receipt must be delivered with the three original bind-ready manuscripts to the Office of Graduate Studies and Research.

Required Fees (fee amounts are subject to change)

- Binding (3 copies), Filing Fee (Dissertation only), Copyright (Dissertation only, optional). Publishing Options – Open Access [requires additional fee] or Traditional, see http://www.il.proquest.com/dissertationagree/dissertation_publishing_agreement.pdf [page 3].
- If manuscript exceeds two inches in thickness, an additional binding fee is required for each volume.

Prepared theses and dissertations must be brought, not mailed, to the Office of Graduate Studies and Research, Stetson House, 232 Jamestown Road, for final review and approval. Manuscripts must be delivered no later than 4:00 p.m. by the deadline date listed in the College Calendar for the semester of graduation. If a student cannot deliver his/her own work, then the student must arrange for someone else to deliver the manuscript by the deadline. Students are cautioned to consult their advisors well in advance to arrange a schedule that will allow submission of the thesis/dissertation by the deadline. Exceptions to the published deadline dates are allowed only with the approval of the Dean of Graduate Studies and Research. Exception requests must be submitted to the Dean of Graduate Studies and Research at least three working days prior to the published deadline dates.

Conferral of Degrees

The College confers degrees in August, January, and May of each year. The commencement ceremony is in May. Degree recipients of the previous August and January are recognized at, and invited to attend, the following May ceremony.

A&S: Financial Obligations

Part-time Students Who Withdraw from the College

Part-time students who withdraw completely from the College within the first school week of the semester are eligible for a full refund of tuition and fees less a \$50.00 administrative fee. After the first week, the amount of the tuition and fees to be charged will follow the full-time withdrawal schedule.

Students will not be eligible for any refund of tuition if required to withdraw from the College.

Part-time Students Who Withdraw from a Course

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

All charges by the College are considered to be fully earned upon completion of registration by the student.

Outside Scholarship Recipients Receiving Credit

Students who have been awarded financial aid are required to pay the difference between the charges due and the amount of the award by the published due date each semester. The Office of the Bursar/Student Accounts must receive written notification of any outside scholarship from the organization before the credit can be given towards tuition and fees. A student whose scholarships exceed total charges may apply for a refund beginning the first day of classes.

Unpaid Accounts

If there are any outstanding debts to the College, services such as issuance of transcripts and diplomas or participation in registration or pre-registration will be withheld.

A&S: Requirements for Degrees

- Degrees of Master of Arts and Master of Science
- Degree of Master of Public Policy
- Degree of Doctor of Philosophy

In addition to the following general requirements, special requirements for the various disciplines are listed under the heading of the appropriate department/program.

I. Degrees of Master of Arts and Master of Science

1. The chairperson of the department/program committee in which the student concentrates will plan and approve the student's program.
2. A minimum residence period may be required at the discretion of a department/program, subject to the approval of the Committee on Graduate Studies.
3. Each student must satisfy the language requirements (if required) prescribed by the department/program committee under which he or she is enrolled. The manner of fulfillment of language requirements shall be at the discretion of the department/program committee subject to the approval of the Committee on Graduate Studies.
4. Students submitting a thesis must successfully complete at least 24 semester hours of graduate credit, of which at least 12 must be earned in courses numbered 600 or above (except 700 - Thesis). Students not submitting a thesis must successfully complete eight additional semester hours of graduate course work in courses numbered 600 or above, totaling 32 semester hours. Each student must achieve a cumulative grade point average of 3.0 on a 4.0 scale in all courses undertaken for graduate credit at the College of William and Mary after admission to a degree program. No credit toward a degree will be allowed for a course in which a student receives a grade below C (grade point =2.0). The following general requirements for each degree hold. In addition, special degree requirements for the various graduate programs are listed under the heading of the appropriate department/program.
5. If submitting a thesis, it must be approved by the chairperson of the department/program committee of concentration, and by each member of the student's thesis committee. A thesis committee shall be named by the Dean of Graduate Studies and Research upon the recommendation of the student's graduate program. The committee will consist of at least three members, at least two of whom must be full-time faculty of the College and have a formal affiliation with the student's graduate program. If the candidate's graduate program requires a public defense of the thesis, then electronic participation by committee members is allowed to accommodate schedules, particularly those of committee members from outside the College, though first preference is for committee members to be physically present for the examination. The candidate must be physically present for the examination. He or she must register for 700, Thesis, for at least one semester and may repeat this registration. Thesis credits are not included in the 24 semester hours required for the degree. The degree will not be granted until three copies of the thesis have been submitted to the Dean of Graduate Studies and Research, Arts and Sciences in final form for acceptance or rejection by the deadline listed in the College Calendar contained in this catalog.
6. An examination covering the entire field of study is required. This examination is conducted by the student's examination committee. The candidate must be physically present for the examination.
7. All requirements for the degree must be completed within a maximum period of six (6) calendar years after admission to the degree program. Requests for extension beyond the six-year limit must be filed following the procedures outlined in 'Time Limits for Degrees and Extensions' in this section of the catalog.

II. Degree of Master of Public Policy

1. The director of The Thomas Jefferson Program in Public Policy will plan and approve the student's program.
2. Each MPP student is expected to attend full-time (12 credits per semester) for four semesters. Students in the Accelerated B.A./B.S. and MPP path are expected to attend full-time (12 credits per semester) for two semesters following conferral of the Bachelor's degree.
3. At least 49 semester hours of graduate credit are required for the MPP degree. Students accepted for the degrees of MPP/JD, MPP/MBA, MPP/MS in Marine Science, MPP/PhD in Marine Science, or MPP/MS in Computational Operations Research are required to have 37 hours of MPP course credit. Each student must achieve a cumulative grade

point average of 3.0 on a 4.0 scale in all courses undertaken for graduate credit at the College of William and Mary after admission to the MPP program. No credit toward a degree will be allowed for a course in which a student receives a grade below C (grade point=2.0).

4. It is expected that all degree requirements will be completed within 2 years after admission to the degree program.
5. Each student must complete a 10-week internship during the summer between the first and second years of the program. The program director must approve all internships.

III. Degree of Doctor of Philosophy

1. A minimum of three years of graduate study beyond the baccalaureate is required. A student must spend at least one academic year in continuous residence as a full-time student at the College of William and Mary after satisfying the requirements for the M.A. or M.S. degree. This may be waived only by the Committee on Graduate Studies with a petition from a department/program committee.
2. Course requirements for doctoral students shall be at the discretion of the major department/program. In addition to other course or credit requirements, each candidate for the Ph.D. must register for at least six credits of 800, Dissertation. Each student must achieve a cumulative grade point average of 3.0 on a 4.0 scale in all courses undertaken for graduate credit at the College of William and Mary after admission to a degree program. No credit toward a degree will be allowed for a course in which a student receives a grade below C (grade point=2.0).
3. Each student must satisfy the language requirements prescribed by the department/program under which he or she is enrolled. The manner of fulfillment of language requirements shall be at the discretion of the department/program subject to the approval of the Committee on Graduate Studies. Such requirements must be fulfilled before the student may complete his or her comprehensive or qualifying examinations.
4. Each doctoral student must pass a comprehensive or qualifying examination designed to demonstrate competence in his or her field of study. Methods of examination, whether written or oral, shall be at the discretion of the student's department/program. An examining committee shall be appointed for each student by the Dean of Graduate Studies and Research, Arts and Sciences, upon the recommendation of the department/program.
5. A candidate for the Ph.D. must submit a dissertation based on original research and constituting a contribution to scholarly knowledge. A dissertation committee shall be named by the Dean of Graduate Studies and Research upon the recommendation of the department/program. The dissertation must be approved by each member of the committee. The committee will consist of at least four members, at least two of whom must be full-time faculty at the College and have a formal affiliation with the student's department/program. At least one member of the committee must be from outside the student's department/program, and may include qualified persons from outside the College. Persons who have an affiliation with the department/program (e.g., adjunct status) do not qualify as external members. The degree will not be granted until three copies of the dissertation have been submitted in final form by the deadline listed in the College Calendar to the Dean of Graduate Studies and Research, Arts and Sciences.
6. Each candidate must successfully defend his or her dissertation in a final examination before it will be accepted by the College. This examination must be open to the faculty and to such outside persons as the department/program may invite. While electronic participation by committee members is allowed to accommodate schedules, particularly those of committee members from outside the College, first preference is for committee members to be physically present for the examination. The candidate must be physically present for the examination.
7. Acceptance of the dissertation by the College is conditional upon filing of the dissertation with ProQuest/UMI, Ann Arbor, Michigan. The requisite fee shall be paid by the student.
8. All requirements for the degree must be completed within a maximum period of seven (7) calendar years after starting the doctoral program. See the individual department/program description for details on when a student is considered to have started the seven-year Ph.D. clock. Requests for extension beyond the seven-year limit must be filed following the procedures outlined in 'Time Limits for Degrees and Extensions.'

A&S: Explanation of Course Descriptions

Graduate courses may be taken by persons other than regular or provisional graduate students in Arts and Sciences only with the consent of the chairperson of the department/program committee concerned.

Pairs of numbers (501,502) indicate continuous courses. A hyphen between numbers (501-502) indicates that the courses must be taken in the succession stated.

Courses involving laboratory or studio activity are so labeled. All others are classroom courses.

Semester hour credit for each course is indicated by numbers in parentheses.

A&S: Student Life

- Arts & Sciences Graduate Student Association
- Graduate Housing
- Roommates & Off-Campus Housing
- Dining Services
- The College of William & Mary Bookstore
- William and Mary Express Account - 221-2105
- Tribe Card Services (ID Card) - 221-2105
- Parking Regulations
- Campus Police Department - 221-4596 (emergency dial 911)
- Athletics and Recreation Sport Activities

Graduate Programs in Arts and Sciences

- American Studies Program
- Anthropology Department
- Applied Science Department
- Biology Department
- Chemistry Department
- Computer Science Department
- History Department
- Physics Department
- Psychology Department
- The Thomas Jefferson Program in Public Policy
- Graduate Center Programs and (GIS) post-baccalaureate certificate program
- Additional Graduate Courses

American Studies Program

Faculty

DIRECTOR

Charles F. McGovern Associate Professor (American Studies and History) (Ph.D., Harvard).

GRADUATE DIRECTOR

Alan C. Braddock Associate Professor (Art and Art History and American Studies; on leave Fall 2014) (Ph.D., University of Delaware).

PROFESSORS

Elizabeth Barnes (English and American Studies) (Ph.D., University of California – Santa Barbara), **Michael L. Blakey** (National Endowment for the Humanities Professor of Anthropology and American Studies) (Ph.D., University of Massachusetts, Amherst), **Susan V. Donaldson** (National Endowment for the Humanities Professor of English and American Studies) (Ph.D., Brown University), **Grey Gundaker** (Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology) (Ph.D., Yale), **Robert J. Scholnick** (English and American Studies) (Ph.D., Brandeis), and **Susan V. Webster** (Mahoney Professor of Art and Art History; on leave 2014-15) (Ph.D., University of Texas, Austin).

EMERITA PROFESSOR

Sally H. Price (Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology) (Ph.D., Johns Hopkins).

EMERITUS PROFESSORS

Richard S. Price (Duane A. and Virginia S. Dittman Professor of American Studies, Anthropology, and History) (Ph.D., Harvard), and **Alan Wallach** (Ralph H. Wark Professor of Art and Art History and American Studies) (Ph.D., Columbia).

ASSOCIATE PROFESSORS

Chandos M. Brown (History and American Studies) (Ph.D., Harvard), **Arthur L. Knight** Associate Professor (English and American Studies) (Ph.D., University of Chicago), **Leisa D. Meyer** (History and American Studies; on leave 2014-15) (Ph.D., University of Wisconsin-Madison), **Francesca Sawaya** (English and American Studies) (Ph.D., Cornell University), and **M. Lynn Weiss** (English and American Studies) (Ph.D., Brandeis).

ASSISTANT PROFESSORS

Michelle Lelièvre (Anthropology and American Studies) (Ph.D., University of Chicago), **Hannah Rosen** (History and American Studies) (Ph.D., University of Chicago), and **Kara Thompson** (English and American Studies) (Ph.D., University of California – Davis).

VISITING ASSISTANT PROFESSOR

Timothy L. Barnard (American Studies, English, and Film Studies) (Ph.D., William & Mary).

The American Studies Program

For nearly three decades the American Studies Program has offered a rigorous, interdisciplinary course of graduate study at the College of William and Mary. The Program's core faculty members all hold joint appointments - in Anthropology, Art History, English, Sociology, and History - which ensures students both gain expertise in a variety of methods and perspectives for the study of cultures in the Americas and engage the vigorous intellectual debates at the heart of the field of American Studies. The Program's course of study is individually driven, so students work closely with their advisors and other faculty in shaping curricula and research topics that best suit their interests. The Program offers three degree tracks: the Ph.D., the M.A./Ph.D., and the M.A.

The Program prepares broadly trained scholar-teachers who are excellently suited to American Studies professorships, disciplinarily based professorships, and a host of other posts in intellectual work. Recent dissertation topics have ranged from tomboys in American literature to Southern musicians' autobiographies, from photography's role in the emergence of journalism and documentary to celebrity in the late nineteenth century, and from Chicano muralists in Northern California to the politics of commemoration in the Civil Rights movement. Recent Master's thesis topics have included women in the fishing industry along the Chesapeake, jazz and the civil rights movement, Muslim womanhood at the 1893 Columbian Exposition, and the commodification of New England. In recent years, American Studies graduates have gone on to positions at a wide variety of colleges and universities, including Duke University, Case Western Reserve, Temple University, Clemson University, Trinity College, several campuses of the Pennsylvania State University, and the University of Richmond.

The Program offers assistantships to funded M.A./Ph.D. and Ph.D. students that provide practical experiences in American Studies-related fields like archive and manuscript collections, editing, and museum research. All Ph.D. students receive teacher training and serve as teaching assistants, and most have the opportunity to teach a course of their own design after passing their Ph.D. qualifying exams.

General Description

The general mission of the graduate program is to prepare students for careers in which scholarly knowledge of and approaches to American cultures and society are requisite. These include professions in higher education, museums, publishing, government, and other areas requiring rigorous, interdisciplinary investigation.

The M.A.-only program offers excellent opportunities for persons seeking advanced study in the Liberal Arts for its own sake as well as to enhance preparation for careers interpreting American life to far-reaching audiences. Some students may also undertake the M.A. in preparation for entrance into a doctoral program.

The J.D./M.A., a joint program leading to the J.D. in the Marshall-Wythe School of Law and the M.A. in American Studies is designed to encourage the interdisciplinary study of law and other aspects of American society and culture. For some students, the program may foster investigation of American legal history within the broader framework of U.S. cultural and intellectual history. Others may pursue inquiries on broad historical or contemporary themes, exploring the interplay between law and culture in forming institutions, policies, and thought within the United States.

The M.A./Ph.D. and Ph.D. programs are designed for students who wish to pursue original, interdisciplinary research and whose professional goals require a doctorate.

Students must hold a bachelor's level degree from an accredited institution of higher learning to enter the M.A., J.D./M.A., or M.A./ Ph.D. program. M.A. degrees in the humanities and social sciences are generally acceptable preparation for admission to the Ph.D.; however, all M.A. transcripts are reviewed by the admissions committee prior to acceptance. Students seeking admission to these programs may usually transfer up to six credit hours earned in another graduate program at an accredited institution toward their degree requirements.

Beyond the required core course in American Studies, graduate students have wide latitude to choose a program of study appropriate to their interests. Our special areas of strength include: African American Studies, Art History, Early American History and Culture, Law and American Culture, Material Culture, Popular Culture, Ritual Studies, Women's and Gender Studies, Cultural Studies, Visual Studies, and Religious Studies. Together with an advisor, students will design an educational program for themselves that is both individualized and coherent.

All applicants are required to submit test scores, transcripts, letters of recommendation, a sample of writing up to 20 pages in length, and a response to an additional question. American Studies requires candidates to submit three scores for a GRE test taken within five years prior to application: Verbal, Quantitative, and Analytical Writing. The Miller Analogies test is not acceptable. Foreign applicants must also report scores on the Test of English as a Foreign Language (TOEFL). The application deadline for students intending to begin graduate work in the fall semester is January 1. There are no spring admissions. Only applicants intending to enter as full-time M.A./Ph.D. or Ph.D. students are considered for financial funding support.

Programs and Course Descriptions

Description of Courses

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

American Studies, MA

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Note: Students should consult the American Studies Graduate Handbook, available at the Program website, for a fuller account of program requirements.

I. M.A.-Only

- A. Students admitted to the M.A.-only program can complete their coursework in one academic year, taking 12 credits each semester, and have 6 years from matriculation to complete the degree.
- B. Course distribution (24 credit hours) consists of an introductory seminar (AMST 661), a broad framework for the study of American culture and society; as well as formal courses and directed reading. Two of these courses are independent study (six credits of AMST 695) for the Master's thesis, usually under the supervision of the student's advisor.
- C. Students complete a thesis, based on original research, which develops a coherent argument and makes a contribution to the study of American life. The thesis, supplemented by an oral defense before a faculty committee, will serve as the M.A. field examination in American Studies.

II. M.A. in the M.A./Ph.D. program

- A. Full-time, funded students in the M.A./Ph.D. program must complete all coursework in the first year of study, defend the thesis in the 3rd semester, and receive the M.A. in December of the 3rd semester in order to remain in good standing and receive funding to begin candidacy in the Ph.D. program in the 4th semester.

- B. Course distribution (24 credit hours) consists of an introductory seminar (AMST 661), a broad framework for the study of American culture and society; as well as formal courses and directed readings designed to prepare the student in a coherent field of inquiry. Two of these courses (six credits of AMST 695) are independent study during which the student undertakes the research and writing of the Master's thesis, usually under the supervision of the student's advisor.
- C. The thesis consists of two substantive research papers related to the student's proposed specializations for the Ph.D. program. They will be developed as part of the requirements for formal courses or independent studies taken during the first year. An oral defense before a faculty committee during the second week of the third semester will serve as the M.A. field examination in American Studies.
- D. Part-time M.A./Ph.D. students should complete all requirements for the M.A. within three years from matriculation in order to continue to candidacy in the Ph.D. program.

American Studies, PhD

Students may enter the Ph.D. program by one of two routes. They may enroll directly into the sequential M.A./Ph.D. course of studies at William and Mary, or they may matriculate in the doctoral program, after completing M.A. degrees at other institutions.

The following requirements hold for all doctoral candidates.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Note: Students should consult the American Studies Graduate Handbook, available at the Program website, for a fuller account of program requirements.

- I. Course distribution (36 credit hours for the Ph.D.)
 - A. An introductory seminar (AMST 661), which provides a broad framework for the study of American society and culture. (Normally, students will have taken this course in the first year of the M.A./Ph.D. program.)
 - B. Formal courses and independent readings, chosen in consultation with the student's advisor and designed to prepare the student to present Major and Minor Fields for the comprehensive examination.
- II. Reading knowledge of a foreign language of scholarship by the end of the fourth semester.
- III. A qualifying exam in one Major and one or more Minor Fields. Major fields encompass established disciplines, such as History or English, and area or interdisciplinary studies, such as African-American Studies, Material Culture, or Women's and Gender Studies. Minor fields may also be devised to suit the students' particular interests.
- IV. A dissertation based upon original research, which makes a scholarly contribution to the study of American life.

Students have seven years to complete the doctorate after matriculation in the Ph.D. program. Normally, full-time students will pursue three semesters of course work beyond the M.A. and then take the qualifying examination in the fourth semester of their doctoral studies. After successful completion of the qualifying examination, students will embark upon their dissertations.

The American Studies Program also enables students to pursue the Ph.D. on a part time basis. Students may take course work part-time, but they must spend at least one academic year in continuous residence as a full-time student at the College. After their courses are complete, part-time students must also meet the same deadlines as full-time students and have seven years to complete their doctorate after matriculation in the Ph.D. program.

Course Descriptions

AMST 500 - American Material Culture

Fall 3 Staff.

This course uses a series of case studies to approach the material worlds of people in the United States, past and present. Studies vary but may focus on ethnic groups like the 19th century Pennsylvania Germans, the construction of regions such as Appalachia, the special circumstances of the Hmong and other refugees, the classification of objects as 'folk' or 'fine,' and the alteration of landscapes or structured environments over time. Each case study serves the dual functions of illuminating the role of material

life in making and maintaining American identities and of introducing an interdisciplinary array of methods, fields of inquiry, and theories that assist interpretation of artifacts and their contexts. (Not offered 2013-2014)

AMST 515 - Cultural Politics of Art

Fall 3 Staff.

Exploration of the cultural and political world of art as experienced by artists, museum visitors, gallery owners, teachers, collectors, curators, critics, and charlatans. Class discussions will consider anthropological and art historical perspectives in addressing questions central to both disciplines. (Not offered in 2013-2014) Cross-listed with [ANTH 586]

AMST 518 - Material Life in African America

Fall 3 Gundaker

This seminar explores the world of things that African Americans have made and made their own in what is now the United States from the colonial era through the present. Topics include landscapes of enslavement and freedom, labor practices, architecture, foodways, objects, aesthetics, contexts of production and use, and the theories of material life, expression, and culture through which these topics are studied. (Not offered 2013-2014) Cross-listed with [ANTH 530]

AMST 523 - The Museum in the United States

Spring 3 Staff.

This seminar will study specific museums while focusing on basic questions having to do with the social forces that gave rise to museums and the roles museums have played and continue to play in U.S. society. (Not offered 2013-2014)

AMST 529 - Exploring the African Diaspora Past

Fall 3 Staff.

A study of the commonalities and differences across the Diaspora. Works in Anthropology, History, and literature will be used to explore diverse ways of understanding and writing about the social-cultural complexities of the world's largest forced migration. (Not offered 2013-2014)

AMST 534 - Ethnographic History

Spring 3 Staff.

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method. (Not offered 2013-2014)

AMST 545 - The Making of a Region: Southern Literature and Culture

Fall 3 Donaldson.

The U.S. South has long functioned as a repository of national anxieties, failings, and backwardness, the "exception" to the American narrative of freedom, success, and progress by virtue of its defining features of slavery, segregation, economic exploitation, and endemic violence. This course will focus on the role of the region as the nation's imaginative borderlands in the aftermath of the Civil War and emancipation, when definitions of regional and national identity were undergoing radical realignment along with reformulations of family, community, race, and racialization. Making use of narratives, nonfiction, film, history, and visual representations, we'll examine the highly contested arena of Reconstruction, the rise of Jim Crow, contending narratives over memory and ownership of the past, visual and verbal critiques of segregation, Civil Rights battles, and postmodern reclamations and reconstructions of a region that continues to struggle with its long legacy of cultural abjection and marginalization. (Not offered 2013-2014)

AMST 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements.

AMST 570 - Topics in American Studies

Note: If there is no duplication of topic, may be repeated for credit.

Topics for Fall 2013

The Museum in America. (3) Braddock.

This seminar explores the American museum in its multiple overlapping guises -- collection, institution, representation, spectacle, nexus, space, edifice, pawn -- since around 1800, with emphasis on the twentieth and twenty-first centuries. The course will not provide utilitarian instruction in museum administration, management, or connoisseurship. Instead, it will approach the museum critically as a site where history, theory, and geopolitics have been imagined, constructed, and contested.

Race: History & Methodology (3) Rosen.

This seminar explores historical and theoretical approaches to analyzing race, focusing on scholarship on slavery, emancipation, segregation, and immigration in the US.

Sexuality in America. (3) Meyer.

The course will introduce students to the study of American culture through history, popular culture, multiple media, and scientific literature concerned with sexualities in America. The course will also show how normative sexualities are articulated distinctly depending on race, class, ethnicity, immigrant status, and other factors related to specific American communities.

AMST 581 - Collecting and Exhibiting Culture

Spring 3 Staff.

This course will examine the history of field collecting in different parts of the world, questions of cultural ownership, theories of acquisition and preservation used by museums and private collectors, and issues in the exhibiting of both objects and people. Readings will draw mainly on material from the Americas, Africa, and Europe. (Not offered 2013-2014) Cross-listed with [ANTH 484]

AMST 582 - Arts of the African Diaspora

Fall 3 Staff.

An exploration of artistic creativity in the African diaspora-song, dance, folktales, painting, ceramics, architecture, textile arts, woodcarving, and other media. Consideration of tradition and art history, the articulation of aesthetic ideas, cross-fertilization among different forms and media, the role of gender, the uses of art in social life, kinds of meaning, the nature of artistic creativity, and continuities with artistic ideas and form in African societies. Readings will draw on materials from Africa, North and South America, and the Caribbean. (Not offered 2013-2014)

AMST 583 - The Material Culture of Early America: Artifacts as Design and as Commodities

Spring 3 Staff.

As groundwork for the interpretation of objects in museum exhibits, historic house museums, and a variety of scholarly studies, this course introduces techniques for visual analysis of artifacts and ideas about relationships between design, technology, production, and marketing of consumer goods. Students explore various theoretical approaches to the analysis of material culture, develop critical bibliographical skills, and learn to phrase questions (artistic, technological, economic, functional, social, and cultural) about objects. They explore a wide range of sources that may illuminate the questions, and they develop designs for research projects that may answer them. (Not offered 2013-2014)

AMST 584 - The Material Culture of America: Focus on Decorative Arts

Spring 3 Staff.

How do we describe the objects with which Americans have furnished their domestic and public buildings? What do they tell us about how American lived and what they thought about themselves, others, and their various worlds? From the time of the earliest seventeenth-century settlements until the present day, the decorative arts in America have both been closely tied to European heritage and to the colonies and nation. This course concentrates on artifacts made or used in America and explores issues of design, production, and distribution in relation to the changing American experience. (Not offered 2013-2014)

AMST 590 - Writing and Reading Culture

Spring 3 Staff.

Trends in Ethnography (and Ethnographic History), during the past two decades. Students will begin with a classic monograph go on to read about the crisis in representation as depicted in Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work. (Not offered 2013-2014)

AMST 602 - American Culture through the Lenses of the Social Sciences

Fall 3 Staff.

This seminar introduces students to seminal social theories of social organization, individual and society, cultures, stratification, and social change. Emphasis will be on interdisciplinary theory-building in the social sciences. (Not offered 2013-2014)

AMST 603 - Problems in Literature and Society

Fall 3 Staff.

This semester's topic will be "The Cultures of Intimacy." The seminar will explore intimate relations as a dynamic source of social and cultural reproduction and resistance in the late 19th and early 20th century US, particularly as it was manifested in discourses of family life, social obligation, and subjectivity. Emphasis will be on close interpretive engagement with culturally complex materials. (Not offered in 2013-2014)

AMST 605 - Practicum in American Visual and Material Culture

Fall or Spring 3 Staff.

The practicum requires permission of both the instructor and specialist host prior to enrollment. It combines an individual learning experience in one area of hands-on or curatorial study with related directed readings. Students should propose a practicum at least one semester in advance of projected enrollment. In some cases the practicum can be combined with an assistantship assignment at a cultural institution. Ideally the chosen topic should relate to the student's long-term professional plans. During the course of the semester students develop a research or bibliographic essay on their specialty.

AMST 661 - Introduction to American Studies

Fall 3 Thompson.

This course is required of all entering graduate students in American Studies. In this reading- and writing-intensive seminar, students encounter both current and classic works of the field. They will acquaint themselves with a wide array of interdisciplinary approaches, focusing on both critical theory and practical application in research. MA-only students will produce the first iterations of the Master's thesis, MA/Ph.D students will acquire Interdisciplinary research skills for use in their two thesis papers, while Ph.D. students will produce the first outline of their comprehensive fields or alternatively, a dissertation topic. The course provides training in the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism.

AMST 671 - American Studies: Profession and Practice

Spring 1 Staff.

This course investigates both practical and theoretical issues relevant for American Studies in and outside the academy. The class offers students strategic approaches to areas critical for successful careers, areas such as planning long term research, writing grant applications, conference planning, and honing classroom teaching skills. As well, we explore pertinent issues that influence American Studies today: the university system, public culture, and professionalism. The course features the regular participation of guests from American Studies and outside the program. The course is open only to American Studies graduate students, preferably nearing their comprehensive exams.

AMST 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

AMST 690 - Directed Research

Fall and Spring 3 Various Faculty

A program of extensive reading, writing and discussion in a special area of American Studies for the advanced student. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. Permission of the program chair is required. *This course may be repeated for credit if there is no duplication of topic.*

AMST 695 - Independent Research

Fall and Spring 3, 3 Knight. Graded Pass/Fail.

Research for the M.A. thesis. Maximum of six credits.

AMST 700 - Thesis

Fall and Spring 3,3 Alan C Braddock.

Directed study for Master's thesis. *This course may be repeated.*

AMST 790 - Directed Research

Fall and Spring 3, 3 Various Faculty. Prerequisite(s): Permission of the program chair is required.

A program of extensive reading, writing and discussion in a special area of American Studies for the advanced student. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. *This course may be repeated for credit if there is no duplication of topic.*

AMST 795 - Independent Research

Fall and Spring (3, 3) Knight. Graded Pass/Fail.

Research for the Ph.D. dissertation. Maximum of twelve credits.

AMST 800 - Dissertation

Fall and Spring 3, 3 Braddock.

Directed study for Doctoral dissertation. *This course may be repeated.*

Anthropology Department

Anthropology Faculty

CHAIR

Kathleen J. Bragdon Professor (Ph.D., Brown).

GRADUATE DIRECTOR

Martin D. Gallivan Margaret Hamilton Professor (Ph.D., Virginia).

PROFESSORS

Michael L. Blakey NEH Professor (Ph.D., Massachusetts), **Grey Gundaker** Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology (Ph.D., Yale), **Tomoko Hamada Connolly** (Ph.D., University of California-Berkeley), **Barbara J. King** Chancellor Professor (Ph.D., Oklahoma), and **Brad Weiss** (Ph.D., Chicago).

ASSOCIATE PROFESSORS

William H. Fisher (Ph.D., Cornell), and **Frederick H. Smith** (Ph.D., Florida).

ASSISTANT PROFESSORS

Jonathan Glasser (Ph.D., Michigan), **Jennifer Kahn** (Ph.D., University of California-Berkeley), **Michelle Lelièvre** (Anthropology and American Studies)(Ph.D., University of Chicago), and **Neil L. Norman** (Ph.D., Virginia).

INSTRUCTOR

Curtis S. Moyer (M.A., George Washington).

RESEARCH PROFESSORS

Joanne Bowen (Ph.D., Brown), and **Marley R. Brown** (Ph.D., Brown).

RESEARCH ASSISTANT PROFESSOR

Danielle Moretti-Langholtz (Ph.D., Oklahoma).

EMERITA PROFESSORS

Sally H. Price (Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology) (Ph.D., Johns Hopkins), and **Mary M. Voigt** (Ph.D., Pennsylvania).

EMERITUS PROFESSOR

Richard Price (Duane A. and Virginia S. Dittman Professor of American Studies and Anthropology)(Ph.D., Harvard).

The Anthropology Program

The expertise and interests of faculty members within the Department of Anthropology at William and Mary span all four sub-disciplines within the field: archaeology, biological anthropology, cultural anthropology and anthropological linguistics. The boundaries between these fields are fluid, and we strongly encourage research that employs theory and methodology from more than one sub-discipline. Current research projects carried out by faculty and graduate students include studies of: African-American material culture in the American South, the archaeology of Powhatan settlements, the ethnohistory and archaeology of slavery and British colonialism in Barbados, the American "local food" movement, rainforest ethnecology, animal emotions, Native American language revitalization, Andalusian musical traditions, the historical ecology of Polynesia, Native landscapes of Atlantic Canada, and analyses of Native American and African American skeletal collections.

Two graduate programs are offered, differing in goals and requirements. The M.A. in Historical Archaeology is a terminal degree designed to prepare students for careers in historical archaeology and related professions. The Ph.D. program admitted its first students in fall 2001. With specializations in Historical Archaeology and Historical Anthropology, it is designed to prepare students for research and teaching positions in anthropology.

The Anthropology Department's teaching and research facilities include laboratories housing extensive collections of prehistoric and historic artifacts from Virginia and the Caribbean, a research library, and computer facilities for CAD and GIS. Three research centers are housed in the department: The Institute for Historical Biology which administers a large database on the 17th and 18th century African Burial Ground in New York City; The American Indian Resource Center which undertakes applied and collaborative projects with contemporary Native communities; and the William and Mary Archaeological Conservation Center which gives students the opportunity to observe and participate in the conservation of archaeological materials. Students also participate in projects run by the William and Mary Center for Archaeological Research, which provides cultural resource management (CRM) services for public and private organizations, and in material science research at the Jefferson Laboratory in Newport News.

The Williamsburg area provides unparalleled historical, archaeological and museum resources. The Anthropology Department maintains strong ties with local research and service organizations which offer students opportunities to engage in field and laboratory research. Scholars from the Colonial Williamsburg Foundation regularly teach courses within the department and supervise graduate research projects. William and Mary also offers a field school at Colonial Williamsburg each summer, and graduate students in anthropology are actively involved as supervisors. In addition, faculty members in the department conduct field research on local prehistoric and colonial-era sites, in Bermuda, the American South, in Africa, and in the Caribbean.

General Description

The Department of Anthropology's graduate program offers both general coverage of the discipline as a whole and more specifically focused preparation for students intending to work in the fields of Historical Archaeology and Historical Anthropology.

Faculty specialties include cultural theory, biocultural theory, area studies, and historiography, with special emphasis on comparative colonialism, the African Diaspora, Native America, and the archaeology of colonial America and the Caribbean. Practical training in field, laboratory, and museum/archaeological conservation methods is available in various courses, including summer field schools/programs.

Admission

Students will have the option of enrolling directly into the M.A.-only program, into the sequential M.A./Ph.D. program, or into the Ph.D. program after completing the M.A. degree at William and Mary or at another institution. Admission is competitive, based on such criteria as grade point average, GRE scores, letters of recommendation, experience, and educational history. Minimally, to be considered each applicant must have a Bachelor's degree in anthropology, history, or a related discipline, and a 3.0 grade average [on a 4.0 scale]. Graduate studies begin in the fall; there are no spring admissions.

Application materials consist of the College's standard form, GRE scores taken within the past five years, undergraduate transcripts, three letters of recommendation, and a writing sample. Foreign applicants will also be required to submit scores on the Test of English as a Foreign Language (TOEFL). Applications and supporting materials for both the M.A. and the M.A./Ph.D. programs must be received by January 15. The M.A./Ph.D. program in Anthropology at William and Mary requires full-time study. Full-time and part-time students will be considered for admission into the M.A.-only program.

Summer Field Schools in Archaeology

The Department of Anthropology will offer summer field schools in archaeology focusing on historical sites in Colonial Williamsburg and contact-period villages in Tidewater Virginia. Other research opportunities will be tied to faculty projects in the Caribbean, Bermuda, the American South, Polynesia, and eastern Canada. Graduate students will enroll in ANTH 625.

Programs and Course Descriptions

Description of Courses

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

Anthropology, Historical Archaeology or Historical Anthropology Specialization, PhD

The doctoral program in Anthropology (M.A./Ph.D. or Ph.D. program) is designed for students who wish to specialize in Historical Archaeology or Historical Anthropology and who wish to pursue original, advanced research toward a doctorate.

A separate application is not necessary for consideration for a graduate assistantship. Financial assistance is also available for summer research. Pending admission, students with national fellowships are welcome to the program. Each student will be evaluated at the end of every academic year. Funding is contingent on satisfactory progress as determined by the department's Graduate Committee. All fees must be paid in accordance with College guidelines to maintain active status in the program.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

M.A./Ph.D. students will normally complete 30 credits towards a Master's degree (including 6 credits of ANTH 700) and 36 credits of Ph.D. course work (including 6 credits of ANTH 800). Ph.D. students will normally complete 36 credits (including 6 credits of ANTH 800).

Students will pursue their studies in either Historical Archaeology or Historical Anthropology. All students entering the M.A./Ph.D. or Ph.D. tracks are required to take Socio-Cultural Theory (ANTH 600), Archaeological Theory (ANTH 603), one graduate-level course in linguistic anthropology, and one graduate-level course in biological anthropology.

All students are also required to take the Presentation and Paper course (ANTH 640) during their fourth semester in conjunction with the fourth-semester "Presentation and Paper" requirement (see below).

The intent of these requirements is to build general proficiency and professional skills required in the discipline. This approach is designed to produce graduates who are maximally equipped to succeed in the job market for teaching positions and other equivalent professional positions.

By May 1st of their first year all students in the M.A./Ph.D. and Ph.D. program are required to submit to the Director of Graduate Studies a one-page prospectus in anticipation of their fourth-semester "Presentation and Paper" along with a list of at least three Presentation and Paper committee members from the Anthropology Department. All students in the M.A./Ph.D. and Ph.D. tracks will complete the Presentation and Paper process during their fourth semester. Fourth-semester students will enroll in the Presentation and Paper class (ANTH 640), write an article-length paper in conjunction with the class that engages questions of anthropological significance, and present the paper to the department by the end of the academic year. For students in the doctoral tracks who are earning a W&M Master's degree, the paper will be submitted as the thesis and the presentation will serve as the defense. Although the instructor of ANTH 640 will assess and grade students' work in the course, a student's committee will evaluate the Presentation and Paper to assess whether the student will be recommended to advance to candidacy in the Ph.D. program. Once the Presentation and Paper process is complete, the student's committee chair will write a letter to the Graduate Committee summarizing the committee's assessment of the Presentation and Paper. The Graduate Committee will then evaluate the Presentation and Paper in light of the committee's assessment and will determine whether to admit the M.A./Ph.D. or Ph.D. student to candidacy in the Ph.D. program, to award a terminal M.A., or to require withdrawal of the student. To continue to qualify for a graduate assistantship, M.A./Ph.D. students must be awarded the M.A. degree before the beginning of the fifth semester, and both M.A./Ph.D. and Ph.D. students must be admitted to candidacy in the Ph.D. program before the beginning of the fifth semester to continue to qualify for a graduate assistantship.

During the summer between their second and third years in the doctoral program, all students will write a draft grant proposal designed to support the student's dissertation research, written according to the guidelines of one of the principal granting agencies in anthropology (e.g., Wenner-Gren, National Science Foundation, or Fulbright-Hays). Students will consult with their advisor to determine the target granting agency and thus the style that the proposal will take. Draft grant proposals should engage with a research question of broad anthropological significance in a particular setting and demonstrate fluency in the related literature. Draft grant proposals should be submitted to the Director of Graduate Studies by September 1st of the student's third year.

During their third year in the program, students will form a preliminary dissertation committee in consultation with their advisor. The student will present a draft proposal at a meeting with the committee to plan the content of the qualifying examination. This exam will explore key theoretical concerns and methodological issues related to the dissertation as well as ethnographic, historical and archaeological data that form a background to their research. Preparation will incorporate a thorough review of the relevant literature and preparation of an extensive bibliography of works to be read. No later than March of their third year of study all students must take an oral qualifying exam conducted by the student's primary dissertation committee.

Before the beginning of their fourth year in the program, each student must pass a reading examination in a language of scholarship relevant to their research interests; the language selected should be useful in reading the literature in their field of study.

By the end of the eighth semester of graduate study, or before embarking on their dissertation research, each student, in cooperation with their advisor and committee, will write and present a dissertation proposal suitable for submission to a funding agency. The proposal will be defended at a meeting open to all faculty members and students in the Anthropology Department and any guests they might invite. The defense is evaluated by the student's dissertation committee.

Each candidate for the Ph.D. must submit an acceptable dissertation based on original research and constituting a contribution to scholarly knowledge.

All requirements for the doctoral degree must be completed within a maximum of seven (7) calendar years of the time the student was admitted to the doctoral candidacy (see above).

The table below summarizes the typical M.A./Ph.D. and Ph.D. curricula. Course availability may require some adjustments to this sequence. See the Anthropology Department's Web page, <http://www.wm.edu/anthropology>, for additional information about requirements and course of study.

Students Who Arrive at W&M without an Anthropology M.A.:

Year 1

- ANTH 600 - Socio-Cultural Theory (3)
- ANTH 603 - Archaeological Theory (3)
- Linguistic Anthropology
- Biological Anthropology

- ANTH 690 - Directed Research (3)
- One elective class
- 6 credits of ANTH 700
- Presentation and Paper prospectus

Year 2

Fall:

- Three elective classes
- ANTH 690 - Directed Research (3)

Spring:

- Two elective classes
- ANTH 640 - Presentation and Paper (3)
- Presentation and Paper

Summer 2

- Draft grant proposal (due September 1)

Year 3

Fall:

- Three elective classes
- Language examination

Spring:

- Qualifying examination
- Two elective classes (ANTH 790 recommended)

- 6 credits of ANTH 800

Year 4

- Dissertation proposal defense
- Grant proposal submission
- Begin dissertation research

Year 5+

- Dissertation research and writing

Students Who Arrive at W&M with an Anthropology M.A.:

Year 1

- ANTH 600 - Socio-Cultural Theory (3)
- ANTH 603 - Archaeological Theory (3)
- Linguistic Anthropology
- Biological Anthropology

- Two elective classes
- Presentation and Paper prospectus

Year 2

Fall:

- Three elective classes
- Language examination

Spring:

- ANTH 640 - Presentation and Paper (3)
- Presentation and Paper
- 6 credits of ANTH 800
- Optional: One elective class

Summer 2

- Draft grant proposal (due September 1)

Year 3

- Qualifying examination
- Dissertation proposal defense
- Optional: Additional elective classes

Year 4

- Grant proposal submission

- Begin dissertation research

Year 5+

- Dissertation research and writing

Anthropology, Historical Archaeology Specialization, MA

The Master of Arts program is designed to train students for proficiency in the general field of Anthropology with a specialization in Historical Archaeology. Students in the M.A.-only program do not receive funding from the Department of Anthropology. For information on other sources of financial aid, M.A.-only students should contact the Office of Financial Aid of the College of William and Mary.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Each student in the M.A.-only program must successfully complete 30 semester hours of graduate coursework, including ANTH 600, ANTH 603, and electives. All students will register each semester for ANTH 700 (Thesis) in addition to the normal course load of 12 semester hours. Students who have not had adequate archaeological field experience will be required to enroll in ANTH 625, but credit earned for this course cannot be counted toward a graduate degree at William and Mary.

Each M.A.-only student will write a thesis on a research topic approved by the Director of Graduate Studies and the student's thesis committee. The thesis should be article length and of publishable quality. It should contain a clearly stated problem, relevant data and theoretically informed analysis.

M.A.-only students must complete all coursework and the thesis within a maximum period of six calendar years after admission to the degree.

Students in the M.A.-only program in Historical Archaeology may not apply for the Anthropology Department's Ph.D. program until after the thesis has been successfully defended and final copies deposited in the Office of Graduate Studies and Research.

Course Descriptions

ANTH 525 - Applied Anthropology

Spring 3 Hamada Connolly

This seminar introduces basic applied anthropology perspectives and methodology for community research. It combines classroom discussion, empirical fieldwork, data analysis, and ethnographic writing. Topics include statistical analysis, collaborative research, professional ethics, behavioral observation techniques, interview and survey techniques, report writing, digital representation, policy application, and grant-writing. It introduces quantitative/qualitative research design, data collection, analysis and interpretation used in applied anthropology.

ANTH 526 - Foodways and the Archaeological Record

Spring 3 Bowen.

A multidisciplinary perspective on how societies procure food. Drawing upon archaeological, historical, and anthropological studies, students will learn about provisioning systems found in foraging, horticultural, agrarian, and industrialized societies. Emphasis will be placed on Great Britain and North America.

ANTH 527 - Native People of Eastern North America

Spring 3 Bragdon.

This course treats the native people of eastern North America as they have been viewed ethnographically, theoretically and historically. Students will apply anthropological theory to historical and contemporary issues regarding native people of the eastern United States, and develop critical skills through reading, research and writing about these people.

ANTH 529 - Exploring the Afro-American Past

Fall or Spring 3 Gundaker, Norman.

A study of the commonalities and differences across Afro-America from the U.S. to Brazil. Works in anthropology, history, and

literature will be used to explore the nature of historical consciousness within the African Diaspora and diverse ways of understanding the writing about Afro-American pasts.

ANTH 530 - Material Life in African America

Fall 3 Gundaker.

This seminar explores the world of things that African Americans have made and made their own in what is now the United States from the colonial era through the present. Topics include landscapes of enslavement and freedom, labor practices, architecture, foodways, objects, aesthetics, contexts of production and use, and the theories of material life, expression, and culture through which these topics are studied. Cross-listed with [AMST 518]

ANTH 532 - Maroon Societies

Fall or Spring 3 Gundaker.

An exploration of the African American communities created by escaped slaves throughout the Americas, from Brazil up through the Caribbean and into the southern United States. Emphasis on the processes by which enslaved Africans from diverse societies created new cultures in the Americas, on the development of these societies through time, and on the present-day status of surviving maroon communities in Suriname and French Guiana, Jamaica, Colombia and elsewhere.

ANTH 545 - Issues in Anthropology

Fall and Spring 1/3/2(0)13 Staff.

Students will conduct research in anthropology focused on selected issues and problems such as inequality and justice, the environment, ethnic relations and minorities, war and peace, population, and social changes. *This course may be repeated for credit when topics vary.*

ANTH 550 - Archaeological Conservation (I)

Fall 3 Moyer.

An introduction to the theory and practice of archaeological conservation, including systems of deterioration, treatment, and storage. The first semester emphasizes the material science and technological underpinnings of archaeological artifacts.

ANTH 551 - Archaeological Conservation (II)

Spring 3 Moyer.

In the second semester, students receive instruction and experience in the laboratory treatment of artifacts from 17th to 19th century archaeological sites in North America and the West Indies.

ANTH 553 - Zooarchaeology

Spring 4 Bowen.

An introduction to the identification and interpretation of animal bones recovered from archaeological sites.

ANTH 554 - Quantitative Research Methods in Anthropology

Fall 3 Gallivan.

Introduction to the design and implementation of quantitative research in anthropology. Statistical methods covered include those used in describing and interpreting archaeological, biological, ethnographic and linguistic data. The course focuses on exploratory data analysis, probability, sampling, hypothesis testing, correlation and regression.

ANTH 555 - Practicing Cultural Resource Management

Spring 3 Staff.

This course introduces students to the practice of cultural resource management (contract archaeology), including hands-on experience in planning, proposal preparation, field and laboratory strategies, project management, and the reporting process.

ANTH 556 - Human Skeletal Biology

Fall or Spring 3 Blakey.

This course covers technical aspects of human identification involving skeletal remains. These techniques include bone and tooth identification, age and sex estimation, and methods for the assessment of nutrition and disease in archaeological populations.

ANTH 557 - The Archaeology of Colonial Williamsburg and Tidewater Virginia

Spring 3 Brown.

This course examines the archaeological research on sites located in and around Williamsburg, the capital of the colony of Virginia from 1699-1781. The course explores the contributions that archaeological research has made to understanding the development of Jamestown and Williamsburg, in relation to a regional, plantation-based economy and society. Consideration is

also given to larger issues surrounding the relative position of Williamsburg and its hinterland within the Atlantic World. Specific comparisons will be made with the development of other English colonies such as Bermuda and Barbados.

ANTH 558 - Caribbean Archaeology

Fall 3 Smith.

The archaeology of western Atlantic islands for the period 1492-1900 AD. The pre- Columbian background, contact between indigenous and European groups, European settlement and island development will be examined through recent archaeological work on urban settlements, military forts, commercial structures, sugar mills and others.

ANTH 559 - Tsenacomoco: Native Archaeology of the Chesapeake

Spring 3 Gallivan.

This class explores the “deep history” of Native Chesapeake societies by tracing a 15,000- year sequence resulting in the Algonquian social landscape of “Tsenacomoco”. The class considers Pleistocene-era settlement, hunter-forager cultural ecology, Woodland-period migration, agricultural adoption, chiefdom emergence, Native responses to colonialism, and contemporary uses of the Native past.

ANTH 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

ANTH 572 - Ethnographic History

Fall or Spring 3 Bragdon, Glasser, Gallivan.

Critical readings of recent works by anthropologists and historians, with an emphasis on cross-disciplinary theory and method.

ANTH 584 - Collecting and Exhibiting Culture

Fall or Spring 3 Moretti-Langholtz, Norman.

The process of assembling material artifacts across cultural boundaries. The course will examine the history of field collecting in different parts of the world, questions of cultural ownership, theories of acquisition and preservation used by museums and private collectors, and issues in the exhibiting of both objects and people. Readings will draw mainly on material from Canada, the U.S., Mesoamerica, the Caribbean, Africa, and Europe.

ANTH 586 - Cultural Politics of Art

Fall or Spring 3 Gundaker.

Exploration of the cultural and political world of art as experienced by artists, museum visitors, gallery owners, teachers, collectors, curators, critics, and charlatans. Class discussions will consider anthropological and art historical perspectives in addressing questions central to both disciplines.

ANTH 590 - Writing and Reading Culture

Fall or Spring 3 Staff.

Trends in ethnography (and ethnographic history), during the past two decades. Students will begin with a ‘classic monograph,’ go on to read about the ‘crisis’ in representation as depicted by Clifford and Marcus, and then devote themselves to a critical analysis of a range of more recent work.

ANTH 592 - Biocultural Anthropology

Spring 3 Blakey.

Recent advances in the study of interactions between human biology and culture are examined. Biocultural anthropology extends beyond the limitations of evolutionary theory, employing political and economic perspectives on variation in the physiology and health of human populations.

ANTH 600 - Socio-Cultural Theory

Fall (3) Staff.

The course will discuss major concepts, theories and findings in cultural and social Anthropology. Students will be introduced to the history of thought within the discipline from 19th-century evolutionism to postmodernism. This course includes training in the responsible and ethical conduct of research, as well as discussion of fabrication, falsification, and plagiarism.

ANTH 602 - Biological Anthropology

Spring 3 Staff.

Anatomy and behavior of nonhuman primates, fossil hominids, and modern human populations are analyzed via theories and methods in biological anthropology. Emphasis is given to construction of models for understanding the evolution of human behavior, focusing on bipedalism, technology, and language.

ANTH 603 - Archaeological Theory

Spring (3) Gallivan.

An examination of the major concepts and methodological approaches in prehistoric archaeology as background for the understanding of historical archaeology.

ANTH 604 - Archaeological Method

Spring 3 Staff.

A general introduction to field and laboratory techniques of prehistoric and historical archaeological research.

ANTH 605 - Anthropological Linguistics

Spring 3 Bragdon.

This course will examine the history and theories of linguistic anthropology. Focus will be on the ways in which linguistics has influenced the development of anthropological theories concerning cognition and practice.

ANTH 606 - Documentary Anthropology

Fall 3 Bragdon.

Introduction to methods and theories of text analysis for archaeological and anthropological research. Structural, symbolic and cognitive models of culture are presented. Emphasis is on the integration of these models, the use and evaluation of documents by historical archaeologists, and research with primary historical data.

ANTH 607 - Bioarchaeology and the African Diaspora

Spring 3 Blakey.

This course is a graduate seminar on the use of paleopathological and paleodemographic data derived from human skeletons uncovered at archaeological sites. The historic archaeological sites of the African Diaspora in the Americas provide the comparative examples of the course.

ANTH 610 - Artifacts

Spring 3 Smith.

An examination of Euro-American ceramics, glassware, tobacco pipes and other portable artifacts of the period c.1600-1900 A.D. Students will learn how to date, identify, and analyze classes of objects from historic archaeological contexts, as well as how to obtain information pertaining to technology, function, and social and economic status.

ANTH 611 - Historical Archaeology

Spring 3 Brown, Smith.

An historical review of the method and theory of American historical archaeology, with emphasis upon specific research strategies and accomplishments in relation to the broader study of American material culture. The role of historical archaeology within historic preservation, cultural resource management, and historic museums will also be considered.

ANTH 612 - American Material Culture

Fall 3 Staff.

This course examines American life and culture, past and present, through its material artifacts. It focuses on the historical development and behavioral aspects of American material culture as revealed by archaeological and documentary research. The relationship of material culture including vernacular architecture, ceramics, glass, mortuary art, and other household and industrial artifacts, and various social dimensions, such as social class, gender and ethnicity, will be explored.

ANTH 613 - Historical Archaeology of the American South

Spring 3 Staff.

The course tests the notion of Southern uniqueness and Southern identity against an array of archaeological evidence dating from the earliest colonial settlements through to the archaeology of the Depression era.

ANTH 615 - North American Prehistory

Spring 3 Gallivan.

A seminar on the prehistory of North America north of Mexico. Topics covered are: the peopling of North America, the cultural

development of indigenous peoples, the archaeology of Native Americans, and the cultural processes that attempt to explain North American culture history.

ANTH 617 - Special Topics in Anthropology

Fall and Spring (1-4) Staff.

ANTH 625 - Field Work in Archaeology

Summer 6 Brown, Gallivan.

The application of archaeological methods to an individual field project within the framework of a supervised archaeological field program.

ANTH 630 - Writing and Publishing in Anthropology

Fall or Spring 3 Staff.

A practical introduction to the whole range of writing and publishing activities engaged in by anthropologists, this course will cover techniques, conventions, and practices regarding grant proposals, book reviews, CVs, articles, abstracts, books, research reports, and job applications. We will consider submission procedures, the editing process, design considerations, distribution and marketing, legal issues, and ethical questions. The intent will be to demystify an aspect of the life of professional anthropologists that students are often left to discover on their own. In addition to substantial readings, there will be a writing assignment every week.

ANTH 640 - Presentation and Paper

Spring (3) Staff.

This seminar prepares students for the Presentation and Paper requirement through a program that includes reading examples of anthropological scholarship, developing and revising an article-length paper, and publically presenting a scholarly argument. All students in the M.A./Ph.D. and Ph.D. tracks will complete the Presentation and Paper process during their fourth semester by writing a paper that engages questions of anthropological significance and by presenting the paper to the department by the end of the academic year.

ANTH 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

ANTH 690 - Directed Research

Fall and Spring (3) Staff.

A program of extensive reading, writing and discussion in a special area of Anthropology for students entering the M.A./Ph.D. program without a previous graduate degree. Students accepted for this course will arrange their program of study with an appropriate faculty advisor.

ANTH 695 - Independent Study in Anthropology

Fall and Spring 3 Staff. Prerequisite(s): Permission of the Director of Graduate Studies required.

An independent study course involving reading, writing, and discussion on a relevant topic. *This course may be repeated for credit.*

ANTH 700 - Thesis

Fall and Spring hours and credits to be arranged Staff.

Directed study for the master's thesis. *This course may be repeated.*

ANTH 701 - Issues in Historical Anthropology

Fall and Spring 3 Staff.

An examination of selected topics in cultural anthropology. *This course may be repeated for credit.*

ANTH 702 - Issues in Historical Archaeology

Fall and Spring 3 Staff.

An examination of selected topics in historical archaeology. *This course may be repeated for credit if there is no duplication of material.*

ANTH 790 - Independent Study

Fall and Spring 3 Staff.

A program of extensive reading, writing and discussion in a special area of historical anthropology or historical archaeology for the Ph.D. student. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. *This course may be repeated for credit if there is no duplication of material.*

ANTH 800 - Ph.D. Dissertation

Fall and Spring hours and credits to be arranged Staff.

Directed study for the doctoral dissertation. *This course may be repeated for credit.*

Applied Science Department

Faculty

CHAIR

Christopher A. Del Negro Associate Professor (Ph.D., University of California - Los Angeles).

GRADUATE DIRECTOR

Leah B. Shaw Associate Professor (Ph.D., Cornell University).

PROFESSORS

Mark K. Hinders (Ph.D., Boston University), **Michael J. Kelley** (Ph.D., Rensselaer Polytechnic Institute), **Gunter Luepke** (Ph.D., University of Gottingen), **Dennis M. Manos** (CSX Professor of Applied Science) (Ph.D., Ohio State University), **Gregory D. Smith** (Ph.D., University of California - Davis), and **Robert L. Vold** (Ph.D., University of Illinois - Urbana).

ASSOCIATE PROFESSOR

Hannes C. Schniepp (on leave 2014-15) (Dr. sc. nat., Swiss Federal Institute of Technology - ETH).

COURTESY PROFESSORS

Charles R. Johnson (Mathematics) (Ph.D., California Institute of Technology), **Rex K. Kincaid** (Mathematics) (Ph.D., Purdue University), **David E. Kranbuehl** (Chemistry, Emeritus) (Ph.D., University of Wisconsin), **Lawrence M. Leemis** (Mathematics) (Ph.D., Purdue University), **Chi-Kwong Li** (Mathematics) (Ph.D., University of Hong Kong), **R. Alejandra Lukaszew** (Virginia Microelectronics Consortium Distinguished Professor of Physics) (Ph.D., Wayne State University), **Alfredo M. Pereira** (Economics) (Ph.D., Stanford University), **John C. Poutsma** (Chemistry) (Ph.D., Purdue University), **Margaret S. Saha** (Biology) (Ph.D., University of Virginia), and **John P. Swaddle** (Biology) (Ph.D., University of Bristol, U.K.).

ADJUNCT ASSISTANT PROFESSORS

Yi Lin (Ph.D., Clemson University), **Ronald A. Quinlan** (Ph.D., College of William and Mary), and **Walter A. Silva** (Ph.D., College of William and Mary).

RESEARCH PROFESSORS

Joel S. Levine (Ph.D., University of Michigan), and **Ronald A. Outlaw** (Ph.D., Virginia Polytechnic Institute).

RESEARCH ASSISTANT PROFESSOR

Saskia Mordijck (Ph.D., University of California - San Diego).

RESEARCH SCIENTIST

Silvina Pagola (D. Chem. Sci., National University of Córdoba).

RESEARCH ASSOCIATE

Maria Cristina Picardo (Ph.D., College of William and Mary).

The Applied Science Program

In Applied Science we use the tools, the techniques, and the understanding involved in a wide range of sciences in order to solve complex scientific and technical problems. The Department has state-of-the-art facilities in (1) theoretical and computational analysis of physical and biological systems; (2) materials synthesis and characterization of nanostructures, polymers, inorganics,

and composites; (3) modification and evaluation of interfaces; (4) processing control of materials and surfaces; and (5) imaging technology and theory from nano to planetary scales.

The core faculty of Applied Science is augmented by a large number of affiliates from the physics, chemistry, biology, psychology, computer science and mathematics departments as well as from nearby Jefferson Lab and NASA Langley. Applied Science students enjoy:

- An academic program tailored to each student's needs. The coursework component of each student's curriculum is highly flexible and is planned individually with his or her faculty advisory committee.
- Outstanding research opportunities in internationally recognized laboratories. Applied Science students perform their thesis research in the laboratories at William and Mary, Jefferson Lab, and NASA Langley.
- Yearly stipends and full-tuition scholarships. The Research Assistant stipend is \$22,800 plus tuition and health insurance.

Advanced students help coordinate the seminar program and often travel to present their research accomplishments at national and international meetings. Our students publish in interdisciplinary journals regularly, and sometimes receive U.S. patents by the time they are awarded their degrees. The graduate student association, departmental seminars, and intramural sports provide casual settings for further involvement in campus life.

General Description

The Department of Applied Science is an interdisciplinary graduate department that offers M.S. and Ph.D. degrees in the physical and natural sciences. The program is offered by the core faculty of Applied Science in cooperation with affiliated faculty from the Departments of Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, Psychology and the Virginia Institute of Marine Science (VIMS), as well as from the NASA Langley Research Center (LaRC) and the Thomas Jefferson National Accelerator Facility (JLab).

Faculty research interests include biomacromolecules, cell biology, computational neuroscience, electronic materials, epidemic modeling, ecology, in-situ sensing techniques, laser spectroscopy, medical imaging, molecular self-assembly, nanotechnology, neurophysiology, nondestructive evaluation, novel chemical instrumental techniques, physical and chemical properties of polymers, polymer characterization techniques, robotics, solid state nuclear magnetic resonance and surface science. Applied Science students perform their thesis and dissertation research in the laboratories at William and Mary, Jefferson Lab, and LaRC. The coursework component of each student's curriculum is highly flexible and is planned in consultation with his or her faculty advisory committee. Prospective students are strongly encouraged to open an email dialog with those faculty whose research is most of interest.

Admission

The Department assumes that students entering the program have had an undergraduate concentration in a physical or natural science, mathematics, or engineering discipline. Information about the Department and applications for admission can be obtained from our web page <http://www.wm.edu/as/appliedscience/>.

Each applicant must submit the results of the general test from the Graduate Record Examinations. Students from non-English speaking countries must submit TOEFL scores and are strongly encouraged to make a Skype appointment with department admissions staff. Applications must be completed by 5:00 p.m. the first Friday of February for entrance into the Department Fall semester. Spring semester applications must be completed by 5:00 p.m. the second Friday in October.

Concentrations

In coordination with their advisor, Applied Science graduate students may choose one of the following research fields to be listed on the final transcript as their concentration area.

- Accelerator Science
- Applied Mathematics
- Applied Mechanics
- Applied Robotics
- Atmospheric and Environmental Science
- Computational Neuroscience
- Interface, Thin Film, and Surface Science

- Lasers and Optics
- Magnetic Resonance
- Materials Science & Engineering
- Mathematical and Computational Biology
- Medical Imaging
- Nanotechnology
- Neuroscience
- Non-Destructive Evaluation
- Polymer Chemistry
- Remote Sensing

Department Requirements for the Degrees of Master of Science and Doctor of Philosophy

(See general College requirements in the section entitled 'Graduate Regulations'.)

The student and his or her advisory committee will plan a coherent degree program, including required coursework that best suits the student's educational goals. For most students this will include the department's core sequence APSC 603, APSC 604, APSC 607, APSC 608. Due to the different backgrounds, previous preparation, and career goals, not all Applied Science students will take the full core sequence. However, unless otherwise exempted by the department, students will be responsible for the material covered in the entire core. The Applied Science Faculty must approve thesis and dissertation programs. A student in the Department must maintain a B average in order to remain in good standing.

Programs and Course Descriptions

Description of Courses

(See Explanation of Course Descriptions)

Many of the courses for Applied Science are described in Chemistry, Computer Science, Mathematics, and Physics sections of this catalog. Wherever a William and Mary course is specified as a prerequisite or corequisite, it is understood that an equivalent course, taken at another institution, may be substituted. Typically, Readings in Applied Science differs from Topics in Applied Science in that a topic implies regular meetings in a course/lecture format.

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

Applied Science, MS

The student and his or her advisory committee will plan a coherent degree program, including required coursework that best suits the student's educational goals. For most students this will include the department's core sequence APSC 603, APSC 604, APSC 608. Due to the different backgrounds, previous preparation, and career goals, not all Applied Science students will take the full core sequence. However, unless otherwise exempted by the department, students will be responsible for the material covered in the entire core. The Applied Science Faculty must approve thesis and dissertation programs. A student in the Department must maintain a B average in order to remain in good standing.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

The student must successfully complete the program of courses approved by the Applied Science Faculty. The requirements for this degree may be met either by:

1. 24 hours of graduate credit, and an original thesis approved by the student's advisory committee and defended in an oral examination; or
2. 32 hours of graduate credit to include APSC 710.

Applied Science, PhD

The student and his or her advisory committee will plan a coherent degree program, including required coursework that best suits the student's educational goals. For most students this will include the department's core sequence APSC 603, APSC 604, APSC 604, APSC 608. Due to the different backgrounds, previous preparation, and career goals, not all Applied Science students will take the full core sequence. However, unless otherwise exempted by the department, students will be responsible for the material covered in the entire core. The Applied Science Faculty must approve thesis and dissertation programs. A student in the Department must maintain a B average in order to remain in good standing.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

The candidate must successfully complete the program of courses approved by the Applied Science Faculty. He or she must pass a comprehensive qualifying examination designed to demonstrate competence in his or her field of study. The candidate must carry out a substantial original research project. The dissertation describing this research must be approved by the student's advisory committee and successfully defended in a public oral examination. Students have seven (7) years from the qualifying exam pass date to complete the degree requirements. Extensions to this time limit are considered according to the Extensions Policy as outlined.

Course Descriptions

APSC 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

APSC 603 - Introduction to Scientific Research I

Fall (2) Prerequisite(s): Consent of the instructor.

This course sequence, designed for the first year graduate student, acquaints them with the range and scope of research opportunities in Applied Science and the skills and knowledge necessary to function as a professional researcher. Provides training in the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism.

APSC 604 - Introduction to Scientific Research II

Spring (2) Prerequisite(s): APSC 603 and consent of instructor.

Continuation of APSC 603.

APSC 607 - Mathematical and Computational Methods I

Fall (4)

This course is a survey of important mathematical principles and techniques used to solve problems encountered in a variety of scientific disciplines and industrial applications. These disciplines and applications include chemistry, physics, and materials science. Computation is a major aspect of the course and will occupy a substantial portion of the curriculum. Computational instruction will include both analytical and numerical techniques and will make use of symbolic and numerical software packages.

APSC 608 - Mathematical and Computational Methods II

Spring (4) Prerequisite(s): APSC 607 or consent of instructor.

Continuation of APSC 607.

APSC 621 - Applied Solid State Science

Fall (4)

Students learn advanced concepts for bonding, macromolecular ordering, and structure-property relationships in materials. The course begins with macromolecular bonding as it relates to material dipoles, crystallographic ordering, and surfaces/interfaces. The second unit focuses on processing and morphology involving metals, ceramics, polymers, composites, adhesives, plasticizers, and solvents. The final portion of the course considers material interactions (with other materials or with electromagnetic radiation). Feynman's Coupled States approach is invoked for determining energies of electronic states arising in solid materials. Reduction/oxidation potentials, acidity/basicity, corrosion, adsorption, adhesion, electronic mobility/polarizability, and optical phenomenon are discussed in the context of the perturbation or interaction of electronic states.

APSC 622 - Quantitative Materials Characterization*Fall (4)*

This course presents a wide variety of means by which the properties and characteristics of materials can be experimentally determined. These include electrical, optical, acoustic, thermal, spectroscopic, and resonance methods. The objective is to discuss these separate means under the umbrella of fundamentals of interactions of matter with particles and waves. The course will address issues of data acquisition, such as sampling, discretization, and signal processing. Applications of these techniques to research in materials development, synthesis, processing, and in situ manufacturing.

APSC 623 - Materials Science of Surfaces and Interfaces

Spring 3 Prerequisite(s): consent of instructor.

Fundamental and applied aspects of metal, inorganic, polymer and other organic surfaces. Solid/solid, solid/liquid and solid/vapor interfaces. Their structure and defects, thermodynamics, reactivity, electronic and mechanical properties. Applications depend on class interests, but have previously included microelectronics, soils, catalysis, colloids, composites, environment sensitive mechanical behavior, UHV single crystal studies, materials durability, batteries and fuel cells, vacuum science and technology, and surface bioactivity.

APSC 627 - Lasers in Medicine, Science, and Technology

Spring (3) Prerequisite(s): PHYS 101/102 or PHYS 107/108.

A basis for understanding and use of lasers and modern optics in medicine, science, and technology. Particularly interaction of laser beams with biological materials and tissue, refractive surgery, spectroscopic applications including Raman and fluorescence imaging, laser remote sensing, and laser safety.

APSC 631 - Applied Cellular Neuroscience

Fall (3) Prerequisite(s): consent of instructor.

We examine cellular neurophysiology including topics such as: membrane potentials, ion channels and permeability, electrical signaling and cable properties, synaptic transmission, and neuromodulation. We apply these concepts to motor control, homeostatic regulation, and special senses.

APSC 632 - Applied Systems Neuroscience

Spring (3) Prerequisite(s): APSC 631 or consent of instructor.

We explore how behaviors emerge through multiple levels of organization in the nervous system. Topics include: cranial and spinal reflexes, central pattern generator networks, the neural control of breathing, the neural control of appetite, body weight, and obesity, and finally, the neuropharmacology of nicotine addiction.

APSC 637 - Introduction to Optoelectronics

Spring (3) Prerequisite(s): PHYS 621, PHYS 741, and APSC 627 are recommended.

This course is a comprehensive introduction to waveguide optics and photonics in semi-conductor structures, and provides the basic knowledge for understanding the concepts of optoelectronic devices for transmission and processing of optical signals. These optical communications engineering devices are becoming increasingly important for optical disk storage systems, optical chip-chip interconnections and optical fiber transmission and exchange.

APSC 647 - Correlated Electron Systems

Fall (3) Prerequisite(s): PHYS 621, and PHYS 741 are recommended.

This course is concerned with the microscopic aspects of magnetic and superconducting states encountered in nature, their properties, and possible technological applications. The following topics will be discussed: Itinerant Electron Magnetism, Spin Waves, BCS Theory of Superconductors, Vortices in Type II Superconductors, Josephson Effect, and Quantum Interferometers. The course can be understood with minimal prerequisites and the mathematical techniques used are fairly elementary. However a basic knowledge of spin and angular momentum is essential, since quantum mechanics lies at the heart of both magnetism and superconductivity.

APSC 651 - Cellular Biophysics and Modeling

Fall (3)

This course is an introduction to simulation and modeling of dynamic phenomena in cell biology and neuroscience. Topics covered include membrane transport and diffusion, the biophysics of excitable membranes, the gating of voltage and ligand gated ion channels, intracellular calcium signaling, and electrical bursting in neurons and other cell types.

APSC 653 - Cellular Signaling in MATLAB

Spring (3)

An introduction to computer modeling of cell signal transduction, that is, how cells convert external stimuli such as hormones and neurotransmitters into an integrated and coordinated intracellular response. Topics covered include: binding of ligand to receptors, ion channels and electrical signals, metabotropic signaling (G protein coupled receptors, effector molecules, second messengers), intracellular calcium dynamics, and sensory transduction in the visual and auditory systems. Each topic will be introduced from the biological perspective and studied by simulation using MATLAB. Prior experience with mathematical and computer modeling is not required.

APSC 654 - Bioinformatics and Molecular Evolution

Spring (3)

An introduction to computational molecular biology and molecular evolution including nucleotide and amino acid sequence comparison, DNA fragment assembly, phylogenetic tree construction and inference, RNA and protein secondary structure prediction and substitution models of sequence evolution. Cross-listed with [BIOL 454]

APSC 671 - Solid State Nuclear Magnetic Resonance

Fall (3) Prerequisite(s): undergraduate (junior level) quantum mechanics. *Corequisite(s):* APSC 607.

This course is intended for graduate students who are considering or are engaged in Ph.D. thesis work in magnetic resonance. Topics to be covered include: classical and quantum descriptions of magnetic resonance in bulk matter, Fourier transform techniques, orientation-dependent spin interactions, magic angle spinning, multi-dimensional NMR, and applications in materials characterization.

APSC 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

APSC 690 - Readings in Applied Science

Fall, Spring Hours and credits to be arranged.

Subject and text to be selected by the instructor and the students. *This course may be repeated for credit.*

APSC 691 - Topics in Applied Science

Fall, Spring Hours and credits to be arranged.

Subject and text to be selected by the instructor and the students.

APSC 692 - Colloquium in Applied Science

Fall and Spring variable - 1 to 3 credits

APSC 695 - Research

Fall, Spring Hours and credits to be arranged.

This course may be repeated for credit.

APSC 700 - Thesis

Fall, Spring Hours and credits to be arranged.

This course may be repeated for credit.

APSC 701 - Fundamentals of Data Acquisition and Signal Processing

Fall (3) Prerequisite(s): MATH 211, 212, and 302.

Data acquisition of signals; sampling and discretization; the sampling theorem; undersampling and aliasing; convolution; correlation; frequent domain representation and analysis; discrete Fourier transform and FFT spectrum and filters; power spectrum estimation; z-transform and time-representation and analysis; wave shaping.

APSC 710 - Research Project

Fall (2)

Students will select a faculty advisor in their area of research interest, undertake a research project, and write a paper describing their research. This course is normally taken after a student has completed 18 credit hours toward the MS degree. However, students are advised to begin the process of selecting a research area and an advisor, and to begin meeting with the advisor before completing 18 credits. It is not open to students who receive credit for APSC 700. Students wishing to register for APSC 710 must submit a short abstract describing their research project to the Graduate Director at least two weeks before the class is scheduled to begin. The faculty member who will direct the research must sign this abstract. Any tenure track faculty may direct a research project. Any student, who is unable to convince any other faculty member to be their APSC 710 advisor, will be assigned to the Applied Science graduate program director. Any student in this situation must still submit a short abstract to the Graduate Director for approval at least two weeks before the semester begins. Completion of the course includes completion of the project, writing a report and receiving approval from the advisor. All requirements must be completed by the last day of classes (not of the exam period) for the student to receive credit in a given semester.

APSC 722 - Quantitative Nondestructive Evaluation I*Fall (3)*

An overview of techniques and physical principles for determining material properties and detecting and characterizing defects in materials. Ultrasonic and thermographic methods receive special emphasis.

APSC 723 - Quantitative Nondestructive Evaluation II

Spring (3) Prerequisite(s): APSC 722.

This course is a continuation of APSC 722, and covers nondestructive evaluation techniques such as acoustic microscopy, optical, eddy current and radiographic NDE.

APSC 751 - Mathematical Physiology I

Fall (3) Prerequisite(s): APSC 651 or consent of instructor.

Computational and mathematical aspects of electrophysiology and cellular biophysics emphasizing stochastic and spatial modeling applied to cell signal transduction, the dynamics of intracellular calcium, and the visual neurosciences.

APSC 752 - Mathematical Physiology II

Spring (3) Prerequisite(s): APSC 751 or consent of instructor.

This course is a continuation of APSC 751 - Mathematical Physiology I.

APSC 755 - Nonlinear Dynamics*Fall (3)*

Linear systems of ODEs. Nonlinear systems; dynamical systems, existence/uniqueness of solutions; phase plane analysis; bifurcation; Poincare-Bendixson theory. Applications in biology, circuit theory, and mechanics. Discrete dynamical systems.

APSC 772 - Tensor Interaction in Magnetic Resonance

Spring (3) Prerequisite(s): APSC 671 or consent of instructor.

This course is intended for graduate students who have begun Ph.D. thesis work in magnetic resonance. Topics to be covered include: angular momentum theory, spherical representation of tensors, the Wigner-Eckart theorem and matrix elements of tensor operators, operator bases for representing the spin density matrix, and the theory and applications of spin relaxation.

APSC 776 - Acoustic Wave Propagation in Solids

Spring (3) Prerequisite(s): APSC 722.

Wave propagation in solids with emphasis on the evaluation of materials and defects. Linear and non-linear wave propagation, mode analysis and mixing, reflection and refraction at interfaces, and wave scattering from defects in isotropic and anisotropic media will be discussed, along with the relationship between wave behavior and the reconstruction of material constitutive equations. The course also will describe the practical aspects of the generation and detection of acoustic waves for non-destructive evaluation of materials.

APSC 784 - Imaging Methods

Spring (3) Prerequisite(s): consent of instructor.

Fundamentals and applications of the two complementary families of imaging techniques: optical microscopy and scanning probe methods. Topics covered include geometric and wave optics, optical imaging, basic forms of light-matter interaction, all major optical microscopy modes (including fluorescence and confocal), interfacial forces, atomic force microscopy, scanning tunneling microscopy, and near-field optics.

APSC 785 - Acoustic and EM Scattering

Fall (3) Prerequisite(s): APSC 723.

Acoustic, electromagnetic and elastic wave scattering for materials characterization and remote sensing. Subjects to be covered are: field equations, boundary conditions, Green's functions; integral representations and integral equations, scattering amplitude and scattering matrices; plane, spherical and cylindrical scalar and vector wave functions; scattering of waves by spheres and cylinders; inverse scattering techniques.

APSC 790 - Readings in Applied Science

Fall, Spring Hours and credits to be arranged.

Subject and text to be selected by the instructor and students.

APSC 791 - Topics in Applied Science

Fall, Spring Hours and credits to be arranged.

Subject and text to be selected by the instructor and students.

APSC 792 - Colloquium in Applied Science

Fall and Spring (variable - 1 to 3 credits).

APSC 795 - Research

Fall, Spring Hours and credits to be arranged.

APSC 800 - Doctoral Dissertation

Fall, Spring Hours and credits to be arranged.

This course may be repeated for credit.

Biology Department

Faculty

CHAIR

Eric L. Bradley Professor (Ph.D., University of California - Santa Barbara).

GRADUATE DIRECTOR

Matthew Wawersik Associate Professor (Ph.D., Johns Hopkins).

PROFESSORS

Lizabeth A. Allison (Ph.D., Washington), **Randolph M. Chambers** (Ph.D., Virginia), **Daniel A. Cristol** (Ph.D., University of Indiana - Bloomington), **Norman J. Fashing** (Ph.D., Kansas), **John D. Griffin** (Ph.D., Ohio State), **Paul D. Heideman** (Ph.D., Michigan), **Margaret S. Saha** (Ph.D., Virginia), **S. Laurie Sanderson** (Ph.D., Harvard), **Diane C. Shakes** (Ph.D., Johns Hopkins), **John P. Swaddle** (Ph.D., University of Bristol, U.K.), and **Patty Zwollo** (Ph.D., University of Utrecht).

ASSOCIATE PROFESSORS

Martha A. Case (Ph.D., Michigan State), **Mark H. Forsyth** (Ph.D., Connecticut), **Oliver Kerscher** (Ph.D., Johns Hopkins) and **Kurt E. Williamson** (Ph.D., Delaware).

ASSISTANT PROFESSORS

Jonathan D. Allen (Ph.D., University of North Carolina - Chapel Hill), **Harmony J. Dalglish** (Ph.D., Kansas State), **Shantá D. Hinton** (Ph.D., Howard), **Michael Drew LaMar** (Ph.D., University of Texas - Austin), **Matthias Leu** (Ph.D., Washington), **Helen A. Murphy** (Ph.D., Pennsylvania) and **Joshua R. Puzey** (Ph.D., Harvard).

EMERITUS PROFESSORS

Ruth A. Beck (M.Ed., Virginia), **Robert E.L. Black** (Ph.D., Washington), **Sharon T. Broadwater** (Ph.D., William and Mary), **Garnett R. Brooks, Jr.** (Ph.D., University of Florida), **Mitchell A. Byrd** (Ph.D., Virginia Polytechnic), **George W. Gilchrist** (Ph.D., Washington), **Bruce S. Grant** (Ph.D., North Carolina State), **Gustav Hall** (Ph.D., Indiana), **Stanton F. Hoegerman** (Ph.D., North Carolina State), **Martin C. Mathes** (Ph.D., Maryland), **Joseph L. Scott** (Ph.D., University of California - Irvine), **C. Richard Terman** (Ph.D., Michigan State), **Stewart A. Ware** (Ph.D., Vanderbilt), and **Lawrence L. Wiseman** (Ph.D., Princeton).

RESEARCH PROFESSOR

Bryan D. Watts (Ph.D., Georgia).

EMERITUS RESEARCH ASSOCIATE PROFESSOR

Donna M.E. Ware (Ph.D., Vanderbilt).

VISITING ASSISTANT/ADJUNCT PROFESSORS

William J. Buchser (Ph.D., University of Miami), **Doug DeBerry** (Ph.D., William and Mary), **Sarah K. Huber** (Ph.D., Massachusetts), **Katherine J. Miller** (Ph.D., University of Southern California), **Sean P. Ryan** (Ph.D., Case Western Reserve University), and **Beverly Sher** (Ph.D., California Institute of Technology).

INSTRUCTORS

Marjorie E. Ouellette (M.S. University of Memphis), and **Bill D. Saunders** (M.A., William and Mary).

The Biology Program

The Department of Biology at William and Mary offers a two-year, research-intensive master's program where students are supported by teaching assistantships and full tuition waivers. A master's degree can provide research experience and specialized training before entering a Ph.D. program or it can be an end in itself. Students with advanced training, one or two publications, and a strong laboratory or field research experience are in demand in biotech, pharmaceuticals, resource management, and environmental consulting. Recent grads are pursuing Ph.D.'s at Duke, UC Davis, Johns Hopkins, and University of Toronto.

The goals of the Biology graduate program are to:

- Generate a productive academic community of students dedicated to performing high quality, publishable research within a two-year program.
- Produce graduates with both specialized training in their chosen subdisciplines as well as communication skills to effectively function within a broad-based scientific community.
- Equip students with a range of research and teaching proficiencies that will significantly enhance their scientific or professional career opportunities.
- Foster close academic interactions between faculty and graduate students.

Our graduate students are part of an active community of scholars, where they learn critical analysis of scientific publications, field and laboratory techniques, and skills in disseminating their research results. Our students pursue a master's of science, culminating in a thesis defense.

Strengths of the department include molecular, cellular, and developmental biology; physiology, behavior, and neuroscience; and evolution, ecology, and conservation. With a low student to faculty ratio (approximately 8-10 new students each year with 22 full-time faculty), we can offer an intimate and highly personalized research and education experience rarely attainable at larger universities. Also, our graduate students often work closely with and mentor undergraduates, providing numerous informal teaching and personal development opportunities.

General Description

The Biology graduate program generates a close-knit academic community of productive students dedicated to performing high quality, publishable research. We produce graduates with both specialized training in their chosen sub-disciplines as well as communication and teaching skills to effectively function within a broad-based scientific community. Graduate research opportunities exist in three broad areas: molecular, cellular and developmental biology; physiology, behavior and neuroscience; and evolution, ecology and conservation.

With the approval of his or her committee, a student registered in the M.S. program may take up to 6 credits in other departments. M.A. students may take up to 12 credits in other departments. Depending on background and preparation, a student may be additionally required to take one or more undergraduate courses that will not count toward the degree.

Teaching Assistantships will be awarded without reference to track. Both M.S. and M.A. students will be eligible for 4 consecutive semesters of support as long as they remain in good standing. M.A. students are not eligible for summer support. All students receiving an Assistantship may not register for more than 12 course credits.

To ensure timely completion of the M.S. degree, students matriculating in the fall must have their research advisor selected by Nov. 1st and a thesis committee selection form submitted to the Biology Office by November 15th. The first committee meeting must be held no later than the first week of the spring semester. A comprehensive exam must be passed or passed conditionally

no later than May 30th within the first year of residency. It is recommended that the comprehensive exam be scheduled before April 1st. Petitions to deviate from the above schedule must be approved by the Graduate Program Director and research advisor or the student risks being withdrawn from the program. For students matriculating in a spring semester, a schedule for research advisor and thesis committee selection, committee meetings, and comprehensive exam dates must be developed by the student in consultation with their likely research advisor and approved by the Graduate Program Director. Permission for a M.S. student to change to the M.A. program will be given only under extraordinary circumstances and will require repayment of funds received by the student in support of summer research.

For additional information regarding requirements, consult the Department of Biology Graduate Handbook (available upon request). For information concerning the Cooperative Program in Secondary School Teaching with the School of Education write to the School of Education, College of William and Mary.

Admission

The department requires the General GRE and requests the Biology GRE for nontraditional applicants.

Programs and Course Descriptions

Description of Courses

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

Biology, MA (non-thesis)

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Non-thesis M.A. students must complete 32 semester hours of courses at least 20 of which must be numbered in the 600s. Each student must achieve a cumulative grade point average of 3.0 or better on a 4.0 scale in all courses undertaken for graduate credit at the College of William and Mary after admission to the graduate program. No credit toward a degree will be allowed for a course in which a student receives a grade below a C (grade point=2.0). As part of the 32 semester hours, M.A. students must successfully complete BIOL 601 during their first year in the program. Students must also register for at least one credit of Colloquium (BIOL 685).

M.A. students may take up to 3 credits of research, as BIOL 690, toward their M.A. degree. M.A. students must also pass a Graduate Student Qualifying Examination.

Biology, MS

Each student must have a thesis committee consisting of a major advisor and at least two other faculty members from the department. This committee will be responsible for supervising the student's research, advising the student regarding coursework and other aspects of the program, and administering a final oral exam at the time of the thesis defense.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

An M.S. degree requires 24 credits plus one credit of BIOL 700 (Thesis), generally taken during one's last semester. A cumulative grade point average of 3.0 or better must be earned for all courses counted toward the degree requirements. A candidate must complete 15 semester hours of coursework numbered either in the 500s or 600s; excluding BIOL 695. Within these 15 semester hours, every student must successfully complete BIOL 601 (Introduction to Graduate Studies) during their first year in the program. Students must also register for at least one credit of Colloquium (BIOL 685). Up to 3 credits of BIOL 685 can count toward the required 15 semester hours. In addition, 9 credits of BIOL 695 (Graduate Research) are required. Thesis students are strongly encouraged to complete their course requirements before the beginning of their fourth semester.

Each student must pass a Graduate Student Qualifying Examination covering basic and advanced principles of biology. The exam is given in the student's second semester. Details of the examination and other procedures are provided in the Biology Department Graduate Handbook.

Each student must also complete a research thesis approved by the committee. The work must be presented in a seminar open to all members of the department; the seminar is followed by an oral examination administered by the committee. Students who wish to work with a specific faculty member are encouraged to contact him or her prior to entering the program.

A minimum residency period of one year is required.

General Description:

With the approval of his or her committee, a student registered in the M.S. program may take up to 6 credits in other departments. M.A. students may take up to 12 credits in other departments. Depending on background and preparation, a student may be additionally required to take one or more undergraduate courses that will not count toward the degree.

Teaching Assistantships will be awarded without reference to track. Both M.S. and M.A. students will be eligible for 4 consecutive semesters of support as long as they remain in good standing. M.A. students are not eligible for summer support. All students receiving an Assistantship may not register for more than 12 course credits.

By the beginning of their second semester, M.S. students must have established a thesis committee. After this date, a change may be made only upon approval of the Graduate Committee. Permission for a M.S. student to change to the M.A. program will be given only under extraordinary circumstances and will require repayment of funds received by the student in support of summer research.

For additional information regarding requirements, consult the Department of Biology Graduate Handbook (available upon request). For information concerning the Cooperative Program in Secondary School Teaching with the School of Education write to the School of Education, College of William and Mary.

Course Descriptions

BIOL 501 - Evolutionary Genetics

Spring 4 Staff. Prerequisite(s): BIOL 220 or equivalent.

The course is designed to consider evolution as a process: Basic population genetic theory; sources of variation; natural selection; isolating mechanisms and speciation. Three lecture hours, one recitation hour.

BIOL 502 - Microbiology

Fall 4 Forsyth. Prerequisite(s): BIOL 220 or equivalent.

Homologies are stressed in the study of life using the elementary systems of selected bacteria and other microorganisms. With the ultimate goal of an understanding of current research, the areas covered include classical and modern techniques, biochemistry, sexual and asexual genetics. Two class hours, eight laboratory hours.

BIOL 504 - Topics in Biology

Fall and Spring 1-4 Staff.

Areas of special current research interest presented by resident and visiting faculty members as opportunity and demand arise. Hours to be arranged. *This course may be repeated for credit.*

BIOL 506 - Cell Biology

Fall and Spring 3 Wawersik, Shakes.

An introduction to the principles by which eukaryotic cells function with an emphasis on the molecular biology of cells and experimental approaches to their analysis. Three class hours.

BIOL 507 - Cell Biology Laboratory

Fall 1 Shakes. Prereq/Corequisite(s): BIOL 506.

An introduction to the use of light and electron microscopy, histological procedures and biochemical techniques, including electrophoresis, centrifugation, respirometry and isotopes. Three laboratory hours.

BIOL 509 - Virology

Fall 3 Williamson. Prerequisite(s): BIOL 220, 221, 225, 226, and 310.

This course gives an overview of fundamental concepts in virology. Topics include the discovery of viruses, principles of virus structure, viral morphogenesis, virus detection methods, viral vaccines, and ecological significance of viruses. A strong emphasis is placed on molecular mechanisms of viral replication. Three class hours.

BIOL 510 - Animal Behavior

Fall 3 Cristol. Prerequisite(s): BIOL 302. PSYC 201 or equivalent recommended.

The study of vertebrate and invertebrate behaviors as adapted traits under the influence of both genes and the environment. Animal behavior, including that of humans and endangered species, will be placed in an ecological and evolutionary context. Three class hours.

BIOL 511 - Animal Behavior Laboratory

Spring 1 Cristol. Prereq/Corequisite(s): BIOL 510 and any course in statistics.

This lab is not required for students taking BIOL 510. Course designed to give students experience in designing and undertaking publication-quality research to solve real questions about animal behavior. Three laboratory hours, out-of-class data acquisition necessary.

BIOL 512 - Vascular Plant Systematics

Fall 4 Case. Prerequisite(s): BIOL 304 or equivalent.

A study of the principles and research methods of vascular plant systematics, emphasizing classification, evolution, and comparative morphology of the major families of vascular plants. Three class hours, four laboratory hours.

BIOL 514 - Biochemistry

Spring 3 Staff. Prerequisite(s): CHEM 305 or CHEM 308 or consent of instructor.

A study of the molecular basis of living processes. The chemistry of the important constituents of living matter; energy metabolism; enzyme kinetics; thermodynamics; biosynthesis; metabolic control. Three class hours.

BIOL 515 - General Endocrinology

Spring 3 Bradley. Prerequisite(s): BIOL 302, CHEM 307.

The role of hormones in homeostasis, control of metabolic processes, and reproduction. This is an introductory course and is a prerequisite for Experimental Endocrinology. Three class hours.

BIOL 516 - Ornithology

Fall 4 Cristol. Prerequisite(s): BIOL 302. BIOL 510 and BIOL 413 recommended. *Prereq/Corequisite(s):* Offered in alternate years.

Lectures, laboratory exercises, field experiments and birding trips will provide a comprehensive introduction to the ecology and evolution of birds. Phylogenetic relationships, behavior, conservation and identification of Virginia's avian fauna will be stressed. Three class hours, three laboratory hours, and several early morning field trips.

BIOL 517 - Population and Community Ecology

Fall 4 Staff. Prerequisite(s): BIOL 302 or equivalents.

Discussion of the structure and dynamics of ecological populations and biotic communities. Emphasis will be on environmental constraints and species interactions that control population growth and determine both diversity and similarities in community structure and function. Three class hours, three laboratory hours.

BIOL 518 - Functional Ecology

Spring 3 Sanderson. Prerequisite(s): BIOL 302 or equivalent

Concepts and approaches in physiological ecology, biomechanics, and ecological morphology. The course emphasizes critical thinking, discussion, and student presentations on journal articles from the primary literature. Hypothesis formulation and methods of data collection and analysis will be studied. Three class hours.

BIOL 519 - Plant Development and Physiology

Spring 4 Staff. Prerequisite(s): BIOL 304. *Note: Offered in alternate years.*

An investigation of major topics in plant biology, emphasizing hormone signaling and post-embryonic development, and the use of genetic, molecular genetic, histological, biochemical and molecular systematics approaches to elucidate major outstanding questions. The accompanying lab introduces students to model plant systems and a range of molecular genetic, histological and systematics techniques.

BIOL 520 - Genetic Analysis

Fall 3 Kerscher. Prerequisite(s): BIOL 220, 225 or equivalents.

Discussion of classical and modern genetics. Topics will be drawn from the following: Mendelian inheritance, recombination and linkage, cytogenetics, model genetic systems, mutation analysis, mitochondrial and chloroplast genetics. Three class hours.

BIOL 521 - Genetic Analysis Laboratory

Spring 1 Staff. Prereq/Corequisite(s): BIOL 420 / BIOL 520.

Designed to illustrate genetic principles through experimental work with living organisms, including *Drosophila*, flowering plants and fungi. Three laboratory hours.

BIOL 522 - Phycology

Fall 4 Staff. Prerequisite(s): BIOL 304.

A study of eukaryotic algae emphasizing the local marine flora. Systematics, morphology, life histories, development, ecology and economic importance will be presented. The laboratory will offer opportunities for collection and identification of macrophytic marine forms and phytoplankton. Three class hours, three laboratory hours.

BIOL 526 - Aquatic Ecology

Fall 4 Staff. Prerequisite(s): BIOL 220.

Introduction to the ecology of natural water; discussion of the important physical and chemical characteristics of aquatic environments and the adaptations of organisms living in water; community structure and the important processes affecting it, including major aspects of water pollution. Emphasis is on freshwater communities but various aspects of marine ecology are discussed also. Three class hours, three laboratory hours.

BIOL 528 - General Entomology

Fall 4 Fashing. Prerequisite(s): BIOL 220 and 225.

An introduction to the biology of insects designed to give the student an overview of entomology. Included are such topics as classification, morphology, physiology, behavior, ecology, and economic importance. Three class hours, four laboratory hours.

BIOL 531 - Physiological Ecology of Plants

Spring 3 Staff. Prerequisite(s): BIOL 304. *Note: Offered in alternate years.*

Consideration of the effects of environment on the growth, physiology, and distribution of plants. The factors which determine the adaptability of plants to various habitats will be discussed.

BIOL 532 - Principles of Animal Physiology

Fall and Spring 4 Bradley, Heideman. Prerequisite(s): BIOL 302, CHEM 307.

The function of the animal as a whole as indicated by the physiology and interrelationships of different organs and organ systems. The emphasis is on vertebrates, with comparative examples from selected invertebrates. Three class hours, four laboratory hours.

BIOL 533 - Developmental Biology

Fall 3 Saha. Prerequisite(s): BIOL 302.

An introduction to embryonic and postembryonic developmental processes in animals emphasizing cellular differentiation, the generation of form and shape, growth regulation, cellular recognition and communication, molecular control mechanisms of gene expression, developmental neurobiology, and cancer. Three class hours.

BIOL 534 - Developmental Biology Laboratory

Fall 1 Staff. Prereq/Corequisite(s): BIOL 433 / BIOL 533.

An intensive examination of molecular techniques as applied to developmental processes; this semester long laboratory will involve cloning and analyzing a developmentally significant gene. Four laboratory hours.

BIOL 536 - Advanced Cell Biology

Fall 3 Shakes. Prerequisite(s): BIOL 406 / BIOL 506.

An in-depth study of a specific topic in cell biology based on readings from the current primary literature. Topics will vary but may include the cytoskeleton or cell signaling. Three class hours.

BIOL 538 - Immunology Laboratory

Spring 1 Zwollo. Prereq/Corequisite(s): BIOL 537.

An introduction to current techniques available to study immune responses in mice. Includes tissue culture of lymphocytes,

measuring antibody levels using ELISA techniques, and detection of proteins expressed during lymphocyte development using Western blot analyses.

BIOL 542 - Molecular Genetics

Fall 3 Allison. Prerequisite(s): BIOL 220, 225, 310 or permission of instructor.

This course gives a comprehensive introduction to molecular genetics emphasizing genome organization, DNA replication and repair, synthesis of RNA and proteins, regulation of prokaryotic and eukaryotic gene expression, epigenetics, RNA processing, molecular genetics of cancer, DNA biotechnology and human gene therapy. Three class hours.

BIOL 543 - Molecular Genetics Laboratory

Fall 1 Allison. Prereq/Corequisite(s): BIOL 542.

Experiments illustrating current techniques in molecular genetics, including basic cloning, transformation of bacteria with recombinant DNA, plasmid and genomic DNA purification, gel electrophoresis, restriction digests, DNA labeling, Southern transfer, PCR and green fluorescent protein expression in transfected mammalian cells. Three laboratory hours.

BIOL 546 - Nuclear Structure and Gene Activity

Spring 3 Allison. Prerequisite(s): BIOL 442, or permission of instructor.

An in-depth advanced exploration of the structure of the nucleus and molecular mechanisms of eukaryotic gene regulation, based on readings from the current primary literature. Topics will include mechanisms regulating nuclear import and export of transcription factors and RNA, the role nuclear architecture plays in gene activity and RNA processing, and how failure to appropriately coordinate these processes leads to abnormal or diseased states. Three class hours.

BIOL 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated for credit.*

BIOL 601 - Introduction to Graduate Studies

Fall 3 Staff.

This course is required of all biology graduate students. This is a graduate only course designed to expose new students to a range of techniques and skills that will facilitate their involvement in independent research and graduate studies in biology. Students will receive training in critically reviewing the primary literature, developing research questions, research design and data analysis, oral and written presentations, and the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism. Students will author both a grant and preliminary research proposal.

BIOL 610 - Topics in Animal Behavior

Spring 3 Cristol. Prerequisite(s): BIOL 302. PSYC 201 recommended.

The study of vertebrate and invertebrate behaviors as adapted traits under the influence of both genes and the environment. Students must also attend, complete assignments, and take exams for BIOL 510 but are not permitted to register for both classes. Course requires a comprehensive research paper based on library research. Three class hours, one discussion hour.

BIOL 617 - Population and Community Ecology

Fall 4 Dagleish.

Ecology is the scientific study of interactions between organisms and their environment. This course explores the fundamental concepts and current intellectual debates in population and community ecology. In addition, students will be introduced to ecosystem ecology and the ecological study of global change. Because the advancement of ecological theory has relied heavily on conceptual and mathematical models, this class examines mathematical models of population and community dynamics. We will read current articles from ecological literature to illustrate hypothesis-based inquiry in ecology and application of concepts presented in class. The laboratory portion of this course will provide hands-on experience with sampling designs and experimental protocols used by ecologists. The laboratory/field exercises will emphasize ecological data analysis, experimental design, and scientific communication skills.

BIOL 627 - Wetland Ecosystems

Fall 4 Perry and DeBerry.

An investigation of the structure and function of wetland ecosystems, considering their formation and distribution at local, regional and continental scales. Interactions amongst biologic, geologic and hydrologic components in wetland development will be presented in lecture, lab and field exercises. Three class hours, three laboratory hours.

BIOL 636 - Topics in Advanced Cell Biology

Spring 3 Shakes. Corequisite(s): BIOL 536.

Current literature in cell biology will be critically reviewed by class members, with students rotating as discussion leaders. Students must also attend and take exams in BIOL 536 but are not permitted to register for both classes. Four class hours.

BIOL 637 - Topics in Immunology

Fall 3 Zwollo.

Discussions of research articles on topics related to the structure and function of the immune system. Students must also attend, complete assignments, and take exams for BIOL 437 (Immunology) but are not permitted to register for both classes. Four class hours.

BIOL 639 - Gene Regulation

Spring 3 Zwollo. Prerequisite(s): either BIOL 442 or BIOL 437 or permission of instructor.

This course will give students experience in reading and critically analyzing articles from the primary literature. Topics will vary but will involve current research approaches in the field of gene regulation during development of the immune system. Can be taken independently of BIOL 437. Three class hours, one discussion hour.

BIOL 646 - Nuclear Structure and Gene Activity

Fall 3 Allison. Prerequisite(s): BIOL 442 or permission of instructor.

Current literature on the structure of the nucleus and molecular mechanisms of eukaryotic gene regulation will be critically reviewed by class members, with students rotating as discussion leaders. Students must also attend, complete assignments, and take exams for BIOL 546 but are not permitted to register for both classes. Four class hours.

BIOL 647 - Neurophysiology

Spring 4 Griffin. Prerequisite(s): BIOL 225, BIOL 302, or permission of instructor.

An exploration into the basic concepts related to the activity of the nervous system. The course will focus on electrical and chemical signaling within the nervous system and the ability to control and regulate other physiological systems. Three class hours, three laboratory hours, one discussion hour.

BIOL 648 - Evolutionary Biology

Spring 3 Swaddle. Prerequisite(s): BIOL 220 or BIOL 302.

An introduction to the mechanisms and outcomes of evolution. Examples are drawn from many disciplines (e.g. genetics, behavior, and paleontology) to discuss how researchers study the evolution of organisms and develop evolutionary theory. Emphasis will be given to organismal processes. Three class hours.

BIOL 649 - Sexual Selection

Spring 3 Swaddle. Prerequisite(s): BIOL 220 or BIOL 302. Offered in alternate years.

An advanced seminar course using the study of sexual selection as a framework to critically examine the primary literature in organismal evolutionary biology and behavioral ecology. Emphasis is placed on student participation in evaluative discussions of published studies and the development of novel ideas for hypothesis testing.

BIOL 650 - Microbial Pathogenesis

Fall 3 Forsyth. Prerequisite(s): BIOL 440, or permission of instructor. Offered in alternate years.

Class covers genetic, immunologic and evolutionary aspects of microbial virulence based on readings from the primary literature. Major bacterial and viral disease mechanisms will be examined.

BIOL 651 - Topics in Entomology

Fall 4 Fashing. Corequisite(s): BIOL 528.

Depending on the number of students enrolled, current literature in selected fields of entomology will be critically reviewed by class members, or a research project will be assigned. For the literature review option, students will rotate as discussion leaders. Students must also attend lectures and take exams in BIOL 528 but are not permitted to register for both courses. Four class hours, four laboratory hours.

BIOL 654 - Biogeography

Spring 3 Staff. Note: Offered in alternate years.

Consideration of modern theories relating to the world-wide and local distribution of animals (especially vertebrates) and plants, both as species and as components of faunas, floras, and biotic communities. Three class hours.

BIOL 659 - Topics in Evolutionary Genetics

Spring 4 Staff. Prerequisite(s): BIOL 220 or equivalent.

Students must attend lectures, complete assignments, and take exams in BIOL 501, and will critically review current literature in population genetics and evolution. In extra meetings, students will rotate weekly as discussion leaders. Students are not permitted to register for both courses. Four class hours, one recitation hour.

BIOL 660 - Topics in Functional Ecology

Spring 3 Sanderson.

Current literature in functional ecology will be critically reviewed by class members, with students rotating as discussion leaders. Students must also attend and take exams in BIOL 518 but are not permitted to register for both classes. Four class hours.

BIOL 662 - Concepts of Community Ecology

Spring 3 Staff.

Consideration of historical and modern concepts of the structure, function, development, and dynamic nature of natural communities and ecosystems, stressing examination of the original scientific literature on dominance and diversity, energy flow and mineral cycling, competitive interactions, ecological succession, and related topics. Three class hours.

BIOL 664 - Topics in Plant Conservation

Spring 2 Case. Prerequisite(s): BIOL 304, BIOL 417 (Population and Community Ecology).

This is primarily a discussion-based course that introduces key theoretical concepts in the discipline of plant conservation, and examines the current literature focusing on the conservation of population, species, and communities. Students will present papers in the discussion sessions. Two class hours.

BIOL 665 - Topics in Endocrinology

Spring 4 Bradley.

Current literature in endocrinology critically reviewed by class members. Students will present papers and lead discussions. Students must also attend lectures and laboratories in BIOL 515 but are not permitted to register for both courses. Four class hours, four laboratory hours.

BIOL 667 - Mechanisms of Bacterial Symbiosis

Fall 3 Forsyth. Prerequisite(s): BIOL 440, or permission of instructor.

This course explores the molecular basis for bacterial diseases as well as the basis of bacterial host mutualistic relationships. Classic disease causing organisms and their mechanisms for host insult will be compared and contrasted with interactions with beneficial results for both participants. Three class hours.

BIOL 668 - Experimental Endocrinology

Spring varies Bradley.

Detailed study of selected areas of endocrinology. Two class hours, laboratory hours to be arranged.

BIOL 673 - Topics in Developmental Biology

Spring 3 Saha.

This course explores current topics in Developmental Biology through a critical analysis of the papers from the primary literature. Students must also attend lectures in BIOL 533 but are not permitted to register for both courses. Four class hours.

BIOL 676 - The Autonomic Nervous Systems

Fall 3 Griffin. Prerequisite(s): BIOL 445 or BIOL 447, or permission of instructor.

An in-depth look at the division of the central nervous system responsible for much of the basic regulation and drive responsible for survival. This course will focus on the functional anatomy and physiologic responses involved in this control. Three lecture hours, one discussion hour.

BIOL 680 - Advanced Topics in Biology

Fall and Spring (1-4) Staff.

Areas of special current research interest presented by resident and visiting faculty members as opportunity and demand arise. (Hours to be arranged.) *This course may be repeated for credit.*

BIOL 682 - Research Seminar

Fall and Spring 1 Staff.

Presentations on and discussions of selected biological topics by graduate students. One class hour. *This course may be repeated for credit up to a maximum of 4 credits.*

BIOL 685 - Colloquium

Fall and Spring variable 0-2 credits Graded Pass/Fail

No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated for credit.*

BIOL 690 - Problems in Biology

Fall and Spring 3 Staff. Prerequisite(s): Consent of Departmental Graduate Committee.

BIOL 695 - Graduate Research

Fall and Spring 1-12 Staff. Graded Pass/Fail.

An intensive program of independent research, conducted in consultation with a MS thesis advisor and committee. Students must consult with their thesis committee at least once per semester. *This course may be repeated for credit.*

BIOL 700 - Thesis

Fall and Spring 1-12 Staff. Graded Pass/Fail.

This course may be repeated for credit.

Chemistry Department

Faculty

CHAIR

Christopher J. Abelt Chancellor Professor (Ph.D., University of California - Los Angeles).

GRADUATE DIRECTOR

Deborah C. Bebout Professor (Ph.D., Cornell).

PROFESSORS

Robert J. Hinkle (Ph.D., Utah), **Lisa M. Landino** Garrett-Rob-Guy Professor (Ph.D., Virginia), **Robert D. Pike** Floyd Dewey Gottwald, Sr., Professor (Ph.D., Brown), and **John C. Poutsma** (Ph.D., Purdue).

ASSOCIATE PROFESSORS

Carey K. Bagdassarian (Ph.D., University of California - Los Angeles), **Randolph A. Coleman** (Ph.D., Purdue), **Elizabeth J. Harbron** (Ph.D., University of North Carolina - Chapel Hill), and **Gary W. Rice** (Ph.D., Iowa State).

ASSISTANT PROFESSORS

William R. McNamara (Ph.D., Yale), **Tyler K. Meldrum** (Ph.D., University of California - Berkeley), **Jonathan R. Scheerer** (Ph.D., Harvard), **Kristin L. Wustholz** (Ph.D., Washington), and **Douglas D. Young** (Ph.D., North Carolina State).

VISITING ASSISTANT PROFESSOR

Dana Lashley (Ph.D., Auburn).

EMERITA PROFESSOR

Cirila Djordjevic (Ph.D., University College).

EMERITUS PROFESSORS

Gary C. DeFotis (Ph.D., Chicago), **Richard L. Kiefer** (Ph.D., University of California - Berkeley), **Stephen K. Knudson** (Ph.D., Massachusetts Institute of Technology), **David E. Kranbuehl** (Ph.D., Wisconsin), **Robert A. Orwoll** (Ph.D., Stanford), **William H. Starnes, Jr.** (Ph.D., Georgia Institute of Technology), and **David W. Thompson** (Ph.D., Northwestern).

The Chemistry Program

The Chemistry Department offers graduate study and research leading to a Master's degree. The department consists of sixteen faculty with research interests in all the major subdisciplines of chemistry. The intimate scale of the Master's degree programs in chemistry creates professionally advantageous opportunities for students with a wide variety of backgrounds and career objectives. Faculty members work closely with students to tailor the program to their individual needs. In cooperation with the Applied Science Department, Chemistry faculty members may supervise the dissertation research of Applied Science Ph.D. degree candidates.

Students are provided with full tuition waivers as well as teaching and/or research assistantships. The program usually takes no more than 24 months and enables students to fortify their academic background in chemistry while conducting publishable research in close collaboration with faculty. The department maintains a wide range of instrumentation used by students in their research. Classes are typically very small and can be taken in all major subdisciplines of chemistry, as well as related fields of science. Most graduate students have opportunities to mentor undergraduates and present their results at local and national meetings. Some students earning a Master's degree in chemistry will go directly to industrial positions with a strong career trajectory or continue their education in quality Ph.D. programs. Recent graduates are attending Northwestern University, Purdue University, the University of California at San Diego and the University of Texas at Austin. Other students use the program as a stepping-stone to professional degree programs in education, law and medicine.

General

The graduate degree programs in Chemistry are designed to flexibly prepare students for their choice of doctoral programs, careers in industry, or medical and other professional degree programs. Graduate students actively participate in the Analytical, Biochemical, Inorganic, Organic, Physical or Polymer research programs of the faculty, producing high-quality, publishable results. In consultation with their research supervisor, students select courses complementing their research and professional interests from chemistry or related fields, especially biology, applied science, and marine science. Thesis-based degree programs include an accelerated combined B.S./M.S. degree in Chemistry, a traditional M.S. in Chemistry, and an M.S. in Environmental Chemistry offered in cooperation with the School of Marine Science. A thesis is not required for the M.A. in Chemistry nor the combined M.S. in Chemistry/Ph.D. in Applied Science, however the later requires a dissertation (See full description of Ph.D. program in Applied Science). An industrial internship is possible for the three M.S. Chemistry degree programs.

Additional information about the department can be found on the web at www.wm.edu/as/chemistry.

Admission

All applicants must submit scores for the aptitude portions of the Graduate Record Exam. The subject portion (Chemistry) is recommended but not required.

Matriculating undergraduates interested in the accelerated combined B.S./M.S. degree program should contact the Chemistry Department when they arrive for advising. Chemistry concentrators may apply for formal admission to the accelerated combined degree program in the second semester of their junior year. Applicants must have completed the first two years of chemistry as well as the physics and math prerequisites before their 3rd year, completed all non-chemistry courses required for the B.S. degree before the 4th year, need no more than one undergraduate chemistry course and an associated lab to complete their B.S. degrees in the 4th year, and possess an overall GPA average of 3.0 and a 3.0 in chemistry courses.

The Graduate Admissions Committee of the Chemistry Department solely considers admission to the Chemistry M.S. degree programs. Applicants interested in earning a Ph.D. in Applied Science based on research with one of the Chemistry faculty have the options of applying directly to the Ph.D. program in Applied Science or of applying to the Chemistry M.S. degree program with the intent of later applying for admission to the Ph.D. program in Applied Science.

Chemistry Laboratory Facilities

There are stockrooms, a reading room, a glass-blowing shop, shared instrumentation laboratories for multi-nuclear magnetic resonance, chromatography, spectroscopy (uv/visible, fluorescence, and atomic absorption), mass spectrometry and polymer characterization, as well as a regional X-ray diffraction facility. These facilities, and collaborations with other departments, the Virginia Institute for Marine Science, the NASA Langley Research Center in Hampton and institutions throughout the US, support research across the spectrum of traditional chemistry areas.

Programs and Course Descriptions

Description of Courses

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

Chemistry, MS

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

A candidate for the degree of Master of Science in Chemistry:

- Shall make a selection of graduate courses under the guidance of a departmental advisor; undergraduate courses may have to be taken or repeated in those areas where adequate preparation appears to be lacking;
- Must attend CHEM 685 - Colloquium during each full-time semester in residence until Research Graduate status is established, and must give two oral presentations as part of his or her Graduate seminar program;
- Must acquire at least twelve semester credits (with a minimum of six credits in Chemistry not including CHEM 685 or CHEM 700 in 600 level courses);
- Must prepare a Thesis based upon research carried out under the guidance of a staff member;
- Must pass a comprehensive oral examination based upon the entire work done for graduate credit and after approval of the Thesis by an examining committee.

Chemistry, accelerated combined BS/MS

Degree Requirements:

(In addition to the general College requirements)

Students must maintain an overall GPA of 3.0 and a 3.0 in chemistry courses through their 3rd year. All non-chemistry courses required for the B.S. degree must be completed before the 4th year. During the fall semester of the 4th year, students may take no more than one undergraduate chemistry lecture course and an associated lab course to complete their B.S. degree. All B.S. degree requirements must be completed before the second semester of the student's 4th year. Students must begin the research leading to their Master's Thesis the summer following their 3rd year. They are required to continue full time research the summer following their 4th year. They will complete the graduate coursework during their 4th year and be enrolled in CHEM 695 - Directed Research. The remaining requirements are the same as for the Degree of Master of Science.

Chemistry, combined Chemistry MS/Applied Science PhD

(See general College requirements in the section entitled A&S: Graduate Regulations in this catalog.)

Opportunities for graduate study with Chemistry faculty members beyond the Master of Science degree are possible through the affiliation of Chemistry faculty members with the Applied Science Department. Prospective doctoral students are strongly encouraged to open an email dialog with those members of the Chemistry faculty whose research is of most interest to confirm availability both of projects suitable for dissertation research and of sufficient financial aid. A candidate for the combined degrees of an M.S. in Chemistry and a Ph.D. in Applied Science is initially admitted to the graduate program in Chemistry. Following satisfactory completion of one to three semester(s) of graduate coursework and research, with the approval of their Research Advisor Chemistry M.S. degree candidates interested in continuing their graduate research projects at the doctoral level may apply for admission to the Applied Science Ph.D. degree program. In addition to the combined Chemistry M.S./Applied Science Ph.D. described here, students interested in pursuing a Ph.D. under the supervision of a member of the Chemistry faculty may apply directly for admission to the Ph.D. program in Applied Science.

Students pursuing the combined Chemistry, M.S./Applied Science, Ph.D. degrees must discuss educational goals with their Research Advisors to ensure a coherent coursework plan that satisfies the requirements of both degree programs. For admission to the Ph.D. program in Applied Science from the M.S. program in Chemistry, the candidate must pass a comprehensive qualifying exam demonstrating competence in his or her field of study and all parts of the core Applied Science sequence (APSC 603, APSC 604, APSC 607 and APSC 608) from which they are not formally exempt. The comprehensive exam for the Applied Science Ph.D. can be used to satisfy the comprehensive exam for the M.S. degree. A typical schedule of courses for the combined Chemistry M.S./Applied Science Ph.D. degree program is shown below. No thesis is required for the M.S. degree in Chemistry if a student elects to pursue a Ph.D. in Applied Science and is accepted into the doctoral program in Applied Science.

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Year 1, Summer

- CHEM 695 - Directed Research (*variable 1-4*) (optional, no credit)

Year 1, Fall

- APSC 603 - Introduction to Scientific Research I (*2*)
- APSC 607 - Mathematical and Computational Methods I (*4*)
- An elective course, preferably applied chemistry (*3*)
- CHEM 695 - Directed Research (*variable 1-4*) (variable credit)
- CHEM 685 - Colloquium *variable 0-2*

Year 1, Spring

- APSC 604 - Introduction to Scientific Research II (*2*)
- APSC 608 - Mathematical and Computational Methods II (*4*)
- An elective course, preferably applied chemistry (*3*)
- CHEM 695 - Directed Research (*variable 1-4*) (variable credit)
- CHEM 685 - Colloquium *variable 0-2*

Year 2, Summer

- CHEM 696 - Summer Graduate Research (*3*)

Year 2, Fall

- Additional elective courses (8 or more credits)
- CHEM 695 - Directed Research (*variable 1-4*) (variable credit)
- CHEM 685 - Colloquium *variable 0-2*

Chemistry, MA (non-thesis)

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

A candidate for the degree of Master of Arts in Chemistry must satisfy all of the requirements for the M.S. degree except for the Thesis. In addition the candidate must acquire 8 additional credit hours in courses numbered 600 and above.

Environmental Chemistry, MS

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

A candidate for the degree of Master of Science in Environmental Chemistry shall make a selection of graduate courses under the guidance of the chemistry graduate director and must complete the following Chemistry and Marine Science courses:

- CHEM 309 (Instrumental Analysis)
- CHEM 604 - Advanced Analytical Chemistry (*3*)
- CHEM 685 - Colloquium *variable 0-2*
- MSCI 563 - Environmental Chemistry (*3*)

Additional Requirements:

Of the remaining required credits, at least two courses must be in Chemistry.

Course Descriptions

CHEM 501 - Advanced Physical Chemistry

Fall 3 Wustholz.

Quantum chemistry and molecular spectroscopy.

CHEM 503 - Advanced Organic Chemistry

Fall 3 Abelt.

A structure-reactivity approach to reaction mechanism and synthesis.

CHEM 508 - Computational Chemistry

Spring 3 Staff. Note: (Not offered in 2014)

Principles and applications of computational methods for the determination of molecular structure and energy.

CHEM 511 - Polymer Science I

Fall (3) Orwoll.

An introduction to the chemical aspects of polymer science at the molecular level. Topics include the preparation, modification, degradation, and stabilization of polymers. Reaction mechanisms are stressed.

CHEM 512 - Polymer Science II

Spring (3) Staff. Note: (Not offered in 2014)

A study of the relationships of chemical and physical properties of synthetic and biological polymers to their molecular structure.

CHEM 514 - Biochemistry

Fall and Spring 3 Coleman, Young.

A study of the molecular basis of living processes, the chemistry of important constituents of living matter, biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

CHEM 515 - Advanced Biochemistry

Fall 3 Landino.

A continuation of the study of biological processes on a molecular level begun in CHEM 514. Membrane biochemistry, molecular immunology, protein structure and function, biochemical applications of genetic engineering, and other topics of current interest.

CHEM 516 - Polymer Laboratory

Spring 1 Staff. Note: (Not offered in 2014)

CHEM 519 - Bioinorganic Chemistry

Fall 3 Bebout. Prerequisite(s): One semester of Biochemistry, equivalent to CHEM 414 or BIOL 414

An intensive examination of current research approaches in the field of bioinorganic chemistry. Students will gain experience in reading and critically analyzing articles from the primary literature.

CHEM 566 - Directed Study

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree credits. *This course may be repeated.*

CHEM 602 - Advanced Inorganic Chemistry

Spring (3) Pike

Principles and applications of symmetry to structure, bonding, and spectroscopy.

CHEM 604 - Advanced Analytical Chemistry

Spring (3) Rice

Advanced topics in analytical chemistry.
CHEM 652 - Topics in Physical Chemistry

Spring 3 Staff.

CHEM 653 - Topics in Nuclear Chemistry

Fall 3 Staff.

CHEM 654 - Topics in Inorganic Chemistry

Spring 3 Staff.

CHEM 655 - Topics in Analytical Chemistry

Fall 3 Staff.

CHEM 656 - Topics in Organic Chemistry

Fall 3 Staff.

CHEM 657 - Organic Synthesis

Spring 3 Scheerer.

An advanced treatment of organic synthetic methods which includes examples of natural products preparations.

CHEM 658 - Organic Spectroscopy

Fall 3 Harbron.

Theory and application of spectroscopic methods to the analysis of organic compounds. Topics include absorption, fluorescence, infrared, and proton and carbon nuclear magnetic resonance spectroscopies with an emphasis on structure elucidation and other practical applications.

CHEM 664 - Topics in Biochemistry

Fall 3 Staff.

CHEM 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

Each full-time graduate student is required to enroll in this course each semester until classified as a Research Graduate. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism. No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

CHEM 695 - Directed Research

Fall and Spring (variable 1-4)

Independent research, conducted in consultation with a faculty advisor, in support of either a thesis or dissertation. Seven credits earned in this course may be applied toward the number of credits required to satisfy graduate degree requirements. *This course may be repeated for credit.*

CHEM 696 - Summer Graduate Research

Summer (3) Graded Pass/Fail. Prerequisite(s): permission of instructor.

This course may be repeated.

CHEM 700 - Thesis

Fall and Spring hours and credits to be arranged Staff. Graded Pass/Fail.

This course may be repeated for credit.

Computer Science Department

Faculty

Chair

Robert Michael Lewis Associate Professor (Ph.D., Rice).

Graduate Director

Evgenia Smirni Professor (Ph.D., Vanderbilt).

Professors

Weizhen Mao (Ph.D., Princeton), **Andreas Stathopoulos** (Ph.D., Vanderbilt), and **Virginia Torczon** (Chancellor Professor) (Ph.D., Rice).

Associate Professors

Phil Kearns (Ph.D., Virginia), **Peter Kemper** (Ph.D., Dortmund), **Qun Li** (Ph.D., Dartmouth), **Denys Poshyvanyk** (Ph.D., Wayne State), and **Gang Zhou** (Ph.D., Virginia).

Assistant Professors

Xu Liu (Ph.D., Rice), **Pieter Peers** (Ph.D., K.U. Leuven), and **Kun Sun** (Ph.D., North Carolina State).

Research Assistant Professor

Saskia Mordijck (Ph.D., University of California - San Diego).

Senior Lecturer

Deborah S. Noonan (M.S., William and Mary).

Visiting Assistant Professor

Gongbing Hong (Ph.D., Clemson).

Emeritus Professors

William L. Bynum (Ph.D., North Carolina), **Stefan Feyock** (Ph.D., Wisconsin), **Robert Noonan** (Ph.D., Purdue), **Richard H. Prosl** (Ph.D., Rensselaer), and **Paul K. Stockmeyer** (Ph.D., Michigan).

Adjunct Professors

Philip deCamp (Ph.D., Georgia Tech), **Rex K. Kincaid** (Ph.D., Purdue), **Lawrence M. Leemis** (Ph.D., Purdue), **Frans Schalekamp** (Ph.D., Cornell), **Xipeng Shen** (Ph.D., Rochester), **Haining Wang** (Ph.D., Michigan), and **Anke van Zuijlen** (Ph.D., Cornell).

The Computer Science Program

The Computer Science Department at William and Mary offers a stimulating, collegial environment in which to pursue a Master's or Ph.D. degree. With coursework in several broad areas of computer science, William and Mary provides a wide spectrum of advanced study and research opportunities. Defining qualities include the opportunity for easy interaction with faculty, and equal dedication to research and teaching -- a tradition rooted in the university's history as the nation's second-oldest institution of higher learning. Graduate students benefit from the proximity of NASA Langley Research Center, and the Thomas Jefferson National Accelerator Facility (TJNAF), institutions which offer opportunities for collaborative research.

Established in 1986, the graduate program features an excellent placement record for its graduates. Our master's students have found employment primarily with major computer system manufacturers, software development companies, and within the aerospace and defense industry. Our Ph.D. students have gone on to tenure-track academic positions, or have accepted industrial research and development positions. The department's current graduate enrollment is about ninety students. Historically, one-third of the graduate students have been women.

The Master's (M.S.) program is appropriate for students who would like to improve their professional competence or prepare for future doctoral study. The program can normally be completed in two years or less without prior graduate level coursework. The department also offers, in conjunction with the Mathematics Department, a specialized M.S. degree in Computational Operations Research (COR). COR students conduct research in modeling real world systems using a variety of mathematical and computational techniques. Sample applications include airline crew scheduling, actuator placement in flexible space structures, allocation of spare parts, job shop scheduling and performance analysis.

Students from either M.S. program can continue for the Ph.D. in Computer Science. The Ph.D. program prepares students for careers in research or academia. The program can generally be completed in five years or less of graduate study and requires a dissertation based on original research that makes a significant contribution to scholarly knowledge in the student's research area.

Areas of Research and Study

The Computer Science Department provides a strong research program with faculty actively engaged in research in the following areas: algorithms, computer systems and networking, high performance computing, modeling and simulation, programming languages and compilers, software verification, software engineering, graphics, and scientific computing.

General Description

The Department offers a Master of Science (M.S.) in computer science and a Doctor of Philosophy (Ph.D.) in computer science. In conjunction with faculty from the Mathematics Department, the department also offers a M.S. with a specialization in computational operations research. The department offers a M.S. and a Ph.D. with a specialization in computational science. Well qualified students who earn a M.S. with a specialization in computational operations research are encouraged to apply for admission to the Ph.D. program. Faculty are actively engaged in research in the following areas:

- Operating systems: networks, architecture, parallel and distributed computation, security, compiler construction, software engineering;
- Modeling and Simulation: discrete-event simulation, stochastic systems;
- Computational Science: serial and parallel numerical methods, numerical optimization;
- Foundations: analysis of algorithms and graph theory;
- Operations Research: nonlinear programming, discrete optimization, metaheuristics, reliability, computational statistics, stochastic optimization.

Some faculty and graduate students participate in joint research activities with two nearby national research facilities: the NASA Langley Research Center and the Thomas Jefferson National Accelerator Facility (Jefferson Lab).

The department maintains several heterogeneous networks to support teaching and research. These networks include personal computers, Unix workstations, and multiprocessors. Additional information about the department can be found on the web at <http://www.wm.edu/computerscience>.

Admission

Applicants must submit test results for the aptitude portion of the Graduate Record Examination and are encouraged (but not required) to submit results from a suitable subject area. Students from non-English speaking countries must submit TOEFL results.

Admission requirements for the M.S. and Ph.D. in computer science

Students seeking the M.S. or Ph.D. degrees in computer science are expected to have a background that includes the following:

Mathematics: two calculus courses and one linear algebra course.

Computer Science: two introductory programming courses (CS1 and CS2 in the standard computer science curriculum) and one course in each of discrete mathematics, data structures, algorithms, and computer organization.

Applicants lacking this background may be admitted provisionally into the M.S. program. In that case, the department will establish a suitable set of qualifying courses at the time of admission. To achieve regular status, provisionally accepted students must earn at least a B in each qualifying course. There is no provisional admission into the Ph.D. program.

Admission requirements for the M.S. with a specialization in computational operations research

Students seeking the M.S. degree with a specialization in computational operations research are expected to have a background in mathematics, science or engineering and the ability to program in a high-level language. Students with insufficient background in computer science may be required to enroll in CSCI 241 and CSCI 303. Applicants lacking an appropriate background may be admitted provisionally.

Admission requirements for the M.S. with a specialization in computational science

Students seeking the M.S. degree with a specialization in computational science are expected to have a background in mathematics, science or engineering that includes the following:

Mathematics: two calculus courses and one linear algebra course

Computer Science: two introductory programming courses (CS1 and CS2 in the standard computer science curriculum).

Students with insufficient background in data structures, algorithms, computer organization, and systems programming may be required to enroll in CSCI 241, CSCI 303, CSCI 304, and CSCI 315.

Programs and Course Descriptions

Description of Courses

Wherever a William and Mary course is specified as a prerequisite, it is understood that appropriate experience or an equivalent course, taken at another institution, may be substituted for the specified prerequisite. Each such substitution must be approved by the instructor of the course for which a substitution is appropriate. Generally, graduate students should also consult with their advisors to verify that they meet all course prerequisites.

Note that 500-level courses are cross-listed as 400-level courses or 300-level courses in the undergraduate catalog and will thus be open to undergraduates. In these cross-listed courses, there will be higher expectations and additional requirements for graduate students. Students should consult with the instructor of such a course for further information.

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

Computer Science, Computational Operations Research Specialization, MS

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Students must complete 32 graduate credits, including one of the following:

- CSCI 698 - Simulation and Modeling Project in Computational Operations Research 3
- CSCI 708 - Research Project in Computational Operations Research (2,2)
- CSCI 710 - Research Project (2,2)

Note:

There is no thesis option for this specialization.

Additional Requirements:

In addition, students must satisfactorily complete at least seven courses from the following list of courses in the computational operations research area. MATH 501, MATH 524, and/or MATH 552 may be taken and will count towards the required 32 graduate credits.

- CSCI 608 - Decision Theory 3
- CSCI 618 - Models and Applications in Operations Research 3
- CSCI 628 - Linear Programming 3
- CSCI 638 - Nonlinear Programming 3
- CSCI 648 - Network Optimization 3
- CSCI 658 - Discrete Optimization 3
- CSCI 668 - Reliability 3
- CSCI 678 - Statistical Analysis of Simulation Models 3
- CSCI 688 - Topics in Computational Operations Research 3

- CSCI 698 - Simulation and Modeling Project in Computational Operations Research 3
- CSCI 708 - Research Project in Computational Operations Research (2,2)

Computer Science, Computational Science Specialization, MS

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Students have to abide by the minimum grade point requirements and may choose to write a thesis or not, as specified in the requirements for the Master of Science. In either case, students may apply at most 12 credits in courses numbered below 600 and must satisfactorily complete CSCI 653, CSCI 649, and one additional 600 level course, excluding CSCI 685, CSCI 690, CSCI 695, and all courses with numbers 6x8. In addition students must also satisfactorily complete at least one graduate course from outside the Computer Science Department. Each student will have a two-person computational science advisory committee within the department to advise the student about what is needed to meet the certification requirements of the Computational Science Cluster.

Computer Science, MS

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Students who have taken twelve or more credits in courses leading to a graduate degree must maintain a minimum grade point average of 3.0. Students with less than a 3.0 average may appeal in writing to the department's Committee on Admission, Retention, and Financial Aid to remain in the graduate program. The committee normally rejects appeals from students with less than a 2.75 grade point average.

Students may choose to write a thesis or not. Students who do not choose the thesis option must complete 32 graduate credits, including CSCI 710, Research Project. Students who choose the thesis option must complete 24 graduate credits in addition to CSCI 700, M.S. Thesis, and defend their thesis at an oral examination, open to the faculty and to whomever else the department may invite. CSCI 710, Research Project cannot be applied to the 24 credits. In either case, students can apply at most 12 credits in courses numbered below 600 and must satisfactorily complete CSCI 653 and two of the additional 600 level courses, excluding CSCI 685, CSCI 690, CSCI 695, and all courses with numbers 6x8.

A student cannot use courses taken in another department, nor CSCI courses designated as Computational Operations Research courses (last digit in the course number is an 8), to satisfy degree requirements without prior written approval of the student's advisor and the Graduate Admissions Committee.

Students must submit a 2-year plan of study at the beginning of their first semester in the M.S. program, which must be endorsed by their faculty advisors and then approved by the Graduate Admission Committee.

Computer Science, PhD

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Students seeking the Ph.D. in computer science must complete an eight course requirement for credit, with at least a 3.7 grade point average in seven of the eight courses, and with no individual grade lower than B-. All eight courses must be taken in the Computer Science Department at William and Mary.

Six courses must be chosen from 600 level courses, excluding CSCI 685, CSCI 690, CSCI 695 and all courses with numbers 6x8. The remaining two courses must be chosen from 700 level courses, excluding 700 M.S. Thesis, CSCI 708 - Research Project in Computational Operations Research, CSCI 710 - Research Project, CSCI 770, CSCI 790 - Readings in Computer Science, and CSCI 795 - Research.

A student may not use courses taken in another department nor CSCI courses designated as Computational Operations Research courses (last digit in the course number is an 8), to satisfy degree requirements without prior written approval of the student's advisor and the Graduate Admissions Committee.

For the Degree of Doctor of Philosophy with a specialization in computational science, the student must satisfy all of the department's requirements for the degree of Doctor of Philosophy. In support of the specialization in computational science, the student must take the CSCI 649 course, and at least one graduate course from outside the department.

If two or more graduate courses outside the department are taken, only one of them can be used to satisfy the department's eight-course requirement. In all cases, the grade point average will be based on the seven courses taken inside the department.

Each computational science student will have a three-person computational science advisory committee within the department to advise the student about what is needed to meet the certification requirements of the Computational Science Cluster. The committee will approve the graduate course(s) from outside the department, and ensure that the dissertation topic incorporates computation in a creative way, either by developing an enabling computational technology, or by using such technologies to obtain a significant scientific result.

Doctoral students must complete a year of continuous residence as a full-time student at William & Mary. Students who obtain a M.S. or M.A. degree must complete their residency requirement after satisfying the requirements for a M.S. or M.A. degree (at William and Mary or elsewhere). Students who do not obtain a M.S. or M.A. degree must complete their residency requirement after satisfying the department's eight course requirement. There is no foreign language requirement.

In addition to required course work, doctoral students will identify a principal research advisor, form a doctoral advisory committee, and petition the department for acceptance into candidacy for the Ph.D. degree. After acceptance into candidacy, students must pass the thesis proposal exam. This examination is oral, is conducted by the candidate's committee, and is open to the faculty and to whomever else the department may invite. Approximately six months before the anticipated dissertation defense, the candidate is required to meet with the committee. At this meeting, the candidate is expected to describe in detail the status of the research upon which the dissertation is based and plan for conducting the work that remains to be done. The purpose of this meeting is to provide the committee with an opportunity to evaluate the candidate's work and plans, and to provide feedback and advice in advance of the defense. The committee may require, at its discretion, additional meetings before a defense date can be scheduled. Candidates must submit and satisfactorily defend a dissertation to a committee of at least five members, with at least one member from outside the department. The dissertation is based on original research and should contribute to the discipline's body of knowledge. The defense is oral and is open to the faculty and to whomever else the department may invite. Each year, the faculty will review how well doctoral students have progressed toward completion of their Ph.D. degree. The department provides written guidelines to help students judge their own progress. In addition, the department provides more specific regulations than those conveyed in this catalog. Students are solely responsible for familiarizing themselves with all guidelines and regulations of the department. In Computer Science and Computer Science with a specialization in Computational Science, students receiving regular admission to the M.S./Ph.D. program have (7) seven years from the time they enter the graduate program to complete all degree requirements. There is no provisional admission to the Ph.D. programs in Computer Science. In Computer Science with a specialization in Computational Operations Research, students receiving admission to the M.S. program in Computational Operations Research must apply to the Ph.D. program in Computer Science after completing the M.S. degree requirements. Such students would have (7) seven years from the time of this second admission to complete the Ph.D. requirements.

Course Descriptions

CSCI 503 - Algorithms

Spring 3 Prerequisite(s): Data Structures, Discrete Structures.

A systematic study of algorithms and their complexity, including searching, sorting, selecting, and algorithms for graphs. A survey of algorithm design methods, including greedy algorithms, divide-and-conquer, dynamic programming, and backtracking. An introduction to NP-complete problems. No credits earned in this course may be applied to the number of credits required for a graduate degree. Cross-listed with [CSCI 303]

CSCI 504 - Computer Organization

Fall 3 Prerequisite(s): CSCI 241 and CSCI 243.

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language, and microprogramming. No credit earned in this course may be applied to the number of credits required for a graduate degree. Cross-listed with [CSCI 304]

CSCI 512 - Web Programming

Spring 3 Prerequisite(s): CSCI 421. May be taken for Audit.

Overview of the Internet. Markup languages: HTML, CSS, XML. Server-side programming languages: Perl/Python, PHP, Java. Other topics include: N-tier programming, security, database access, XML processing.

CSCI 515 - Systems Programming

Spring 3 Prerequisite(s): Computer Organization.

The design and implementation of programs which provide robust and efficient services to users of a computer. Macro processors; scripting languages; graphical interfaces; network programming. Unix and X are emphasized. Cross-listed with [CSCI 415]

CSCI 520 - Elementary Topics

Fall or Spring 1, 2, or 3 credits, depending on material

Will be published in the registration schedule. A treatment of elementary topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. *This course may be repeated for credit.*

CSCI 521 - Implementation of Database Systems

Fall 3 Prerequisite(s): An introductory course in database.

Issues involved in designing efficient database systems, and the strategies, data structures, and algorithms used in the implementation of such systems. Some advanced topics covered: data warehousing, online analytical processing, data mining, spatial data management.

CSCI 523 - Finite Automata and Theory of Computation

Fall 3 Prerequisite(s): Linear Algebra, Algorithms.

Theory of sequential machines and finite automata. Turing machines, recursive functions, computability of functions.

CSCI 524 - Computer Architecture

Fall 3 Prerequisite(s): Computer Organization.

An introduction to the principles of computer design. Topics include data representation, including adders, signed integer arithmetic, floating point representation and character representation. A study of microprocessor, minicomputer and mainframe architecture including clocks, memory management, bus communication and input/output.

CSCI 526 - Simulation

Fall 3 Prerequisite(s): Calculus, Algorithms.

An introduction to simulation. Discrete and continuous stochastic models, random number generation, elementary statistics, simulation of queuing and inventory systems, Monte Carlo simulation, point and interval parameter estimation. Selected applications.

CSCI 527 - Computer Graphics

Fall 3 Prerequisite(s): Linear Algebra, Algorithms, Computer Organization.

An introduction to computer graphics and its applications. Topics include coordinate systems, the relationship between continuous objects and discrete displays, fill and flood algorithms, two-dimensional geometric transformations, clipping, zooming, panning, and windowing. Topics from three-dimensional graphics include representations for objects, geometric and projection transformations, geometric modeling, and hidden line/surface removal algorithms.

CSCI 530 - Computer Languages

Fall and Spring 1 or 2 credits, depending on material Prerequisite(s): Will be published in the preregistration schedule.

Topics include syntax, semantics, and pragmatics of one computer language as well as aspects of that language's intended areas of application which influenced its design. The language studied will vary; students may repeat the course for different languages.

CSCI 534 - Network Systems and Design

Spring 3 Prerequisite(s): Systems Programming, or permission of instructor.

The Internet; principles and design of network applications, including web servers and multimedia; transport, network and data link layers; network security; network performance evaluation and capacity planning.

CSCI 535 - Software Engineering

Spring 3 Prerequisite(s): Programming Languages.

The software life cycle. Software design methodologies. Testing and maintenance. Programming teams.

CSCI 542 - Compiler Construction

Fall 3 Prerequisite(s): Algorithms, Computer Organization, Programming Languages.

Principles and tools for the construction of translators for programming languages. Topics include lexical analysis, block structure, grammars, parsing, error recovery, program representation, run-time organization and code generation.

CSCI 544 - Principles of Operating Systems

Fall 3 Prerequisite(s): Algorithms, Computer Organization, Systems Programming.

The conceptual view of an operating system as a collection of concurrent processes; semaphores, monitors, and rendezvous. Real and virtual memory organization, resource allocation, file organization and management, processor allocation and management, and external device management.

CSCI 554 - Computer and Network Security

Spring 3 Prerequisite(s): CSCI 315.

An introduction to the principles and practices of cryptography, network security, and secure software. Cryptography topics include: basic methods, key distribution and protocols for authenticated and confidential communications. The practice of network security includes: Kerberos, PGP, public key infrastructures, SSL/TLS, IP security, intrusion detection, password management, firewalls, viruses and worms, and Denial of Service (DoS) attacks.

CSCI 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

CSCI 597 - Problems in Computer Science

Fall, Spring and Summer 1 Graded Pass/Fail.

Supervised projects selected to suit the needs of the graduate student, including those wishing to perform an internship as part of the Curricular Practical Training Program. Projects to be chosen in consultation with the student's advisor. Acceptable research outlines and project reports are required. Students may count credits received in only one offering of this course toward the number of credits required for their degree.

CSCI 608 - Decision Theory

3 Prerequisite(s): Equivalent of MATH 351.

Development and use of systematic procedures for assisting decision makers in evaluating alternative choices. Emphasis is on problem formulation, uncertainty and risk assessment, Bayes, minimax and other decision rules and applications. Problems will be solved using appropriate software tools.

CSCI 616 - Stochastic Models in Computer Science

Fall or Spring 3 Prerequisite(s): Discrete Mathematics, Calculus.

An introduction to stochastic models, problem solving, and expected value analysis as applied to algorithms and systems in computer science. Topics include probability, discrete and continuous random variables, discrete-time Markov chains, and continuous time birth-death processes.

CSCI 618 - Models and Applications in Operations Research

3 Prerequisite(s): Equivalent of MATH 323.

A study of realistic and diverse Operations Research problems with emphasis upon model formulation, interpretation of results and implementation of solutions. Topics include applications of linear programming, goal programming, decomposition of large-scale problems, and job scheduling algorithms. Problems will be solved using appropriate software tools.

CSCI 626 - Data Analysis and Simulation

Fall or Spring 3 Prerequisite(s): Some knowledge of probability and statistics.

Basic statistical analysis techniques for experimental data generation and collection, aiming at design, analytic modeling and implementation of systems. Covers basics from the areas of statistics, simulation, event queueing, and their application to Internet systems, data centers and cloud computing, storage systems, distributed systems, and hardware/software design.

CSCI 628 - Linear Programming

Fall 3 Prerequisite(s): Equivalent of MATH 211. *Corequisite(s):* Equivalent of CSCI 241.

Theory and applications of linear programming. Topics include the simplex method, duality theory, sensitivity analysis and interior point methods. Problems will be solved using appropriate software tools.

CSCI 634 - Advanced Computer Networking

Fall or Spring 3 Prerequisite(s): Computer Networks, or permission of the instructor.

Covers various aspects of computer networking: Internet design principles, wireless, mobile, and sensor networks, MAC protocols, routing, congestion/flow control, network topology and traffic analysis, network security, web service, and overlay networks.

CSCI 635 - Advanced Software Engineering

Fall or Spring 3 Prerequisite(s): an undergraduate course in software development.

Covers a range of topics that challenge today's software development teams: the design of large systems, the necessity to adjust and maintain existing software systems over a longer than expected life cycle, the urge for correctness, robustness and performance of software.

CSCI 638 - Nonlinear Programming

3 Prerequisite(s): CSCI 628 and the equivalent of MATH 212.

Topics include unconstrained optimization, nonlinear least-squares, feasible-point methods, and penalty and barrier methods, with an emphasis on effective computational techniques.

CSCI 643 - Automated Logical Reasoning

Fall or Spring 3 Prerequisite(s): Knowledge of algorithms and finite automata.

Automated logical reasoning has enabled substantial progress in many fields of computer science, including software and hardware verification, theorem proving, program analysis, and artificial intelligence. In this course, we will study widely-used logical theories and decision procedures for answering whether formulas in these theories are satisfiable. In particular, we will consider automated reasoning techniques for propositional logic, firstorder logic, linear arithmetic over reals and integers, theory of uninterpreted functions, and combinations of these theories. This course will examine automated logical reasoning both from a theoretical and practical perspective, giving interested students a hands-on experience building useful tools, such as SAT solvers.

CSCI 648 - Network Optimization

3 Prerequisite(s): CSCI 628.

Network flow theory and algorithms, including transportation, maximum flow shortest path and minimum spanning tree problems. Applications to a variety of areas are also stressed. Problems will be solved using appropriate software tools.

CSCI 649 - Computational Methods

Fall or Spring 3 Prerequisite(s): undergraduate Calculus and Linear Algebra.

Covers a wide spectrum of numerical algorithms and techniques for solving real world computational problems. Topics include non-linear and linear equations, interpolation, integration, differentiation, and the central effects of floating point arithmetic. Both theory and programming aspects are covered.

CSCI 652 - Advanced Compiler Construction

Fall or Spring 3 Prerequisite(s): Finite Automata, Compiler Construction.

A course on compiler technology with focus on program code optimizations, generation, and parallelization. Topics include data flow analysis, code transformations, dependence theory, parallelization and vectorization, register and cache management, and interprocedural analysis.

CSCI 653 - Analysis of Algorithms

Fall or Spring 3 Prerequisite(s): Algorithms.

Algorithm design techniques including divide-and-conquer, dynamic programming and greedy method. Analysis methods including worst case and average case. Additional topics chosen from among amortized analysis, lower bound theory and NP-completeness.

CSCI 654 - Advanced Computer Architecture

Fall or Spring 3 Prerequisite(s): Computer Architecture.

A study of high performance computer architecture with emphasis on experiments and simulation. Topics include pipelining, memory hierarchies, I/O, multiprocessors, and new designs for performance improvements.

CSCI 658 - Discrete Optimization

Spring 3 Prerequisite(s): CSCI 628 and the equivalent of CSCI 303.

Topics include relaxation techniques, constructive heuristics, improving search techniques (simplex method simulated annealing, tabu search), branch and bound schemes, and valid inequalities for branch and cut methods. Problems will be solved using appropriate software tools.

CSCI 663 - Theory of Computation

Fall or Spring 3 Prerequisite(s): Finite Automata and a strong mathematical background.

An in depth study of Turing machines and the equivalent computational models such as recursive function theory and lambda calculus. Church's thesis and incompleteness results. Computational complexity including NP-completeness.

CSCI 664 - Advanced Operating Systems

Fall or Spring 3 Prerequisite(s): Operating Systems.

Advanced topics in the design and implementation of modern operating systems, especially those which support a distributed computer environment. Topics include: synchronization, mutual exclusion, language support, process and thread management, scheduling, remote procedure call, fault tolerance, network and parallel file systems, security, modeling and performance.

CSCI 668 - Reliability

3 Prerequisite(s): equivalent of MATH 401 and CSCI 141.

Introduction to probabilistic models and statistical method used in analysis of reliability problems. Topics include models for the lifetime of a system of components and statistical analysis of survival times data. Problems will be solved using appropriate software tools.

CSCI 678 - Statistical Analysis of Simulation Models

3 Prerequisite(s): equivalent of MATH 351, MATH 401 and CSCI 141.

This course introduces statistical techniques used in the analysis of simulation models. The first half of the course develops techniques for determining appropriate inputs to a simulation model, and the last half develops analysis techniques that are applied to the output of a simulation model.

CSCI 680 - Topics

Fall and Spring 1, 2, or 3 credits, depending on the material covered Prerequisite(s): Will be published in the preregistration schedule.

A treatment of Master's level topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. *This course may be repeated for credit.*

CSCI 685 - Colloquium

Fall and Spring 1 Graded Pass/Fail.

Each full-time graduate student is required to enroll in this course. No credits earned in this course may be applied to the number of credits required for a degree. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism. *This course may be repeated for credit.*

CSCI 688 - Topics in Computational Operations Research

3 A treatment of Master's level topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computational operations research. *May be repeated for different topics. This course may be repeated for credit.*

CSCI 690 - Readings in Computer Science

Fall or Spring 1, 2, or 3 credits, depending on the material covered Graded Pass/Fail. Prerequisite(s): Permission of the instructor and the Chair.

A description of the intended contents of the readings course must be approved by the Chair before the student may register for the course. Students electing to satisfy M.S. requirements by taking 24 credits and writing a thesis may not count credits received in this course toward the required 24. Students electing to satisfy M.S. requirements by taking 32 credits may count credits received in only one offering of this course toward the required 32. *This course may be repeated for credit.*

CSCI 695 - Research

Fall and Spring (Hours and credits to be arranged) Graded Pass/Fail.

Required of all full-time students who have not attained Research Graduate status. No credits earned in this course may be applied to the number of credits required for a degree. *This course may be repeated for credit.*

CSCI 698 - Simulation and Modeling Project in Computational Operations Research

Fall 3 Prerequisite(s): equivalent of MATH 401 and CSCI 241.

Simulation model building in a high-level simulation language (SIMAN) with C++/C interface. Topics include network, discrete-event, and continuous modeling approaches. Interfaces between the three modeling approaches are presented. Familiarity with univariate and multivariate probability distributions is required for input modeling and simulation output analysis. Course culminates in a semester project in SIMAN.

CSCI 700 - M.S. Thesis

Fall and Spring (Hours and credits to be arranged)

This course may be repeated for credit.

CSCI 708 - Research Project in Computational Operations Research

Fall and Spring (2,2) Graded Pass/Fail. Prerequisite(s): Permission of Graduate Director.

Students will select a faculty advisor and committee in their area of specialization within computational operations research, prepare a research proposal abstract for approval by the department's director of graduate studies, undertake a research project, and write a paper describing their research. This course is normally taken after a student has completed 18 credit hours toward the M.S. degree with a specialization in computational operation research. Not open to students who receive credit for either CSCI 700 or CSCI 710.

CSCI 710 - Research Project

Fall and Spring (2,2) Graded Pass/Fail. Prerequisite(s): Permission of Graduate Director.

Students will select a faculty advisor and committee in their area of research interest, prepare a research proposal abstract for approval by the department's director of graduate studies, undertake a research project, and write a paper describing their research. This course is normally taken after a student has completed 18 credit hours toward the M.S. degree. Not open to students who receive credit for either CSCI 700 or CSCI 708.

CSCI 712 - Advanced Compiler Construction II

Fall or Spring 3 Prerequisite(s): CSCI 542, CSCI 652.

A project-oriented course involving compilers or compiler generators. Possible topics include syntactic error recovery, semantic analysis, code optimization and code generation.

CSCI 723 - Advanced Analysis of Algorithms

Fall or Spring 3 Prerequisite(s): CSCI 653 or consent of the instructor.

Advanced aspects of the design and analysis of computer algorithms. The study of probabilistic algorithms and parallel algorithms for solving problems from graph theory, geometry, and number theory. Lower bound theory. Intractability theory and its application to modern cryptography.

CSCI 726 - Discrete Event Simulation

Fall or Spring 3 Prerequisite(s): CSCI 616, CSCI 626.

Methods of discrete-event simulation. Markov chains. Simulation of open and closed networks of queues. Simulation of non-stationary Poisson processes. Transient and steady-state analysis. Event list algorithms and data structures. Theoretical and empirical tests of randomness. Selected applications.

CSCI 734 - Distributed Computing Systems

Fall or Spring 3 Prerequisite(s): CSCI 544 or equivalent.

Time and order in distributed systems. Synchronous and asynchronous systems. Models of faulty behavior in distributed systems. Paradigms of distributed computing: network mutual exclusion, deterministic agreement (Byzantine and fail-stop), elections, global state acquisition, atomic transactions. Issues in programming distributed systems. Reliable distributed systems. Distributed databases. Selected case studies.

CSCI 746 - Discrete-State Stochastic Models

Fall or Spring 3 Prerequisite(s): CSCI 616, CSCI 626.

Logic, performance, and reliability analysis of discrete-state systems. Exploration of the state space. Queuing networks, fault trees, reliability block diagrams, task graphs, Petri nets and domain-oriented languages. Underlying stochastic processes, solutions and approximations.

CSCI 749 - Numerical Algorithms

Fall or Spring 3 Prerequisite(s): CSCI 649, or permission of the instructor.

In-depth study of modern numerical algorithms central to solving many scientific and engineering problems, and of the techniques used to develop and analyze those algorithms, with an emphasis on algorithmic issues.

CSCI 754 - Performance Evaluation of Computer Systems

Fall or Spring 3 Prerequisite(s): CSCI 526, CSCI 626, or permission of the instructor.

Analytical modeling techniques and their application in computer system performance modeling and prediction. Modeling of resource allocation policies in parallel systems, web server analysis, measurements and workload characterization of parallel computations and multimedia applications, hardware/software design, and bottleneck analysis.

CSCI 770 - Colloquium

Fall and Spring (1, 1) Graded Pass/Fail.

Each full-time graduate student is required to enroll in this course. No credits earned in this course may be applied to the number of credits required for a degree. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism. *This course may be repeated for credit.*

CSCI 774 - Parallel Computing

Fall or Spring 3 Prerequisite(s): CSCI 652, CSCI 653, or permission of the instructor.

This course introduces parallel computation as a means of achieving high performance in modern parallel architectures. A unified approach is followed, where the design of parallel algorithms, their implementation and performance evaluation is studied in relation to the underlying system.

CSCI 780 - Advanced Topics

Fall or Spring (1, 2, or 3 credits, depending on material) Prerequisite(s): Will be published in the preregistration schedule.

A treatment of doctoral-level topics of interest not routinely covered by existing courses. Material may be chosen from various areas of computer science. *This course may be repeated for credit.*

CSCI 790 - Readings in Computer Science

Fall or Spring (1, 2, or 3 credits, depending on the material covered) Graded Pass/Fail. Prerequisite(s): Permission of the instructor and the Graduate Director.

A description of the intended contents of the readings course must be approved by the Graduate Director before the student may register for the course. Students electing to satisfy M.S. requirements by taking 24 credits and writing a thesis may not count credits received in this course toward the required 24. Students electing to satisfy M.S. requirements by taking 32 credits may count credits received in only one offering of this course toward the required 32. *This course may be repeated for credit.*

CSCI 795 - Research

Fall and Spring Hours and credits to be arranged Graded Pass/Fail.

Required of all full-time students who have not attained Research Graduate status. No credits earned in this course may be applied to the number of credits required for a degree. *This course may be repeated for credit.*

CSCI 800 - Doctoral Dissertation

Fall and Spring Hours and credits to be arranged

This course may be repeated for credit.

History Department

History Faculty

CHAIR

Cindy Hahamovitch Class of '38 Professor of History (Ph.D., North Carolina - Chapel Hill).

GRADUATE DIRECTOR

Hiroshi Kitamura (Ph.D., University of Wisconsin - Madison).

PROFESSORS

Melvin Ely William R. Kenan Jr. Professor of Humanities (Ph.D., Princeton), **Christopher Grasso** (Ph.D., Yale), **LuAnn Homza**¹ (Ph.D., Chicago), **Scott Nelson** Leslie & Naomi Legum Professor (Ph.D., North Carolina - Chapel Hill), **Carol Sheriff** (Ph.D., Yale), **James Whittenburg** William E. Pullen Professor (Ph.D., Georgia), and **Karin Wulf**² (Ph.D., Johns Hopkins).

ASSOCIATE PROFESSORS

Kveta Benes Clark G. and Elizabeth H. Diamond Associate Professor of History (Ph.D., Washington - Seattle), **Chandos Brown** (Ph.D., Harvard), **Philip Daileader** (Ph.D., Harvard), **Andrew Fisher** (Ph.D., Arizona State), **Eric Han** (Ph.D., Columbia), **Laurie S. Koloski** Undergraduate Director (Ph.D., Stanford), **Betsy Konefal** (Ph.D., Pittsburgh), **Kathrin Levitan** (Ph.D., Chicago), **Paul Mapp** (Ph.D., Harvard), **Charles McGovern** (Ph.D., Harvard), **Leisa Meyer** (Ph.D., Wisconsin-Madison), **Brett Rushforth**³ (Ph.D., California - Davis), **Ronald Schechter** (Ph.D., Harvard), **Richard Turits** (Ph.D., Chicago), **Trent Vinson** University Associate Professor for Teaching, Francis L. And Edwin L. Cummings Professor (Ph.D., Howard), and **Chitralkha Zutshi** (Ph.D., Tufts).

ASSISTANT PROFESSORS

Fahad Bishara (Ph.D., Duke), **Gérard Chouin** (Ph.D., Syracuse), **Ayfer Karakaya-Stump** (Ph.D., New York University), **Matthew Mosca** (Ph.D., Harvard), **Jeremy Pope** (Ph.D., Harvard), **Nicholas Popper** (Ph.D., Princeton), **Fabricio Prado** (Ph.D., Emory), **Hannah Rosen** (Ph.D., Chicago), and **Chinua Thelwell** (Ph.D., New York University).

ADJUNCT ASSOCIATE PROFESSOR

Carl Lounsbury (Ph.D., George Washington).

ADJUNCT ASSISTANT PROFESSOR

Michael Butler (Ph.D., Virginia).

VISITING ASSOCIATE PROFESSOR

Susan Kern⁴ (Ph.D., William & Mary).

VISITING ASSISTANT PROFESSORS

Jody Allen (Ph.D., William & Mary), **Guillaume Aubert** (Ph.D., Tulane), **Celeste McNamara** (Ph.D., Northwestern), and **Paul Polgar**⁵ (Ph.D., City University of New York).

LECTURERS

Marley Brown III (Ph.D., Brown), **Cary Carson**⁶ (Ph.D., Harvard), **David Corlett** (Ph.D., William and Mary), **Charles F. Hobson**⁷ (Ph.D., Emory), **James Horns** (Ph.D., Sussex), **Fredrika Teute**⁹ (Ph.D., Johns Hopkins), **Lorena S. Walsh**¹⁰ (Ph.D., Michigan), **Julie Richter** (Ph.D., William and Mary), and **Nadine Zimmerli**¹¹ (Ph.D., Wisconsin-Madison).

1 Dean for Educational Policy

2 Director, Omohundro Institute of Early American History and Culture

3 Book Review Editor, William and Mary Quarterly, Omohundro Institute of Early American History and Culture

4 Director of the Williamsburg Collegiate Program in Early American History, Material Culture, and Museum Studies

5 NEH Fellow in the Omohundro Institute of Early American History and Culture

6 Vice President of Research, The Colonial Williamsburg Foundation

7 Editor, John Marshall Papers

8 Vice President of Research and Abby and George O'Neill Director of the John D. Rockefeller Jr. Library

9 Editor of Publications, Omohundro Institute of Early American History and Culture

10 Historian, Department of Historical Research, The Colonial Williamsburg Foundation

11 Assistant Editor Book Publications, Omohundro Institute of Early American History and Culture

The History Program

For nearly eighty years, the Lyon G. Tyler Department of History Graduate Program in History has been offering students a unique opportunity to pursue Master's and Doctoral degrees. Named for Lyon Gardiner Tyler, the College's seventeenth president, and the son of the nation's 10th president, William & Mary's Department of History is the oldest history department in the United States. Its moderate size, dedicated faculty, and distinctive history give the department a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers. The department's graduate program offers a Ph.D. in Early American and U.S. History, as well as Master's Degree Programs in Early American, U.S. and Comparative and Transnational History.

The Program prides itself on its commitment to preparing broadly trained faculty who are leaders in their fields of specialty. The topics of recent dissertations have ranged from Loyalists, Indians, and Slaves in the Deep South during the American Revolution to Race, Gender and Film Censorship in the New South. The program prepares students to be teachers and scholars, while also offering training for careers as editors and historical archaeologists, and as public history professionals in historical societies,

libraries and museums. The Program's excellent placement record is testament to its success. www.wm.edu/as/history/gradprogram/placement/index.php.

The Department of History also offers a unique opportunity for students in the Master's and Doctoral programs to obtain practical experience in a variety of history-related career fields by competitively awarding apprenticeships in the following areas: Archives and Manuscript Collections, Editing of Historical Books and Manuscripts, Humanities Computing, International Studies, and Vernacular Architecture. All doctoral students do intensive teacher training.

Graduate students also benefit from the Department's close association with the American Studies Program, the Omohundro Institute for Early American History and Culture, the National Institute of American History and Democracy, the Colonial Williamsburg Foundation, the Wendy and Emery Reves Center for International Studies, Swem Library, and the Center for Archaeological Research, among many other local historical institutions of national importance.

General Description

The History Department offers a Doctoral Program in Early American and United States History, and a Masters program with specialization in Early American, United States, and Comparative and Transnational History. Doctoral students develop a minor field in a non-US geographic area such as Africa, Britain, or Latin America History or a comparative/transnational theme such as the Slave Trade, the Atlantic World or Comparative Revolutions as well as a thematic field in subjects such as African American, labor, or women's/gender history. Ph.D. students may do research in all sub-fields of American or U.S. history, including, but not limited to, Native American history, women's history, international relations, African American history, labor history, social history, cultural history, political history, and the history of sexuality. A distinguishing characteristic of our program is its apprenticeship and internship opportunities (please see below).

(See general College requirements in the section entitled 'Graduate Regulations' in this catalog.)

Admission

A required supplemental application is available on the department's web page at www.wm.edu/history. Applicants must submit official undergraduate transcripts, three letters of recommendation, and official copies of scores from the Graduate Record Examination. A writing sample is required. A separate application is not necessary for financial aid. For full consideration, completed applications must be postmarked by December 5, 2013 for the Masters and Ph.D. programs in American and U.S. History and the Comparative and Transnational Master's program. Applications submitted after the deadline must be mailed and may be evaluated if space is available. Minimum requirements for admission include an overall academic average of 3.0 on a 4.0 scale and the completion of 24 semester hours of work in history. Additional hours in history and course work in a foreign or classical language are highly recommended.

Apprenticeship and Internship Programs

In addition to traditional preparation in research, the Department of History in conjunction with the Omohundro Institute of Early American History and Culture, the Earl Gregg Swem Library, the Wendy and Emery Reves Center for International Studies, the Department of Anthropology, the Center for Archaeological Research, and the Colonial Williamsburg Foundation offers a unique opportunity for masters and first-year doctoral students to obtain practical experience in career fields related to history.

Apprenticeships are available in archives and manuscript collections, the editing of historical books and magazines, international studies, humanities computing, and historical architecture. Apprenticeships commence on July 1, August 1, or late August of each year and extend to May 15 or June 30 of the succeeding year. The History Department also requires doctoral students to participate in a teaching internship that provides supervised experience in teaching college classes.

Programs and Course Descriptions

Description of Courses

Courses listed in this catalog are not offered every academic year.

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

History, Comparative and Transnational History, MA

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Candidates admitted to the M.A. Program as full-time students must be in full-time residence for at least two semesters and must complete all requirements by the deadline specified in the department's graduate regulations. Those admitted as part-time students must complete all degree requirements within six years of starting the program. All masters students must complete 24 credit hours of coursework, not including credits for HIST 700. For Comparative and Transnational History students, the 24 credit hours will include the following:

- HIST 701 - History and Literature of History (3)
- HIST 713 - Research Seminar: Comparative History (3)
- HIST 720 - Readings Seminar in Comparative or Transnational History (3, 3) (at least one readings course in comparative history)
- HIST 758 - Directed Research (3, 3) (two courses in directed research)
- Electives

Additional Information:

Students must achieve a grade point average of at least 3.0 on a 4.0 scale. Candidates must demonstrate by departmental examination a reading knowledge of a foreign or classical language in which there is a significant historical literature; must pass a comprehensive examination; and must submit a thesis approved by his/her thesis committee.

History, Early American, US, MA

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

Candidates admitted to the M.A. Program as full-time students must be in full-time residence for at least two semesters and must complete all requirements by the deadline specified in the department's graduate regulations. Those admitted as part-time students must complete all degree requirements within six years of starting the program. All masters students must complete 24 credit hours of coursework, not including credits for HIST 700. For Early American and U.S. History students, these 24 credit hours will include:

- HIST 701 - History and Literature of History (3)
- HIST 710 - Research Seminar: America to 1815 (3) or
- HIST 711 - Research Seminar: U.S. History, 1815-present (3)
- HIST 758 - Directed Research (3, 3) (two courses in directed research)
- Electives

Additional Information:

Students must achieve a grade point average of at least 3.0 on a 4.0 scale. Candidates must demonstrate by departmental examination a reading knowledge of a foreign or classical language in which there is a significant historical literature; must pass a comprehensive examination; and must submit a thesis approved by his/her thesis committee.

History, PhD

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

At least one and a half years of coursework (not including courses taken for the M.A. degree) are required for the Doctor of Philosophy degree. Doctoral students must complete all requirements for the Master of Arts degree, including the language requirement, the thesis, and all course work, at William and Mary, or have fulfilled similar requirements at an equivalent institution by March 15 of their second year in residence (or first, in the case of students who received their M.A. elsewhere). Doctoral students with a master's degree from an equivalent institution are also required to pass the language exam at William and Mary by March 15 of their first year in residence. In addition, candidates for the Ph.D. degree must complete at least 27 hours of graduate coursework in History (not including HIST 800) beyond the masters level within the first three semesters of residency. They must take research seminars in two separate fields of history and pass a language exam. A student who has taken required courses in the master's year need not repeat them at the doctoral level. No later than the end of the third year of graduate study, doctoral students must take a written and an oral comprehensive qualifying examination in Early American history, United States history, one thematic field, and one minor field (see above). To qualify to take the comprehensive examinations, students must have completed all coursework and any outstanding requirements by the end of the previous semester. See the History Department's graduate regulations for a list of pre-approved fields.

Course Descriptions

HIST 501 - Independent Study in History

Fall (3) Staff.

An independent study course that may be repeated for credit as long as there is no duplication of material.

HIST 502 - Independent Study in History

Spring 3, 4 Staff.

An independent study course that may be repeated for credit as long as there is no duplication of material.

HIST 503 - Colonial Virginia

Fall and Spring 3, 5 Staff.

A specialized study of the founding and development of the Virginia colony with special emphasis on the evolution of its social and political structure.

HIST 504 - France in North America

Fall or Spring 3 Staff.

An exploration of the French presence in North America from the sixteenth-century voyages of Verrazano and Cartier to the fall of Quebec in 1759, the growth of settlement and empire from Canada to Louisiana, and relations with the Indians.

HIST 505 - History of Mexico

Spring 3 Konefal.

Development of the Mexican nation from the Spanish conquest to the present. Sequential treatment of the interaction of Spanish and Indian cultures, expansion of the frontier, independence, nineteenth-century liberalism and caudillism, the Mexican Revolution of 1910 and its institutionalization. Cross-listed with HIST 305

HIST 531 - Modern Japanese History

Fall or Spring 3 Han.

A history of Japan from the Tokugawa period (1600-1868) to the present, with emphasis on the 19th, 20th and 21st centuries.

HIST 533 - Modern Chinese History

Fall (3) Mosca.

A history of China from 1644 to the present focusing on China's imperial system, the experiment with republican government, and China under communist rule since 1949.

HIST 541 - The Caribbean

Fall or Spring 3 Konefal.

A survey of the colonial history of the region followed by an analysis of the economic, social and political developments of the nineteenth and twentieth centuries in the major island and mainland states.

HIST 547 - Crises of European Society

Fall or Spring 3 Popper.

Selected aspects of early modern Western society, including (for example) the social and economic foundations of Renaissance culture; poverty, crime, and violence; revolution and rebellion; death, disease, and diet; humanism and reform; witchcraft, magic, and religion; the new cosmography.

HIST 551 - U.S. Gilded Age

Fall or Spring 3 Nelson.

1866-1901. Explores the collapse of Reconstruction and the rise of big business. Topics include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West and literary naturalism.

HIST 552 - U.S. Foreign Relations, 1763-1900

Fall 3 Kitamura.

An examination of U.S. interactions with the wider world from 1763 to 1900. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations.

HIST 553 - U.S. Foreign Relations, 1901-Present

Fall or Spring 3 Kitamura.

An examination of U.S. interactions with the wider world from 1901 to the present day. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations.

HIST 559 - Problems in Modern History

Fall or Spring 3 Staff.

This course may be repeated for credit if there is no duplication of topic.

HIST 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credit earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

HIST 571 - Contemporary Russia

Fall or Spring 3 Corney.

A seminar on topics in Russian history, 1953 to the present. Themes include the legacy of the Stalin era and issues of continuity and change in the post-Stalin years. The collapse of the Soviet Union and the problems of post-Communist Russia are also examined.

HIST 572 - The Russian Revolution

Fall or Spring 3 Corney.

The origins, course, and impact of revolution in twentieth-century Russia, c. 1905-1953. Considerable use is made of primary materials. Themes include the dilemmas of late imperial Russia, the impact of modernization and war, and the issue of totalitarianism.

HIST 577 - History of Russia to 1800

Fall (3)

The political, cultural and intellectual development of Russia. From Kievan Rus' to the end of the 18th century, tracing the Mongol occupation, the rise of Muscovy and the Romanov dynasty. Cross-listed with HIST 377

HIST 578 - The History of Russia since 1800

Spring (3) Corney.

The political, cultural and intellectual development of 19th and 20th century Russia, tracing the twilight of the Romanovs, the rise of socialist thought, and the Communist state.

HIST 582 - History of Spain

Fall or Spring (3) Homza.

A survey of Spanish history from 1478 to 1978 that also asks students to investigate cultural, political and social issues in depth, such as the goals of inquisitors, the question of Spanish decline and the context of the Civil War.

HIST 583 - History of Germany to 1918

Fall (3) Benes, Staff.

Origins and establishment of the modern German state to the First World War.

HIST 584 - History of Germany since 1918

Spring (3) Benes, Staff.

Establishment and course of Hitler's Third Reich, development of two Germanies since 1945, and their subsequent reunification.

HIST 585 - History of France, 1648 to 1800

Fall 3

Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient regime and Revolution. Cross-listed with HIST 385

HIST 586 - History of France, 1800 to the Present

Spring 3

1800 to the present with special attention to social and economic problems as well as to the politics of 20th and 21st century France. Cross-listed with HIST 386

HIST 587 - England Under the Tudors, 1485-1603

Fall 3 Popper, Staff.

A survey of developments in English political, social, intellectual, cultural, and religious history from the ascension of Henry VII in 1485 to the death of Elizabeth I in 1603.

HIST 588 - Britain Under the Stuarts, 1603-1714

Spring 3 Popper, Staff.

A survey of the political, religious, cultural, social, and intellectual history of the British Isles from the coronation of James VI and I in 1603 to the death of Queen Anne in 1714.

HIST 590 - Topics in History

Fall (3) Staff.

Topics change each year. Please consult the website www.wm.edu/history and the department office for the current listing of topics offered. *This course may be repeated for credit if there is no duplication of topic.*

HIST 591 - Topics in History

Spring (3) Staff.

Topics change each year. Please consult the website www.wm.edu/history and the department office for the current listing of topics offered. *This course may be repeated for credit if there is no duplication of topic.*

HIST 593 - American Cultural and Intellectual History from the Beginnings through the Early National Period

Fall 3 C. Brown.

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism.

HIST 594 - American Cultural and Intellectual History from the Early National Period through the Early 20th Century

Spring 3 C. Brown.

An interdisciplinary approach to the development of colonial and early national American culture and society. Explores the social construction of knowledge, race, gender and class in the 19th- and early 20th-century United States, through an intensive reading of primary sources.

HIST 607 - Introduction to Historical Archaeology & Material Culture

Summer 0 Staff. Graded Pass/Fail. Prerequisite(s): permission of instructor.

This course may be repeated.

HIST 612 - European History, 1357-1598

Fall or Spring 3 Homza.

HIST 615 - European History, 1648-1871.

Fall and Spring (3,3) Schechter.

HIST 616 - European History, 1648-1871.

Fall and Spring (3,3) Schechter.

HIST 624 - African Diaspora (II)

Fall or Spring 3 Vinson.

This course examines the African Diaspora since 1800 with major themes including the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans.

HIST 625 - The Rise and Fall of Apartheid

Fall or Spring 3 Vinson.

This class explores the rise and fall of apartheid, the system of rigid racial segregation and domination that existed in South Africa from 1948 to 1994. It examines the successful anti-apartheid movement but also considers apartheid's legacy in contemporary South Africa.

HIST 630 - America and China: U.S.-China Relations since 1784

Spring (3) Staff.

A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the 20th and 21st centuries.

HIST 637 - History of France, 1648 to 1800

Fall (3) Schechter, Staff.

Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient regime and Revolution.

HIST 638 - History of France, 1800 to the Present

Spring (3) Schechter, Staff.

1800 to the present with special attention to social and economic problems as well as to the politics of 20th and 21st century France.

HIST 639 - Latin American History

Fall or Spring (3) Konefal, Prado.

HIST 640 - Latin American History

Fall or Spring (3) Konefal, Prado.

HIST 651 - African History

Fall and Spring (3,3) Chouin.

HIST 652 - African History

Fall and Spring (3,3) Chouin.

HIST 655 - Medieval Europe to 1000

Fall (3) Daileader.

Europe from the fall of the Roman Empire to the Viking invasions. Investigates the triumph of Christianity over paganism, barbarian invasions, interaction of German and Roman societies, rise and collapse of Carolingian Empire.

HIST 656 - Medieval Europe since 1000

Spring (3) Daileader.

Europe during the High and Late Middle Ages. Emphasis on social, cultural and religious transformations of these periods; some attention to political narrative.

HIST 658 - The European Renaissance

Fall or Spring (3) Homza.

Investigation into the intellectual emphases and social and political contexts of humanist practices in Europe between 1314-1598. Attention to historiography and historical method.

HIST 659 - The Reformation in Western Europe

Fall or Spring (3) Homza.

An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity and historiography.

HIST 663 - The Age of Absolutism and Revolution in Europe, 1648-1789

Fall (3) Schechter.

An intensive survey of Europe in transition: absolutism, enlightenment, enlightened despotism.

HIST 664 - The Age of Absolutism and Revolution in Europe, 1789-1870

Spring (3) Schechter.

An intensive survey of Europe in transition: revolution, industrialization and the emergence of the modern state.

HIST 669 - The History of Britain from the mid-15th to the late 18th Centuries

Fall (3) Levitan, Staff.

A survey of the political, social, economic, and cultural history of Britain.

HIST 670 - The History of Britain from the late 18th Century to the Present

Spring (3) Levitan, Staff.

A survey of the political, social, economic, and cultural history of Britain.

HIST 673 - East Central Europe

Fall or Spring (3) Koloski, Staff.

Modern history of the east-central region of Europe between Germany and Russia. Topics include: 19th century multi-national empires, 20th century (re)emergence of states, citizens' struggles to define political, social, and cultural identities despite foreign domination, and post-1989 developments.

HIST 679 - Modern Middle East

Fall and Spring (3,3) Karakaya Stump, Staff.

HIST 680 - Modern Middle East

Fall and Spring (3,3) Karakaya Stump, Bishara.

HIST 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

HIST 687 - Readings Courses

Fall and Spring (3,3) Staff.

Readings courses in fields as indicated by course title. These courses are open only to candidates for advanced degrees. Instructor may require students to audit relevant undergraduate lectures and take a final exam.

HIST 691 - Intellectual History of Modern Europe: Renaissance to the Enlightenment

Fall (3) Benes, Staff.

Cultural and intellectual development of the Western world from the end of the Middle Ages to the Enlightenment.

HIST 692 - Intellectual History of Modern Europe: 19th to the 21st Centuries

Spring (3) Benes, Staff.

Cultural and intellectual development of the Western world from the Enlightenment to the present.

HIST 700 - Thesis

Fall and Spring (3, 3) Kitamura (Fall), Levitan (Spring)

Research and writing for Master's thesis. *This course may be repeated for credit.*

HIST 701 - History and Literature of History

Fall (3) Staff.

A review of the principal themes of modern scholarship on Early American, United States, or Comparative history. Coverage of major writers, the topics that most attracted their attention, and the schools of interpretation into which they may be grouped. (Open only to candidates for advanced degrees.)

HIST 701-01 - American History to 1870

Fall (3) Rushforth

HIST 701-02 - Comparative and Transnational History

Fall (3) Levitan

HIST 702 - History and Literature of American History Since 1870

Spring (3) Fisher.

A review of the principal themes of modern scholarship on Early American, United States, or Comparative history. Coverage of major writers, the topics that most attracted their attention, and the schools of interpretation into which they may be grouped. (Open only to candidates for advanced degrees.)

HIST 705 - Teaching History

Spring (1) Corney. Graded Pass/Fail.

An exploration of the variety of teaching philosophies, techniques, and outcomes in higher education, taught by the faculties of History and American Studies. Required of all doctoral students who wish to serve as teaching fellows, but open to all degree candidates in those fields.

HIST 710 - Research Seminar: America to 1815

Fall (3) Prado.

HIST 711 - Research Seminar: U.S. History, 1815-present

Fall (3) Kitamura.

HIST 713 - Research Seminar: Comparative History

Fall (3) Prado.

HIST 715 - Readings Seminars in Early American History to 1815

Fall and Spring (3,3) Staff.

Readings seminars explore, primarily through secondary literature, specific areas or aspects of history. (Open only to candidates for advanced degrees.) Topics frequently offered include:

- Scourge: the North American Plantation, Economy and Geography. Nelson
- France and the Atlantic World. Rushforth
- Native American History to 1763. Rushforth
- Nature and Culture in the Long Eighteenth Century. Brown
- America's Long Eighteenth Century: The Making of the Modern? Wulf
- Gender, Family, and Politics in the Early Modern Atlantic World. Wulf
- Comparative Atlantic Revolutions. Mapp, Early American Republic. Grasso
- Puritans and Puritanism. Brown, Religion and American History to 1865. Grasso
- U.S. History, 18th-century Intellectual/Cultural. Grasso
- Readings in the American Revolution Era. Mapp
- Readings in Early American History. Whittenburg, Mapp, Grasso, Rushforth
- African-American History to 1865. Ely
- Southern Society to 1861. Ely

This course may be repeated for credit when topic differs.

HIST 716 - Reading Seminars in U.S. History, 1815-present

Fall and Spring (3, 3) Staff.

Readings seminars explore, primarily through secondary literature, specific areas or aspects of history. (Open only to candidates for advanced degrees.) Topics frequently offered include:

- Crash: America's Financial Panics, 1819-2009. Nelson
- America in the World. Kitamura
- American Foreign Relations. Kitamura
- American Popular Culture. McGovern
- American West since 1890. Fisher
- African-American History to 1865. Ely
- Southern Society to 1861. Ely
- Religion and American History to 1865. Grasso
- Workers in American Life. Hahamovitch
- 19C. Social History. Sheriff
- Civil War Era. Sheriff
- Native American History since 1763. Fisher
- U.S. Immigration History. Hahamovitch
- Sexuality in America. Meyer
- Women/Gender in the US. Meyer
- 19C. American West. Sheriff, Fisher
- American West. Sheriff
- Gilded Age. Nelson
- African-American History since 1865. Ely
- Nation, Race and Citizenship in America. McGovern
- Life and Death in the 19C. Brown
- Regional Cultures of the South. Nelson
- America in the World. Kitamura.

This course may be repeated for credit when topic differs.

HIST 720 - Readings Seminar in Comparative or Transnational History

Fall and Spring (3, 3) Staff.

Readings seminars explore, primarily through secondary literature, specific areas or aspects of history. (Open only to candidates for advanced degrees.) Topics frequently offered include:

- Approaches to World History. Schechter
- Comparative Race Relations. Konefal
- Comparative Revolutions. Corney
- Comparative Slavery. Rushforth

- Empires and Imperialism. Zutshi
- Transnational Environmental History. Zutshi
- History and Memory in Europe and America. Corney
- Nations and Nationalism. Benes
- Religious Violence. Homza

This course may be repeated for credit when topic differs.

HIST 721 - Advanced Readings Courses

Fall or Spring (3) Staff.

Readings courses in fields as indicated by course title. These courses are open only to candidates for advanced degrees. Students should secure instructor's permission during the pre-registration period. *This course may be repeated for credit when topic differs.*

HIST 722 - Early American History to 1815

Fall and Spring (3,3) Staff.

HIST 723 - United States History Since 1815

Fall and Spring (3,3) Staff.

HIST 725 - Colonial Period of Latin American History

Fall or Spring (3) Prado.

HIST 726 - National Period of Latin American History since 1824

Fall or Spring (3) Konefal.

(Normally intended for students preparing a doctoral field in Latin American history.)

HIST 731 - Medieval Europe: 400-1450

Fall and Spring (3,3) Daileader.

HIST 732 - Europe: 1400-1648

Fall and Spring (3,3) Homza, Koloski, Popper.

HIST 733 - Europe 1648-1815

Fall and Spring (3,3) Schechter, Popper, Levitan.

HIST 734 - Europe 1815-1945

Fall and Spring (3,3) Benes, Koloski, Levitan.

HIST 735 - Russia and Europe 1905 to the Present

Fall and Spring (3,3) Corney.

HIST 736 - England to 1485

Fall and Spring (3,3) Staff.

HIST 737 - England 1485-1714

Fall and Spring (3,3) Popper.

HIST 738 - England since 1714

Fall and Spring (3,3) Levitan.

HIST 741 - East Asia: 1600-1850

Fall and Spring (3,3) Han, Mosca.

HIST 742 - East Asia 1850 to Present

Fall and Spring (3,3) Han, Mosca.

HIST 743 - Africa: 1800 to the Present

Fall and Spring (3,3) Vinson.

HIST 745 - The Modern Middle East: 1500 to 1800

Fall and Spring (3,3) Karakaya Stump, Bishara.

HIST 746 - The Modern Middle East: 1800 to the Present

Fall and Spring (3,3) Karakaya Stump, Bishara.

HIST 758 - Directed Research

Fall and Spring (3, 3) Staff. Prerequisite(s): Instructor's permission required.

This course may be repeated for credit.

HIST 759 - Topics in History

Fall and Spring (3,3) Staff. Graded Pass/Fail. Prerequisite(s): Instructor's permission required.

An examination of selected topics in history. (Open only to doctoral candidates.) *This course may be repeated once when instructor determines there will be no duplication of material.*

HIST 800 - Dissertation

Fall and Spring 1 Kitamura (Fall), Levitan (Spring)

Research and writing of doctoral dissertation. *This course may be repeated for credit.*

Physics Department

Faculty

Chair

Eugene R. Tracy Chancellor Professor and Alfred Ritter Term Professor, and Fellow with the Center for the Liberal Arts (Ph.D., Maryland).

Graduate Director

David S. Armstrong Chancellor Professor (Ph.D., British Columbia).

Professors

Todd D. Averett (Ph.D., Virginia), **Carl E. Carlson** Class of 1962 Professor (Ph.D., Columbia), **Christopher D. Carone** (Ph.D., Harvard), **William E. Cooke** (Ph.D., MIT), **John B. Delos** (Ph.D., MIT), **Keith A. Griffioen** (Ph.D., Stanford), **Gina L. Hoatson** (Ph.D., East Anglia), **Henry Krakauer** (Ph.D., Brandeis), **R. Alejandra Lukaszew** Virginia Microelectronics Consortium Distinguished Professor of Physics (Ph.D., Wayne State), **Dennis M. Manos** CSX Professor of Applied Science (Ph.D., Ohio State), **Robert D. McKeown** Governor's Distinguished CEBAF Professor (Ph.D., Princeton), **Michael R. Pennington** Governor's Distinguished CEBAF Professor (Ph.D., London), **Charles F. Perdrisat** (D.Sc., ETH, Zurich), **Marc T. Sher** (Ph.D., Colorado), **George M. Vahala** (Ph.D., Iowa), and **Shiwei Zhang** (Ph.D., Cornell).

Associate Professors

Seth A. M. Aubin (Ph.D., SUNY - Stony Brook), **Joshua Erlich** Class of 2017 Associate Professor (Ph.D., MIT), **Michael A. Kordosky** (Ph.D., University of Texas - Austin), **Jeffrey K. Nelson** (Ph.D., Minnesota), **Irina Novikova** (Ph.D., Texas A&M), and **Konstantinos N. Orginos** (Ph.D., Brown), and **Patricia L. Vahle** (Ph.D., University of Texas - Austin).

Assistant Professors

Wouter Deconinck (Ph.D., Michigan), **Eugeniy Mikhailov** (Ph.D., Texas A&M), **M. Mumtaz Qazilbash** (Ph.D., University of Maryland - College Park), **Enrico Rossi** (Ph.D., University of Texas - Austin), and **André Walker-Loud** (Ph.D., University of Washington - Seattle).

Professors Emeriti

Roy L. Champion Chancellor Professor (Ph.D., Florida), **Morton Eckhause** (Ph.D., Carnegie-Mellon), **Franz L. Gross** (Ph.D., Princeton), **John R. Kane** (Ph.D., Carnegie-Mellon), **William J. Kossler** (Ph.D., Princeton), **John L. McKnight** (Ph.D., Yale), **Kenneth G. Petzinger** (Ph.D., Pennsylvania), **Edward A. Remler** (Ph.D., North Carolina), **Harlan E. Schone** (Ph.D., University of California - Berkeley), **Hans C. von Baeyer** Chancellor Professor (Ph.D., Vanderbilt), **J. Dirk Walecka** Governor's Distinguished CEBAF Professor (Ph.D., MIT), and **Robert E. Welsh** Chancellor Professor (Ph.D., Pennsylvania State).

TJNAF Professor

Roger D. Carlini (Ph.D., New Mexico).

Adjunct Professors

Peter E. Bosted (Ph.D., MIT), **Wally Melnitchouk** (Ph.D., Adelaide), **Alfred R. Osborne** (Ph.D., University of Houston), **David Richards** (Ph.D., Cambridge), and **Stuart A. Wolf** (Ph.D., Rutgers).

Adjunct Associate Professor

Paul M. Danehy (Ph.D., Stanford).

Research Professor

Malathy Devi Venkataraman (Ph.D., Kerala).

Director of Teaching Labs

A. Dayle Hancock (Ph.D., University of Houston).

The Physics Program

The Physics Department offers graduate study and research which leads to the Ph.D. degree. The department consists of thirty instructional faculty members, fifteen additional physicists in purely research positions, and 60 full-time graduate students. Additions to the research areas listed below include plasma and non-linear physics and related research includes accelerator physics (in cooperation with Jefferson Lab) and material characterization (in cooperation with NASA-Langley Research Center). The department offers a wide range of undergraduate and graduate courses of instruction. It also has strong links with the Applied Science Department and Computational Science Cluster.

Atomic and Optical Physics

Experimental research areas include intense laser-matter interaction, femtosecond laser physics, slow and stored light, ultra-cold quantum gases (Bose-Einstein condensates and degenerate Fermi gases), and the study of biological systems using AMO techniques. The theory program includes the study of classical trajectories and chaos in atomic and molecular systems and their correlation with quantum mechanics.

Computational Physics

Research in this area includes the studies of turbulence, macroscopic nonlinear systems, soliton theory, wave propagation, signal processing, Monte Carlo simulations, ab initio calculations and lattice quantum chromodynamics. These studies have applications within many fields of physics, including laser science, wave dynamics, quantum computing, plasma physics, condensed matter physics, nuclear physics and particle physics.

Condensed Matter Physics

There are active experimental and theoretical programs in superconductivity, magnetism, thin film deposition, carbon nanomaterials, nuclear magnetic resonance and ultrafast laser studies of materials. A new ultra-high field NMR facility with a 17.6 Tesla magnet, available at only a handful of other schools, provides opportunities for structure and dynamics studies in physical and biological materials.

Nuclear and Hadronic Physics

William & Mary has an active program in nuclear and hadronic physics, complemented by its proximity to Jefferson Lab. This state-of-the-art facility provides a high-energy electron beam used primarily for studying the substructure of the proton and neutron at the quark and gluon level. Current experimental and theoretical research is focused on understanding the basic properties of the nucleon, including the origin and distribution of its spin, charge and magnetic moment. Also at Jefferson Lab, the experimental nuclear group is embarked on precision experiments to search for physics beyond the Standard Model at the TeV scale.

High Energy Particle Physics

Particle physics research is aimed at possible new physics that lies beyond the current standard model of known elementary particles and their interactions. Theoretical research includes work on grand unified theories, supersymmetry, extra spatial dimensions and cosmology. The experimental high energy group is active in the search for neutrino oscillations using a neutrino beam produced at Fermilab, currently the largest proton-antiproton collider in the world. The department maintains labs for detector construction and testing, a polarized target lab and a computing farm for large-scale data analysis.

General Description

The mission of the Physics Department at the College of William and Mary is the creation and dissemination of knowledge of the physical world through teaching, research, and public service.

The Department is committed to excellence in its teaching. At the graduate level, the Department offers a full complement of courses consistent with the requirements of a doctoral program. The department recognizes that faculty research activity is an essential ingredient in sustaining excellence in teaching.

The Department carries out experimental and theoretical research in many subfields, and the results are communicated in refereed journals, in conferences and seminars, and in books. The active participation of graduate and undergraduate students in research is integral to these efforts and is a major component of their education. Mission is to understand the fundamental origin and the mathematical description of physical phenomena. Graduate students learn to conduct original scientific research in physics. Currently the Department of Physics and federal grants support active research in the following areas:

Focus/Specialization of Program

- Atomic, Molecular, and Optical physics, experimental and theoretical: Ultrafast lasers, stored light, ultra-cold quantum degenerate gases, laser biophysics, Rydberg atom spectroscopy and semiclassical theories.
- Computational Physics.
- Condensed Matter Physics, experimental and theoretical: First principles calculation of piezoelectrics (Center for Piezoelectrics by Design), Quantum Monte Carlo simulations, magnetic multilayers, surfaces and interfaces, muon spin rotation, and solid state nuclear magnetic resonance (high field NMR Lab), metallic thin films, magnetic nanostructures.
- Nuclear and Particle Physics, experimental and theoretical: Measurements of the structure of the nucleons and nuclei via electromagnetic and electroweak interactions, hyper-polarized nuclear targets, searches for physics beyond the standard model via electroweak interactions, particle theory, supersymmetry, extra dimensions and Higgs physics, neutrino masses and mixing, long baseline neutrino oscillations, neutrino interactions on nucleons and nuclei, particle astrophysics.
- Plasma and nonlinear physics, theoretical: turbulence simulations, the basic theory of linear and nonlinear waves in plasmas and fluids, and cardiac dynamics.
- Strong links with the interdisciplinary Applied Science Department.

Among the many components of public service, departmental members give lectures to general audiences, organize public telescope viewings, offer courses for high school teachers seeking further advanced training, and write books to explain physics to the general public. The Department also serves the wider national and international communities through scientific leadership in various organizations, service on review panels, and on advisory committees.

Admission

The Department follows the general College-wide admission rules; it requires applicants to submit their scores for the GRE subject test (Physics) as well as the GRE general test. Although exceptions are made, it is recommended that graduate students begin their course work in the fall semester. However, new students who will be supported during the academic year may receive research assistantships for the summer before they begin their formal course work if funds are available.

Programs and Course Descriptions

Description of Courses

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs

Physics, MS

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

The candidate must complete a program of courses required by the Department. This program depends on the candidate's preparation and special interests, but will include:

- PHYS 601 - Classical Mechanics
- PHYS 603 - Mathematical Physics
- PHYS 610 - Classical Electricity and Magnetism-I
- PHYS 621 - Quantum Mechanics - I
- PHYS 622 - Quantum Mechanics - II
- PHYS 630 - Statistical Physics and Thermodynamics

The candidate must take the Ph.D. qualifying exam. This exam deals with the undergraduate material, the content of the first-year graduate courses and colloquia. There are two possible outcomes of the qualifying exam: pass or not pass at the Ph.D. level. Passing at the Ph.D. level satisfies the exam requirement for an M.S. degree. Otherwise, the Physics faculty will consider the qualifying exam score, along with academic performance in course work and research performance (if any), in order to determine whether the standards for a Master of Science degree are met. The candidate is required to register for Colloquium, (PHYS 685) for a minimum of two semesters of residence. In addition, the candidate must accumulate 32 credit hours, including registering for PHYS 651 or PHYS 652 to obtain a minimum of two semesters teaching experience.

Physics, PhD

Degree Requirements:

(See general College requirements in 'Graduate Regulations'.)

The candidate must complete a program of courses required by the Department. This program depends on the candidate's preparation and special interests, but, in addition to the master's level courses, will include:

- PHYS 611 - Classical Electricity and Magnetism-II
- PHYS 721 - Quantum Field Theory - I
- An additional semester of Colloquium
- And either Teaching or Research

The candidate must pass examinations that test familiarity with the principal fields of physics. Details of procedure will vary. It is required that the candidate pass the qualifying examination and demonstrate competence in several advanced topics courses. The candidate must perform research, which is an original and substantial contribution. The dissertation must be approved by a faculty committee and successfully defended in a public oral examination. Students have seven (7) years from the term of admission to the graduate program for the completion of all M.S./Ph.D. degree requirements. Extensions to this limit are considered according to the extension policy as outlined in the section entitled 'Graduate Regulations'.

Physics, PhD with Computational Science Specialization

Students must satisfy the Physics Ph. D. degree requirements. In addition, they are expected to take three classes focusing on aspects of computational science. These classes could be Physics Department offerings or those of other departments such as Mathematics or Computer Science. The program of courses must be approved by the Graduate Studies Committee and by the student's thesis committee (as represented by their Annual Review Committee). In addition, the dissertation must contain a strong computational component such as development of new computational approaches and/or creative use of computational methods to obtain significant physics results. The thesis committee and the student's advisor must certify to the Physics Graduate Studies Committee the thesis contains such computational component.

Course Descriptions

PHYS 557 - Careers in Physics

Fall (3) Qazilbash Graded Pass/Fail

Presentations and discussion of a wide spectrum of career options for physics graduates. Invited speakers from private enterprises, the public sector, and nonprofit organizations will describe opportunities and experiences in their professions. *This course may be repeated for credit when the instructor determines there will not be duplication of material.*

PHYS 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

PHYS 600 - Independent Study

Fall and Spring (3,3) Staff.

Course concerning special topics in physics not covered in regular course offerings. *This course may be repeated for credit if instructor determines there will be no duplication of material.*

PHYS 601 - Classical Mechanics

Fall 4 Deconinck.

The mechanics of particles and rigid bodies, methods of lagrangian and Hamiltonian mechanics, relativistic mechanics, approximation techniques.

PHYS 603 - Mathematical Physics

Fall 4 Vahala.

Complex variables and analytic functions. Vector spaces (finite dimensional and infinite dimensional), operators and matrix representations.

PHYS 610 - Classical Electricity and Magnetism-I

Spring 4 Cooke.

Electrostatics. Solution of boundary value problems. Green's functions and direct solution of Laplace's equation. Magnetostatics and steady currents. Maxwell's equations and plane wave solutions.

PHYS 611 - Classical Electricity and Magnetism-II

Fall 3 Cooke. Prerequisite(s): PHYS 610.

Waves inside conducting boundaries. Radiation from simple current systems, spherical waves and multipole radiation. Covariant formulation of electromagnetism. Interaction of radiation with matter.

PHYS 621 - Quantum Mechanics - I

Fall 3 Orginos.

Axiomatic development of wave mechanics and the Schroedinger equation in one and three dimensions; wave packets; spin and angular momentum.

PHYS 622 - Quantum Mechanics - II

Spring 3 Aubin. Prerequisite(s): PHYS 621.

Scattering theory; matrix methods; symmetry; perturbation theory and other approximate methods; identical particles; relativistic wave equations and their applications.

PHYS 630 - Statistical Physics and Thermodynamics

Spring 4 Delos. Prerequisite(s): PHYS 601, PHYS 621.

Statistical ensembles and averages, classical equilibrium, thermodynamics and statistical mechanics, quantum statistics, kinetic theory and transport properties.

PHYS 651 - Teaching Physics

Fall and Spring 2 Armstrong. Graded Pass/Fail.

Designed for entering students teaching a lab or tutoring one of our undergraduate courses. Respective faculty will instruct students in relevant ways. *This course may be repeated for credit.*

PHYS 652 - Teaching Physics

Fall and Spring 2 Armstrong. Graded Pass/Fail.

Designed for entering students teaching a lab or tutoring one of our undergraduate courses. Respective faculty will instruct students in relevant ways. *This course may be repeated for credit.*

PHYS 685 - Physics Colloquium

Fall and Spring 1 Armstrong. Graded Pass/Fail.

Includes presentations by invited speakers on areas of active research in physics. The course also will include an overview of physics research at William and Mary and training in the responsible and ethical conduct of research. *This course may be repeated for credit.*

PHYS 690 - Advanced Topics in Physics

Fall and Spring Hours and credits to be arranged. Staff.

Special topics of current interest. This course may be repeated for credit when the instructor determines there will not be a duplication of material.

PHYS 695 - Research

Fall and Spring 1-12 Armstrong.

This course may be repeated for credit.

PHYS 702 - Advanced Mathematical Physics

Spring 3 Staff. Prerequisite(s): PHYS 603.

Differential equations, Green's functions, some hypergeometric functions, group theory, representation of groups. (not offered in Spring 2014)

PHYS 721 - Quantum Field Theory - I

Fall 3 Carone. Prerequisite(s): PHYS 622.

Canonical quantization of scalar, spinor and vector fields; interacting field theories and Feynman diagrams; scattering theory; quantum electrodynamics and introduction to radiative corrections.

PHYS 722 - Quantum Field Theory - II

Spring 3 Carone. Prerequisite(s): PHYS 721.

Functional integral quantization of field theories. Renormalization. Quantization of gauge theories. Spontaneous Symmetry Breaking and the Higgs mechanism.

PHYS 741 - Solid State Physics

Fall and Spring 3 Rossi. Prerequisite(s): PHYS 622, PHYS 630.

Introduction to solid state physics; crystal structure, phonons, electrons, electric and magnetic properties, impurities, elementary excitations, band theory and experiment, correlation function methods.

PHYS 742 - Solid State Physics

Fall and Spring 3 Rossi. Prerequisite(s): PHYS 622, PHYS 630.

Introduction to solid state physics; crystal structure, phonons, electrons, electric and magnetic properties, impurities, elementary excitations, band theory and experiment, correlation function methods.

PHYS 761 - Atomic and Molecular Processes

Fall and Spring 3 Staff. Prerequisite(s): PHYS 622.

Theory of atomic structure; emission and absorption of radiation; fine and hyperfine structure; coupling schemes. Molecular structure and intermolecular forces; atomic and molecular collisions. Modern applications. (Not offered Fall 2013)

PHYS 762 - Atomic and Molecular Processes

Fall and Spring 3 Staff. Prerequisite(s): PHYS 622.

Theory of atomic structure; emission and absorption of radiation; fine and hyperfine structure; coupling schemes. Molecular structure and intermolecular forces; atomic and molecular collisions. Modern applications. (Not offered Fall 2013)

PHYS 772 - The Standard Model of Particle Physics

Spring 3 Walker-Loud. Prerequisite(s): PHYS 721 .

Gauge theory. Electroweak interactions and unification. Quantum Chromodynamics. Particle phenomenology.

PHYS 773 - Topics in Nuclear and Particle Physics

Fall 3 Walker-Loud. Prerequisite(s): PHYS 772 .

Topics of current interest in strong, electromagnetic and weak interactions. *This course may be repeated for credit when the instructor determines there will not be duplication of material.*

PHYS 783 - Plasma Physics

Fall 3 Staff.

An introduction to plasma physics and magnetohydrodynamics. Particle orbit theory, macroscopic equations, waves in collisional and collisionless plasmas. Vlasov equation. (Not offered Fall 2013)

PHYS 784 - Advanced Plasma Physics

Spring 3 Staff. Prerequisite(s): PHYS 783.

Selected topics such as plasma waves in a magnetic field, waves in a bounded plasma, plasma kinetic theory, and plasma radiation. (Not offered Spring 2014)

PHYS 786 - General Relativity and Cosmology

Spring 3 Staff.

Introduction to general relativity, tensor analysis, gravitational field equations, gravitational waves, Schwarzschild and Kerr solutions, cosmological models, gravitational collapse.

PHYS 790 - Advanced Topics in Physics

Fall and Spring Hours and credits to be arranged. Staff.

Special topics of current interest. *This course may be repeated for credit when the instructor determines there will not be a duplication of material.*

PHYS 800 - Doctoral Dissertation

Fall and Spring 1-12 Tracy.

This course may be repeated for credit.

Psychology Department

Faculty

CHAIR

Janice L. Zeman Professor (Ph.D., Vanderbilt).

GRADUATE DIRECTOR

Pamela S. Hunt Professor (Ph.D., SUNY-Binghamton).

PROFESSORS

Lee A. Kirkpatrick (Ph.D., Denver), **Harvey J. Langholtz** (Ph.D., Oklahoma), **John B. Nezelek** (Ph.D., Rochester), **Michael P. Nichols** (Ph.D., Rochester), **Glenn D. Shean** (Ph.D., Arizona), and **W. Larry Ventis** (Ph.D., Tennessee).

ASSOCIATE PROFESSORS

Christopher T. Ball (Ph.D., Flinders Univ. South Australia), **Robert C. Barnett** (Ph.D., SUNY-Binghamton), **Joshua A. Burk** (Ph.D., New Hampshire), **Danielle H. Dallaire** (Ph.D., Temple), **Cheryl L. Dickter** (Ph.D., North Carolina-Chapel Hill), **Catherine A. Forestell** (Ph.D., Dalhousie University, NS, Canada), **Constance J. Pilkington** (Ph.D., Georgia), **Jennifer A. Stevens** (Ph.D., Emory), **Todd M. Thrash** (Ph.D., Rochester), and **Peter M. Vishton** (Ph.D., Cornell).

ASSISTANT PROFESSORS

Matthew R. Hilimire (Ph.D., Georgia Institute of Technology), **Paul D. Kieffaber** (Ph.D., Indiana University), and **Joanna Schug** (Ph.D., Hokkaido University, Japan).

PROFESSORS EMERITI

Joseph Galano (Ph.D., Bowling Green State), and **Neill P. Watson** Research Professor (Ph.D., Harvard).

The Psychology Program

The Master's Program in Psychology is research-oriented and designed to prepare students for admission to Ph.D. programs in all areas of psychology. Established in 1953, the M.A. program is a selective one, admitting approximately 8 applicants per year. The program's small size allows for close interaction among students and faculty and, therefore, superior training for the students in the program. Of the program's graduates who apply for admissions to doctoral work, over 80 percent are accepted.

There is an immediate and continuing emphasis on research. Faculty support student interests in a wide range of research areas, including neuroscience, social, cognitive, clinical, and developmental psychology. Students complete two major research projects (a "first-year project" and a second-year thesis). In addition to pro-seminars on various topics in psychology, students take a professional development course which is unique among MA programs, for it is devoted to the explicit training of students in becoming a professional psychologist. In particular, it focuses on developing working knowledge of writing up research for publication, giving oral and poster presentations at conferences, applying for grants, and applying for Ph.D. programs in psychology.

Students at all levels are integrally involved in the research conducted in the Psychology Department. In many cases, faculty members develop and work with research teams comprised of undergraduate and M.A. students. As a team, the group collaborates to design, conduct, analyze, and publish the work. Students regularly become coauthors of articles reporting the studies in professional journals.

General Description

The general Psychology M.A. program is a research-oriented program designed to prepare students for admission to Ph.D. programs in all areas of psychology. Our students are expected to complete the full-time two-year program of course work and research and to continue on to quality Ph.D. programs. Fall admissions only. Minority applications are encouraged.

Admission

The Graduate Record Exam is required for admission. Applicants for whom English is a second language must also submit scores on the Test of English as a Foreign Language (TOEFL). For full consideration, all application materials must be postmarked by February 1st. Applications submitted after the deadline must be mailed and may be evaluated if space is available.

Applicants must have successfully completed courses in Statistics and Experimental Psychology/Research Methods.

Psychology Laboratory Facilities

There are observation and research rooms, an animal colony, and laboratories for studies in human and animal physiology, perception and cognition, and social psychology. There are also developmental psychology laboratories devoted to infant, child, and adolescent research.

Programs and Course Descriptions**Description of Courses**

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations').

Programs**Psychology, MA****Degree Requirements:**

(See general College requirements in the section entitled 'Graduate Regulations'.)

All students are expected to be in full-time residence for two years and are required to take PSYC 618, PSYC 619, PSYC 631, PSYC 632, PSYC 633, PSYC 695, PSYC 696, and PSYC 700. In addition, students must take four electives from courses

numbered 660-674, with at least two numbering 660-668. Enrollment in PSYC 685 is required each semester. In order to continue in the program and be eligible for an assistantship a student must earn a 3.0 (B) average over all courses taken. Professional behavior, as described in the Ethical Standards of the American Psychological Association, will also be considered in making decisions concerning retention and eligibility for an assistantship. Additional requirements are detailed in the Departmental policy statement concerning the graduate program.

Course Descriptions

PSYC 500 - Topics in Psychology

Fall and Spring 3 Staff.

Course concerning special topics not covered in detail in regular course offerings. *This course may be repeated for credit when the instructor determines there will be no duplication of material.*

PSYC 566 - Directed Studies

Fall and Spring variable 3-4 credits Graded Pass/Fail

No credit earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated for credit.*

PSYC 618 - Professional Development Seminar

Fall 2 Hunt.

This course will foster the professional development of our M.A. students by holding weekly seminars over the first two semesters of the M.A. program. They will consist of readings and discussions of philosophy of science, research methodology and design, research ethics including fabrication, falsification and plagiarism, critical analysis of published studies, research presentation and applying to Ph.D. programs.

PSYC 619 - Professional Development Seminar

Spring 2 Hunt.

This course will foster the professional development of our M.A. students by holding weekly seminars over the first two semesters of the M.A. program. They will consist of readings and discussions of philosophy of science, research methodology and design, research ethics including fabrication, falsification and plagiarism, critical analysis of published studies, research presentation and applying to Ph.D. programs.

PSYC 631 - Advanced Statistics I

Fall 3 Kirkpatrick, Staff. Corequisite(s): PSYC 631L.

The first part of the advanced two-course statistics sequence covering topics from basic descriptive and inferential statistics through multiple regression, analysis of variance, and the general linear model.

PSYC 631L - Advanced Statistics I Laboratory

Fall 0 Kirkpatrick. Corequisite(s): PSYC 631

PSYC 632 - Research Methods

Fall 3 Vishton, Staff.

This course provides in-depth coverage of experimental and correlational approaches to quantitative research. A primary aim is to facilitate publication in respected journals by helping students to anticipate the kinds of critiques likely to arise during the peer-review process. Topics include hypotheses, theory, and meta-theory; assessment; psychometrics; causal inference; threats to internal/external validity; experimental and statistical controls; strengths and weaknesses of particular cross-sectional, longitudinal, and experimental designs; and acceptance criteria of peer-reviewed journals.

PSYC 633 - Advanced Statistics II

Spring 3 Kirkpatrick, Staff. Prerequisite(s): PSYC 631 Corequisite(s): PSYC 633L.

The second part of the advanced two-course statistics sequence covering topics from basic descriptive and inferential statistics through multiple regression, analysis of variance, and the general linear model.

PSYC 633L - Advanced Statistics II Laboratory.

Spring 0 Kirkpatrick, Staff. Corequisite(s): PSYC 633.

PSYC 660 - Proseminar in Developmental Psychology

Fall 3 Dallaire, Zeman, Staff. Prerequisite(s): An overview of seminal and current theoretical and empirical work in developmental science in the domains of cognitive, linguistic, moral, social, and emotional development.

PSYC 661 - Proseminar in Cognition

Spring 3 Ball, Kieffaber, Stevens, Staff. Prerequisite(s): Review of theoretical and empirical investigations of major topics in the field of cognition including perception, attention, memory, language, reasoning, decision making, problem solving, cognitive neuroscience, and applied cognitive psychology.

PSYC 662 - Proseminar in Personality.

Fall 3 Thrash, Staff.

This course provides an overview of historical and contemporary developments in the field of personality psychology, which encompasses individual differences, intrapsychic factors responsible for those differences, within-person processes, and the interface between the person and the social environment. Topics include personality traits, motives/goals, implicit/explicit processes, authenticity, emotion/affect, and well-being.

PSYC 663 - Proseminar in Behavioral Neuroscience

Spring 3 Burk, Staff. Prerequisite(s): The study of behavior in the context of the physiology of the organism. Selected topics will be used to illustrate the research techniques and investigative procedures commonly employed by physiological psychologists.

PSYC 664 - Proseminar in Social Psychology

Fall 3 Dickter, Staff.

A survey of classic and contemporary theory and research in social psychology. Topics include social cognition, interpersonal relationships, attitudes, emotions, group performance, the self, and stereotyping.

PSYC 668 - Proseminar in Clinical Psychology

Spring 3 Nichols, Shean, Ventis, Zeman

Selected topics in clinical psychology, theory, research, and practice.

PSYC 671 - Statistical Modeling

Spring 3 Thrash, Staff.

This course provides an introduction to advanced statistical modeling techniques. Primary objectives of this course are (1) to provide a big-picture overview of diverse statistical modeling techniques (e.g., multiple regression, mediation/path models, factor analysis, structural equation modeling, multilevel modeling, cluster analysis) and their applications; (2) to provide a thorough introduction to structural equation modeling; and (3) to show how structural equation modeling encompasses and extends a variety of other statistical techniques.

PSYC 672 - Computer Applications in Psychological Science

Fall 3 Kieffaber, Staff.

Computer proficiency is essential for anyone involved in the psychological sciences. This course will review a variety of software applications in the context of the professional activities of psychological scientists. Topics will include APA-style document processing, reference management, basic programming concepts and computer-assisted acquisition of research data, data management, and statistical analysis.

PSYC 674 - Applied Decision Theory

Spring 3 Langholtz, Staff

The purpose of this course is to familiarize students with applied techniques for decision making, and to explain decisions as cognitive processes. Decision-making will be explored in terms of both psychological theory and real-world applications.

PSYC 685 - Colloquium

Fall and Spring varies 0-2 Hunt. Graded Pass/Fail.

This course may be taken for audit. *This course may be repeated for credit when the instructor determines there will be no duplication of material.*

PSYC 690 - Directed Readings

Fall and Spring 1-3 Hunt.

Credit will be from one to three hours depending upon work undertaken. *This course may be repeated for credit.*

PSYC 695 - Directed Research

Fall Hunt. Note: (Credit varies - consult Department)

This course constitutes the research apprenticeship for all students in the first year of the M.A. program. Students design and conduct research with a faculty advisor of their choice.

PSYC 696 - Directed Research

Spring Hunt. Note: (Credit varies - consult Department)

This course constitutes the research apprenticeship for all students in the first year of the M.A. program. Students design and conduct research with a faculty advisor of their choice.

PSYC 700 - Thesis

Fall and Spring Hunt. Note: (Credit varies - consult Department)

This course constitutes the research component in the second year of the M.A. program. The research will culminate in the written and orally-defended thesis. *This course may be repeated.*

The Thomas Jefferson Program in Public Policy

Faculty

PROGRAM DIRECTOR

Sarah L. Stafford Professor of Economics, Public Policy and Law (Ph.D., Johns Hopkins).

GRADUATE DIRECTOR

Elaine S. McBeth Associate Director and Adjunct Professor of Economics and Public Policy (M.A., Virginia).

PROFESSORS

Berhanu Abegaz (Economics) (Ph.D., Pennsylvania), **David P. Aday, Jr.** (Sociology) (Ph.D., Kansas), **Lynda L. Butler** (Law) (J.D., Virginia), **Donald E. Campbell** (CSX Professor of Economics and Public Policy) (Ph.D., Princeton), **Neal E. Devins** (Law) (J.D., Vanderbilt), **Davison M. Douglas** (Law) (LL.B. and Ph.D., Yale), **C. Lawrence Evans** (Government) (Ph.D., Rochester), **David H. Feldman** (Economics) (Ph.D., Duke), **John B. Gilmour** (Verkuil Professor of Government and Public Policy and Coordinator, Graduate Studies) (Ph.D., University of California-Berkeley), **William J. Hausman** (Economics) (Ph.D., Illinois), **James S. Heller** (Law) (J.D., San Diego), **Robert L. Hicks** (Economics) (Ph.D., Maryland), **Christopher D. Howard** (Harriman Professor of Government and Public Policy) (Ph.D., Massachusetts Institute of Technology), **Eric Kades** (Law) (J.D. Yale), **Linda A. Malone** (Marshall-Wythe Foundation Professor of Law) (J.D., Duke), **John J. McGlennon** (Government) (Ph.D., Johns Hopkins), **Alan J. Meese** (Law) (J.D., Chicago), **Jennifer M. Mellor** (Economics and Director, Schroeder Center for Health Policy) (Ph.D., Maryland), **Carlisle E. Moody, Jr.** (Economics) (Ph.D., Connecticut), **Roy L. Pearson** (Chancellor Professor of Business Administration) (Ph.D., Virginia), **Alfredo M. Pereira** (Economics) (Ph.D., Stanford), **Ronald B. Rapoport** (John Marshall Professor of Government) (Ph.D., Michigan), **Ronald H. Rosenberg** (Law) (J.D., University of North Carolina - Chapel Hill), **Martin Schmidt** (Economics) (Ph.D., Colorado State), **Kathleen F. Slevin** (Sociology) (Ph.D., Georgia), and **Dennis L. Taylor** (A. Marshall Acuff, Jr. Professor of Marine Science) (Ph.D., Wales).

ASSOCIATE PROFESSORS

Pamela L. Eddy (Education) (Ph.D., Michigan State), **Dorothy E. Finnegan** (Education) (Ph.D., Pennsylvania State), **Susan S. Grover** (Law) (J.D., Georgetown), **Carl H. Hershner** (Marine Science) (Ph.D., Virginia), **Paul Manna** (Government) (Ph.D., Wisconsin), and **Alemante Selassie** (Law) (J.D., Wisconsin).

ASSISTANT PROFESSORS

Daifeng He (Economics) (Ph.D., Washington University in St. Louis), **John Lopresti** (Economics) (Ph.D., Purdue), **Peter McHenry** (Economics) (Ph.D., Yale), **Nick Sanders** (Economics) (Ph.D., University of California-Davis), and **John Parman** (Economics)(Ph.D., Northwestern).

EMERITUS PROFESSOR

David H. Finifter (Ph.D., Pittsburgh).

ADJUNCT PROFESSOR

Christopher Able (Law) (J.D., William and Mary), and **Christopher Byrne** (Head of Law Research and Instructional Services) (J.D., Harvard).

RESEARCH PROFESSORS

Carrie Dolan (Schroeder Health Policy Center) (M.P.H., Tulane), **Harriet O. Duleep** (Center for Public Policy Research) (Ph.D., Massachusetts Institute of Technology), **Troy W. Hartley** (Virginia Sea Grant) (Ph.D., University of Michigan), and **Louis F. Rossiter** (Center for Public Policy Research) (Ph.D., University of North Carolina - Chapel Hill).

SENIOR FELLOWS IN FOREIGN POLICY

Robert E. Fritts Ambassador (ret.) (B.A., Michigan).

The Thomas Jefferson Program in Public Policy

The Master of Public Policy (MPP) degree is designed to prepare students for demanding professional careers as policy analysts. MPP graduates work in the public sector and with the broad range of private firms that interact closely with government entities at the Federal, state and local levels. The better the foundation, the greater the career potential; thus the MPP program at William and Mary emphasizes developing strong analytic and quantitative skills. A range of elective classes in various policy fields allows students to pursue their particular policy interests.

Program Structure: The MPP program, limited to twenty-five new students each fall, is a two-year, full-time program with a required internship in the summer between the two academic years. The first year consists largely of required courses grounded in economics, government and law. In the second year, a range of electives in public policy, law, business, marine science, and other disciplines is available. Areas of emphasis include education policy, environmental policy, health care policy, international policy, regulatory policy, and state and local policy.

Internships: The internship during the summer between the first and second years is an important, practice-based element of the MPP program. Students can intern in a range of organizations, including government agencies, private consulting firms, advocacy organizations, or other organizations involved in the public policy process.

Joint/Concurrent Degree Programs: Joint/concurrent degree programs are available with the nationally ranked schools of Law (MPP/JD), Business (MPP/MBA), Education (MPP/MEd, MPP/EdD or MPP/PhD) and Marine Science (MPP/MS or MPP/PhD), and with the Mathematics Department (MPP/MS in Operations Research). Admission to both programs is required, although in many instances students are accepted to a joint/concurrent program after their arrival at William and Mary.

Placement: There is strong demand for policy analysts with the quantitative skills that define the Thomas Jefferson Program in Public Policy MPP. An important part of this demand comes from various levels of government, but there is also a large demand for public policy master's students in the private sector. Many large regulated firms have divisions which require the skills of a public policy analyst. Consulting firms and the not-for-profit sector are two other major employment opportunities commonly open to public policy analysts. For both internships and career placements, William and Mary's locational advantages (proximity to Washington, D.C., Richmond, Norfolk and several medium size cities) contribute to our effectiveness in career placement.

Special Opportunities: On the Williamsburg campus and in our offices in Washington, D.C., William and Mary's Public Policy Program brings the real world into your learning experience. On campus, the Center for Public Policy Research provides the base for bringing client driven projects into the curriculum. First-year MPP students attend a three-day Washington conference examining the breadth of career opportunities available to policy analysts. We offer several "Policy Dialogues" each semester at which students have informal access to high-level policymakers and policy analysts. Other career events in Williamsburg and Washington occur throughout the year.

General Description

The university offers a two-year interdisciplinary master's degree program that prepares students for careers in public service by combining training in quantitative techniques and economic analysis with instruction in the political, legal, and organizational environments in which policy is made and implemented.

The goal of The Thomas Jefferson Program in Public Policy is to help prepare students for the rigorous demands of responsible careers in public service by providing them with the range of skills and insights that are needed; the analytical and quantitative skills that are essential professional tools; a comprehensive understanding of the policy-making process; and thorough grounding in the ethics of policy-making and the goals of public policy. We aim to train individuals who have the ability to make a major contribution to the efficiency and the responsiveness of government at all levels.

While the primary purpose of the program is to prepare individuals for public service, we recognize that the skills developed in the program are useful in other settings as well, including the private and the non-profit sectors and in the growing linkage between government and the other sectors. The Thomas Jefferson Program also includes an interdisciplinary undergraduate major in public policy, the Center for Public Policy Research, the Washington Program, conferences, lectures, and visiting faculty and practitioners.

Admission

Information concerning applying for graduate admission can be found on the program's website <http://www.wm.edu/as/publicpolicy/graduate/index.php> or a paper application can be requested from the Associate Director of

The Thomas Jefferson Program in Public Policy. Beginning graduate students will enter in the fall. To insure full consideration for admission and financial assistance, applications, including all supporting materials and test scores, should be completed by February 15. Applications received after February 15 will be reviewed on the basis of available space. For admission to The Thomas Jefferson Program, an applicant must have completed the requirements for a bachelor's degree at an accredited college and must have the recommendation of the Graduate Admissions Committee of The Thomas Jefferson Program. All admissions must be approved by the Dean of Graduate Studies and Research, Arts and Sciences. Applicants are required to take the Graduate Record Examination.

To be admitted to the program, a student must demonstrate, through his or her undergraduate record, scores on the Graduate Record Examination, and three letters of recommendation, potential for success in the required quantitative courses, the ability to understand the policy-making process, and the potential to function effectively as a professional in a demanding policy position. No single undergraduate major is required, but students will be expected to have completed course work in the principles of economics. In addition, intermediate microeconomics and introductory statistics are strongly recommended. Students whose preparation is deficient may be required to take advanced undergraduate courses before matriculating.

Academic Status

1. Continuance in Program

After each semester, the student must meet minimum levels of academic progress. The minimum requirements for continuance are as follows:

After semester	Cumulative Graduate Degree Credits	Cumulative Q.P.A.
1	13	2.5
2	25	2.75
3	37	3.0

A student who does not achieve the minimum level of academic progress for continuance or receives a grade below C (quality points = 2.0) in any one of the required core courses will be required to withdraw immediately from the program for academic deficiencies.

2. Satisfactory Progress

In order to graduate, M.P.P. students must have completed 49 hours in the program with a quality point average (Q.P.A.) of 3.0. To continue in the program, a student must make satisfactory progress toward the degree requirements. Satisfactory progress is defined as achieving and maintaining at least a 3.0 Q.P.A. for each semester of graduate study. Students whose Q.P.A. falls below 3.0 in any semester will automatically be placed on academic probation for the following semester. Students permitted to continue in the program on academic probation must earn a minimum of 12 academic credits and a minimum Q.P.A. of 3.0 during the probationary semester. A student who fails to meet the probationary standard will be required to withdraw from The Program for academic deficiencies.

Programs and Course Descriptions

Description of Courses

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See Grading and Academic Progress in the section entitled 'Graduate Regulations') and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations'). No credit toward a degree will be allowed for a course in which a student receives a grade below C (quality points = 2.0).

Elective Courses [Not Cross-listed]

BUSINESS

- BUAD 538 - International Financial Management
- BUAD 554 - Human Resource Management
- BUAD 578 - Forecasting Methods and Applications
- BUAD 583 - Non-Profit Organizations

EDUCATION

- EPPL 601 - Educational Policy: Development and Analysis
- EPPL 625 - Current Issues in Higher Education
- EPPL 628 - The History of Higher Education
- EPPL 715 - Public Schools and Public Policy

HISTORY

- HIST 553 - U.S. Foreign Relations, 1901-Present

LAW

- LAW 339 - Natural Resources Law
- LAW 398 - Election Law
- LAW 411 - Antitrust
- LAW 412 - Legislation
- LAW 426 - Energy Law
- LAW 454 - Economic Analysis of the Law
- LAW 458 - Health Law and Policy
- LAW 460 - Mass Media Law
- LAW 481 - Bioethics/Medical Ethics & Law
- LAW 485 - Immigration & Citizenship
- LAW 492 - Women and the Law
- LAW 496 - Intl Business Transactions
- LAW 497 - International Trade Law
- LAW 524 - Environmental Law Seminar
- LAW 538 - National Security Law Seminar
- LAW 546 - Government Contracts
- LAW 552 - State & Local Govt Finance
- LAW 562 - Legislative Advocacy Seminar
- LAW 579 - Family and State
- LAW 618 - Campaign Finance in American Election

MARINE SCIENCE

- MSCI 542 - Principles and Theory of Resource Management

MATHEMATICS

- MATH 523 - Operations Research: Deterministic Models
- MATH 524 - Operations Research: Stochastic Models

Programs

Accelerated BA and MPP

W&M undergraduate students are able to earn both a Bachelor's degree and a Master of Public Policy in five years. Candidates interested in this accelerated degree path must apply to and gain acceptance in their junior year. Acceptance into the accelerated degree path includes the intention that the graduate committee will recommend regular admission to the graduate program when the baccalaureate degree has been conferred. With advance written permission from the program's graduate committee, up to nine graduate credits with a grade of C or higher taken by students in the BA/MPP accelerated degree path may be used to satisfy both graduate and undergraduate degree requirements. Students in the accelerated degree path may take additional graduate public policy classes during their fourth year; these classes will count exclusively toward the MPP degree requirements. Students may also earn up to 9 graduate credits through demonstrating competency in the following first year MPP classes: PUBP 601, PUBP 602, PUBP 603. Competency will be demonstrated by passing the final exam of these courses with a grade of B or higher. Students who successfully demonstrate competency in these courses will receive course credit and a grade of P.

Degree Requirements for the Degree of Master of Public Policy

(See general College requirements in the section entitled 'Graduate Regulations'.)

The master of public policy (M.P.P.) degree program is a two-year, full-time, residential program requiring forty-nine hours of course credit. Students accepted for the degrees of MPP/JD, MPP/MBA, MPP/MEd, MPP EdD, MPP/PhD, MPP/MS in Marine Science, MPP/PhD in Marine Science, or MPP/MS in Computational Operations Research are required to have thirty-seven hours of MPP course credit.

The following core courses are required:

- PUBP 500 - Mathematics for Public Policy Analysis 1
- PUBP 590 - Policy in Practice 1
- PUBP 601 - The Political Environment 3
- PUBP 602 - Quantitative Methods I 3
- PUBP 603 - Quantitative Methods II 3
- PUBP 604 - Microeconomics of Public Policy 3
- PUBP 606 - Benefit-Cost Analysis 3
- PUBP 607 - Law and Public Policy 3
- PUBP 609 - Ethics and Public Policy 3
- PUBP 610 - Policy Research Seminar 3
- PUBP 612 - Public Management and Organizational Behavior 3

Internship:

Students are required to complete an internship (at least 10 weeks of full-time employment) in the summer after their first year of the program.

Additional Requirements:

In addition to the core, students in the MPP degree program are required to take 20 credit hours of electives, including a minimum of five 3-credit electives, at least one of which must be a 3-credit program approved School of Law course. Students accepted for the degrees of MPP/JD, MPP/MBA, MPP/MEd, MPP/EdD, MPP/PhD, MPP/MS in Marine Science, MPP/PhD in Marine Science, or MPP/MS in Computational Operations Research are required to take a minimum of 9 credit hours of electives, at least one of which must be a 3-credit program approved School of Law course. Law courses are second year electives. Students may pursue one of the suggested areas of emphasis below or an alternative set of courses developed with consent of the Director. Students must petition the curriculum committee for approval of alternative electives. Areas of emphasis

include education policy, environmental policy, health care policy, international trade, regulatory policy, and state and local policy.

Programs

Accelerated BS and MPP

W&M undergraduate students are able to earn both a Bachelor's degree and a Master of Public Policy in five years. Candidates interested in this accelerated degree path must apply to and gain acceptance in their junior year. Acceptance into the accelerated degree path includes the intention that the graduate committee will recommend regular admission to the graduate program when the baccalaureate degree has been conferred. With advance written permission from the program's graduate committee, up to nine graduate credits with a grade of C or higher taken by students in the BA/MPP accelerated degree path may be used to satisfy both graduate and undergraduate degree requirements. Students in the accelerated degree path may take additional graduate public policy classes during their fourth year; these classes will count exclusively toward the MPP degree requirements. Students may also earn up to 9 graduate credits through demonstrating competency in the following first year MPP classes: PUBP 601, PUBP 602, PUBP 603. Competency will be demonstrated by passing the final exam of these courses with a grade of B or higher. Students who successfully demonstrate competency in these courses will receive course credit and a grade of P.

Business and Public Policy, MPP/MBA

A combined business administration and public policy program is available in which the student may obtain both a Master of Business Administration degree and a Master of Public Policy degree in three years, instead of the four years that would be required if each were pursued separately. Candidates interested in this joint degree program must apply to and gain acceptance by both the Graduate School of Business Administration and The Thomas Jefferson Program in Public Policy.

Computational Operations Research, MPP/MS

A combined computational operations research and public policy program is available in which the student may obtain both a M.S. in C.O.R. and an M.P.P. degree in three years, instead of the four that would be required if each degree were pursued separately. Candidates interested in this concurrent degree program must apply to and gain acceptance by both the Department of Computer Science and The Thomas Jefferson Program in Public Policy.

Education and Public Policy, MPP/EdD

A combined educational leadership and public policy program is available in which the student may obtain both an Ed.D. and a M.P.P. degree in five years, instead of the six years that would be required if each were pursued separately. Candidates interested in this joint degree program must apply to and gain acceptance by both the Graduate School of Education and the Thomas Jefferson Program in Public Policy.

Education and Public Policy, MPP/MEd

A combined educational leadership and public policy program is available in which the student may obtain both a M.Ed. and a M.P.P. degree in three years, instead of the four years that would be required if each were pursued separately. Candidates interested in this joint degree program must apply to and gain acceptance by both the Graduate School of Education and the Thomas Jefferson Program in Public Policy.

Education and Public Policy, MPP/PhD

A combined educational leadership and public policy program is available in which the student may obtain both a Ph.D. and a M.P.P. degree in five years, instead of the six years that would be required if each were pursued separately. Candidates interested in this joint degree program must apply to and gain acceptance by both the Graduate School of Education and the Thomas Jefferson Program in Public Policy.

Law and Public Policy, MPP/JD

A combined law and public policy program is available in which the student may obtain both a master's degree (M.P.P.) and a J.D. degree in four years, instead of the five years that would be required if each degree were pursued separately. Candidates interested in this joint degree program must apply to and gain acceptance by both the School of Law and The Thomas Jefferson Program in Public Policy.

Marine Science and Public Policy, MPP/MS

A combined marine science and public policy program is available in which the student may obtain both a M.S. in Marine Science and a M.P.P. degree or a Ph.D. in Marine Science and a M.P.P. degree. The M.S. in Marine Science and the M.P.P. degree may be earned in three years, instead of the four years that would be required if each degree were pursued separately. Candidates interested in these concurrent degree programs must apply to and gain acceptance by both the School of Marine Science and The Thomas Jefferson Program in Public Policy.

Marine Science and Public Policy, MPP/PhD

A combined marine science and public policy program is available in which the student may obtain both a M.S. in Marine Science and a M.P.P. degree or a Ph.D. in Marine Science and a M.P.P. degree. The M.S. in Marine Science and the M.P.P. degree may be earned in three years, instead of the four years that would be required if each degree were pursued separately. Candidates interested in these concurrent degree programs must apply to and gain acceptance by both the School of Marine Science and The Thomas Jefferson Program in Public Policy.

Course Descriptions

PUBP 500 - Mathematics for Public Policy Analysis

Fall 1 McBeth. Graded Pass/Fail. Prerequisite(s): College-level algebra.

An introduction to mathematical methods applied to economics and policy analysis. The emphasis is on learning the techniques rather than proving theorems. Topics include: linear algebra, comparative static analysis, and optimization problems.

PUBP 550 - Macroeconomics for Public Policy

Fall 1 Schmidt. Graded Pass/Fail.

This mini course, pitched between Principles and Intermediate levels, provides a bird's-eye view of the aggregate open economy with a focus on the determination of output, employment, interest rates, exchange rates, and inflation. Much of the course will be devoted to reviewing the basic models and principles of macroeconomics as they apply to policies for short-run fluctuations in employment and prices (business cycles), but long-run growth will also be addressed.

PUBP 566 - Directed Studies

Fall and Spring Graded Pass/Fail

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

PUBP 590 - Policy in Practice

Spring 1 McBeth. Graded Pass/Fail.

An introduction to the practice of public policy. Students must complete a portfolio of experiences involving the practice of public policy outside of the classroom. A passing grade requires that the portfolio contain a written synthesis of the student's observations of policy in practice and how their experiences have shaped their views on public policy. Those experiences must include, at a minimum, the following three elements: (1) participation in the Washington Program, normally in the fall of the first year of study; (2) completion of an approved 10-week full-time internship, normally occurring between the first and second year of study; and (3) participation in at least three Policy Dialogues offered by the program.

PUBP 600 - Independent Study

Fall and Spring Variable credit, 1 to 3 credits Staff. Graded Pass/Fail or letter graded.

Course content varies: special topics courses; independent supervised research; experimentation with new seminars. *This course may be repeated for 6 credits.*

PUBP 601 - The Political Environment

Fall 3 Gilmour.

An introduction to the political environment in which policy making occurs. Major themes include the impact of electoral incentives on the design of policy instruments, the importance of institutional structure, and the roles played by uncertainty and expertise in the political process.

PUBP 602 - Quantitative Methods I

Fall 3 Manna.

An introduction to the methods and techniques of statistical analysis with emphasis on public policy applications. Topics include: descriptive statistics; probability; sampling; survey design; hypothesis testing; correlation; regression; and introduction to

multiple regression. This course includes training in the responsible and ethical conduct of research, including discussions of the proper use of data and reporting of results in order to avoid fabrication, falsification, and plagiarism.

PUBP 603 - Quantitative Methods II

Spring 3 He. Prerequisite(s): PUBP 602.

An introduction to theory and practice of econometrics with emphasis on techniques most useful to policy analysts. Topics include: regression estimation and the theory of least squares including examination of Gauss-Markov assumptions, properties of estimators, and estimation issues when Gauss-Markov assumptions are violated.

PUBP 604 - Microeconomics of Public Policy

Fall 3 Sanders.

This course develops basic concepts of microeconomic theory, with an emphasis on the economics of the public sector. Topics include: market economy, prisoner's dilemma, preferences, constrained choice, consumer demand, profit maximization in a competitive market, market failure, and the effects of taxes, subsidies, and regulations.

PUBP 605 - Survey Methodology

Spring 3 Rapoport.

An introduction to the formulation, implementation and analysis of political and public policy surveys. Topics to be covered include the psychology of the survey response, sampling, interviewing, focus groups, experimental design, hypothesis testing and data analysis. Students will carry out individually designed and group designed surveys, and write papers and reports around these projects.

PUBP 606 - Benefit-Cost Analysis

Spring 3 McInerney.

This course examines basic concepts and techniques involved with benefit-cost analysis. This approach will be applied to a variety of public policy issues and programs. Topics include: choice of discount rate, treatment of income distribution, intergovernmental grants, tax expenditures, regulation, and program evaluation.

PUBP 607 - Law and Public Policy

Fall 3 Byrne, Heller.

Law and Public Policy examines the role of the judiciary as a policy-making institution, including its interactions with legislative, regulatory, and private-sector entities. Students analyze several cases currently before the United States Supreme Court and, through the prism of those cases and other readings, explore the concepts of judicial review, separation of powers, and federalism, and also external influences on law-making bodies, including lobbying, public opinion, and the media.

PUBP 608 - Budget Policy-Making

Fall 3 Gilmour, Howard.

An introduction to public budgeting at the national, state, and local levels, presented from three perspectives: macroeconomics, political science, and public administration. Emphasis is also given to the budgetary strategies employed by bureaucrats, politicians, and interest group representatives as they pursue their policy agendas.

PUBP 609 - Ethics and Public Policy

Spring 3 Staff.

This course examines the ethical dimensions of domestic and international policy problems. It contrasts moral policy-assessment with economic, legal and political analysis; outlines a policy-making procedure that includes moral assessment; considers a code of professional ethics.

PUBP 610 - Policy Research Seminar

Fall 3 Stafford.

This one semester research and writing intensive seminar involves both the further development of policy research skills and communication skills relevant to policy-making. Students will be involved in small-group, client-driven policy analysis projects and an individual project. In addition, students will analyze at least one quick-turnaround policy problem.

PUBP 612 - Public Management and Organizational Behavior

Fall 3 Staff.

An examination of the ways in which public organizations and their leaders cope with the policy and management challenges that confront administrative agencies in a democratic society. Theoretical literature as well as case studies will be utilized.

PUBP 614 - Topics in Public Policy

Fall and Spring 3 Staff.

Topics change each semester. Please consult the Thomas Jefferson Program in Public Policy web site for the current listing of topics offered. *This course may be repeated for credit if there is no duplication of topic.*

PUBP 615 - Cross Section Econometrics

Fall 3 Hicks. Prerequisite(s): PUBP 603.

Economic data often come as a cross-section of data points, frequently collected as part of a sample survey. The nature of these data calls for the use of a specialized set of tools, which will be developed in the course. Among the models to be examined are discrete, censored and truncated dependent variable, sample selectivity and duration models. Hands-on analysis of data sets will feature prominently.

PUBP 616 - Time Series Econometrics

Spring 3 Moody. Prerequisite(s): PUBP 603.

This course is an introduction to the econometric analysis of time series data. Topics include ARIMA models, forecasting, analysis of nonstationary series, unit root tests, co-integration and principles of modeling.

PUBP 620 - Regulation of Markets

Spring 3 Parman, Stafford.

An in-depth study of government intervention in markets. Principal focus on characteristics and effects of rules and institutions governing markets and the definition of areas of market failure. Topics include: regulation of monopoly, antitrust enforcement, and regulation of spill-overs.

PUBP 621 - Administrative Law

Fall 3 Devins.

A study of practice in the administrative process, examining the procedures for administrative adjudication and rulemaking; legislative and judicial control of administrative action; and public access to governmental processes and information. Cross-listed with [LAW 453]

PUBP 622 - Environmental Policy

Fall 3 Hicks.

This course explores policy making for environmental problems and focuses on issues that are local, national, and international. This course will cover the application of welfare economics to environmental problems. Topics include differences in consumer surplus and other measures of economic welfare and techniques to measure the economic value of environmental resources. We examine national environmental policy, and how that policy is implemented at a local and regional level. We examine the U.S. laws and regulations as well as each agency's approach for quantitatively assessing the benefits and costs of environmental policy.

PUBP 623 - Health Care Policy

Fall 3 Rossiter, Mellor.

The application of microeconomic theory, quantitative analysis, and policy evaluation to the health care delivery and financing systems. Coverage includes the economic dimensions of health care, health status, medical manpower, hospitals and other institutional providers, third party financing, quality assessment, systematic analysis, and national health policies.

PUBP 624 - Law and Medicine Seminar

Spring 3 Hubbard.

A study of medical jurisprudence and hospital law focusing on medical malpractice and tort law reform and contemporary problems including the regulation of health care delivery systems, access to health care, and antitrust challenges. Cross-listed with [LAW 518]

PUBP 626 - Law and Resource Management

Spring 3 Taylor.

An interdisciplinary course designed to examine the interrelationships between scientific and legal concepts. Issues, legislation, and institutions associated with coastal zone management, outer continental shelf development, fisheries, and other questions related to marine resource management will be examined. Cross-listed with [MSCI 543]

PUBP 627 - Law, Policy and Environment

Spring 3 Malone.

A study of the environmental policy-making process. Topics include: ecological and economic foundations of environmentalism, traditional institutional responses, the policy-making process in the context of our legal system, constitutional questions raised by

judicial and agency involvement, and economic, political and ethical concerns raised by different theories of environmental decision-making. Cross-listed with [LAW 439]

PUBP 628 - Environmental Law

Spring 3 Malone, Rosenberg.

A study of nature and causes of environmental pollution and legal techniques for its control. The course considers common law, environmental impact assessment process, and basic regulatory framework for air, water and solid hazardous waste control, and main policy issues presented by each. Other: role of federal courts in reviewing agency action, new developments in administrative law, natural resource management and allocation issues, toxic and hazardous substance regulation, and enforcement of laws. Cross-listed with [LAW 424]

PUBP 630 - The Economics of Policy-Making at the State and Local Level

Fall 3 McInerney.

A topics course including, but not limited to, the measurement of state and local fiscal capacity, urban problems, urban infrastructure development, intergovernmental aid to localities, industrial location decisions, and local land use policy and its impact on growth and development.

PUBP 631 - State and Local Politics and Policy-Making

Spring 3 Howard, McGlennon.

This course examines the nature of state and local governments and their policy processes and outcomes, including relationships among levels of government, explanations for policy variations among states and localities, and constraints on attempts to deal with their public policy responsibilities.

PUBP 632 - Local Government Law

Spring 3 Rosenberg.

This course examines local government powers and relation to state and federal authority with emphasis on state and federal statutory and constitutional restraints on operation of local government entities. Topics include: Dillon's Rule, home rule, preemption, annexation, personnel matters, public contracts, borrowing and taxation, and public entity tort liability and immunity. Cross-listed with [LAW 429]

PUBP 633 - Land Use Control

Spring 3 Butler, Rosenberg.

Analysis of legal doctrines governing use of land in modern society. Topics include: zoning, land planning, sub-division regulations, rezoning, variances, conditional uses, and mandatory dedications, common law doctrines and private law methods which affect land use, and historic preservation as a land use problem. Cross-listed with [LAW 425]

PUBP 635 - Fundamentals of Environmental Science for Policy

Fall 3 Taylor.

This course is intended primarily for students in Law, Public Policy and related disciplines, and is designed to introduce these students to the science of natural systems and ecological processes. The course examines the current state of our understanding in terms that will give the student confidence and the facility to critically assess theories and observations in environmental science. With this as a foundation, topics discussed will include: the enhanced greenhouse effect, coastal eutrophication, biodiversity loss, water resources, sea level rise, environmental contamination, land use trends, and invasive species impacts.

PUBP 640 - Labor Market Policy

Spring 3 McHenry.

This course examines how public policies affect the labor market. Topics include: wage determination, education, training, minimum wages, immigration, unemployment compensation, social security, disability insurance, comparable worth, workplace safety, welfare reform, and affirmative action.

PUBP 642 - Legal Foundations of American Social Programs

Spring 3 Staff.

This course examines law relating to major benefits programs, including social security, medicare/medicaid, unemployment, employee rehabilitation, AFDC, and Food Stamps, including decision-making processes used in governance of these programs and the basic substantive law created for and by these programs. Cross-listed with [LAW 430]

PUBP 643 - Employment Discrimination

Spring 3 Grover.

A study of federal laws prohibiting discrimination in employment on account of race, national origin, gender, religion and

handicapping condition, with emphasis on Title VII of the 1964 Civil Rights Act, the Age Discrimination in Employment Act and the Equal Pay Act. Cross-listed with [LAW 452]

PUBP 644 - The Financing of Higher Education

Fall 3 Eddy, Finnegan.

An overview of the financing of higher education. Besides becoming acquainted with the literature and main issues in finance, students will develop the ability to examine and analyze financial statements, assess the budget as an instrument of control, and relate the budget to the educational program. Cross-listed with [EPPL 676]

PUBP 645 - Higher Education and Public Policy

Spring 3 Staff.

A seminar for advanced graduate students in which the general topic of the relationship between the government and higher education is developed. Major attention is given to developments since World War II. Cross-listed with [EPPL 713]

PUBP 646 - Employment Law

Fall 3 Abel, Douglas.

This course will focus on a variety of common law and statutory legal issues surrounding the employer-employee relationship. Issues considered will include employment at-will, employee privacy, covenants not to compete, regulation of wages and hours, ERISA, worker's compensation, occupational health and safety, and unemployment compensation. This course will not overlap either LAW 452 - Employment Discrimination or LAW 407 - Labor Law Cross-listed with [LAW 456]

PUBP 650 - International Trade: Theory and Policy

Spring 3 Feldman, Lopresti.

Trade influences national income, resource allocation, and the distribution of income. We use economic theory to develop these ideas and to relate them to the public policy debate. Topics include: the economics of protectionism, industrial policy and strategic trade issues, regional integration, and the policymaking process itself.

PUBP 651 - Patterns of Economic Development and Policy

Fall 3 Abegaz, Basu.

This course applies relevant economic theories to the study of growth and structural change in less industrialized countries. Topics include sources of growth, industrialization, trade, income distribution, urbanization, and the state. Various techniques of policy analysis will be examined through selected case studies.

PUBP 652 - Public International Law

Fall 3 Malone.

An examination of the nature and sources of international law and municipal law; the law of treaties; principles of jurisdiction; statehood and recognition of states and governments; sovereign immunity; rights of aliens; human rights; environmental issues; and regulation of international coercion. Cross-listed with [LAW 409]

PUBP 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

Graduate Center Programs and (GIS) post-baccalaureate certificate program

Graduate Center Programs

The mission of the Graduate Center is to support and promote the culture of advanced study at the College of William and Mary. Through workshops, seminars, and short courses, the Graduate Center provides students with opportunities to develop the professional skills needed to take charge of their own careers. Student participation in Graduate Center programs is voluntary.

The topics and times of workshops and seminars vary each semester. An updated list of workshops and seminars can be found at <http://www.wm.edu/as/graduate/graduatecenter/courses/index.php>. The Graduate Center's short courses typically meet for 1.5-2 hours of instruction each week in the late afternoon or early evening to avoid scheduling conflicts with students' traditional disciplinary courses. These College courses (COLL) are open to all William and Mary graduate students. **These courses are zero**

credit, and are offered at no cost to the student or home department in Graduate Arts and Sciences. The Graduate Center's College courses are listed below. All COLL courses may be repeated.

Geographic Information System (GIS) post-baccalaureate certificate program

The William & Mary Postbaccalaureate Geographic Information Science (GIS) certificate brings the high-quality research focused education of William and Mary to the Washington DC area. The program is targeted at working professionals in the DC area who utilize, or plan to utilize, GIS in their employment. The program offers 11 credit hours of graduate level GIS instruction that results in a Postbaccalaureate certification.

The focus of the program is to bring the full capability of Geographic Information Science to decision makers in DC including those in governmental organizations. In keeping with the William and Mary tradition, courses are taught in a small group setting with a focus on faculty student mentoring and contact. Although some course material is online, the majority of the courses are conducted face-to-face in the William and Mary Office in DC located in the heart of DC at 1779 Massachusetts Ave, NW - Suite 810. The program has a focus on analytical cartography and spatial analyses with a particular emphasis on policy relevant international databases such as the AidData international aid database and the social conflict in Africa database. The program builds on the applied component of current degree programs in Anthropology, Biology, Environmental Science and Policy, Geology, Government, International Relations, Public Policy, and Sociology.

Requirements for Certificate

Required credit hours: 11

Core Requirements:

1. GIS 501, 502 Fundamentals of GIS (4 credits)
2. GIS 510, 511 Geospatial Pattern Analysis and Visualization (4 credits)
3. GIS 550 Independent Research in GIS (3 credits)

Course Descriptions

- COLL 501 - English Conversation & Pronunciation
- COLL 503 - Listening, Speaking & Pronunciation Skills
- COLL 505 - Oral Presentation Skills
- COLL 508 - Professional Communication: Preparing for the Job Market.
- COLL 520 - Academic Writing.
- COLL 525 - Writing for Publication
- COLL 530 - Thesis/Dissertation Writing
- COLL 550 - College Teaching
- COLL 601 - Intensive English Conversation and Pronunciation.
- COLL 620 - Intensive Academic Writing.

- GIS 501 - Fundamentals of GIS (3)
- GIS 502 - Fundamentals of GIS (1)
- GIS 510 - Geospatial Pattern Analysis (3)
- GIS 511 - Geospatial Pattern Analysis (1)

COLL 501 - English Conversation & Pronunciation

Fall Graded Pass/Fail.

In this course students who are non-native English speakers will learn more about the rhythm, stress, and intonation patterns of spoken English, improve their ability to communicate with others, and practice distinguishing sounds that are unique to the English language. Recorded assignments and in-class discussions will allow students opportunities to practice their conversational skills and learn more about American culture. (0 credit)

COLL 503 - Listening, Speaking & Pronunciation Skills

Spring Graded Pass/Fail.

Listening and speaking are inextricably linked. Active listening is a key component to correcting pronunciation errors, and is essential for academic, professional, and personal success. This course is designed for nonnative English speakers who wish to develop their English proficiency. A variety of resources including film, CDs, and the Internet, expose students to different American accents and speech patterns. Recorded assignments provide opportunities for self-assessment and instructor feedback. (0 credit)

COLL 505 - Oral Presentation Skills

Fall Graded Pass/Fail.

This course is for domestic and international students who want to refine their oral communication skills and learn more about presentation norms. Students will participate in various kinds of oral communication activities, including presenting speeches given for different purposes, critiquing speech content, organization, and delivery, and presenting a paper following specific guidelines set forth by a conference or association.

COLL 508 - Professional Communication: Preparing for the Job Market.

Fall Graded Pass/Fail.

This course provides preparation for post-student professional life, with a focus on the corporate environment. Students will identify the characteristics of their ideal job and will assess strategies to obtain such a position. Students will gain experience with composing written introductions to a prospective employer via CVs, resumés, and cover letters. Students will practice the skills needed for job interviews. Appropriate on-the-job interactions and common business etiquette norms will be discussed.

COLL 520 - Academic Writing.

Spring Graded Pass/Fail.

A course for domestic and international students to improve writing skills and gain confidence in their ability to write formal, academic English. The writing process will be emphasized, with special attention given to improving the students' organizing, proofreading and revising skills. Students will learn how to identify their audience, define their purpose, and add cohesion and clarity to their writing. In addition, writing conventions concerning plagiarism and other writing norms will be examined.

COLL 525 - Writing for Publication

Fall Graded Pass/Fail.

A course for domestic and international students who have mastered the basics of academic writing, and are preparing articles for publication in the sciences and humanities. Students will examine articles from their field to learn more about field-specific styles. In addition, they will review and revise their own writing, and participate in peer reviews. Participants in this course should currently be involved in doing research.

COLL 530 - Thesis/Dissertation Writing

Fall and Spring Graded Pass/Fail.

This is a course for domestic and international students who are actively writing their theses/dissertations, including students who are writing articles for publication as components of their theses/dissertations. In collaboration with their academic advisor and in consultation with the instructor, students will organize and write individual chapters, simultaneously reviewing and revising their writing. Mini-workshops throughout the 10-week class will address topics that are relevant to the thesis/dissertation writer, such as organization, effective research strategies and citations, advisor/advisee interaction, and time management. Instructor permission required.

COLL 550 - College Teaching

Spring Macdonald, Zuber. Graded Pass/Fail. Note: Instructor permission required.

Discussion and exploration of college teaching including general issues in college teaching; various teaching strategies including lectures, discussions, group work, writing assignments; course design, syllabus and test construction, and grading; integrating research and education; and job search and application strategies. Students will develop a portfolio to include sample assignments and a general teaching statement. Readings on teaching and learning and on university education.

COLL 601 - Intensive English Conversation and Pronunciation.

Summer Graded Pass/Fail.

In this course students who are non-native English speakers will learn more about the rhythm, stress, and intonation patterns of spoken English, improve their ability to communicate with others, and practice distinguishing sounds that are unique to the English language. Recorded transcripts and in-class discussions will allow students opportunities to practice their conversational skills and learn more about American culture. In addition, specialized vocabulary and readings will address different fields of study, and student presentations will focus on field-related topics.

COLL 620 - Intensive Academic Writing.*Summer Graded Pass/Fail.*

In this course domestic and international students will improve their writing skills and gain confidence in their ability to write formal, academic English. The writing process will be emphasized, with special attention given to improving the students' organizing, proofreading and revising skills. Students will learn how to identify their audience, define their purpose, and add cohesion and clarity to their writing. Writing conventions concerning plagiarism and other writing norms will be examined. Writing assignments will be tailored to the students' specific fields of study.

GIS 501 - Fundamentals of GIS*Summer (3) Staff Corequisite(s): GIS 502 - Fundamentals of GIS*

Fundamentals of GIS combines spatial data, often alongside tabular data, to map, analyze, and offer answers to questions posed in many differing disciplines. At William and Mary, GIS is used to model nutrient inputs from agriculture into the Chesapeake Bay, evaluate the role of school boundaries in determining neighborhood demographics, analyze international aid flows, create species distribution models, assess the role of fire in agriculture, monitor social discord in Africa, assess local health outcomes, and measure the extent of coastal deforestation in South America. The GIS fundamentals course will use GIS-based research projects to introduce the fundamentals of vector data, raster data, database operations, and interpolative techniques within a GIS environment.

GIS 502 - Fundamentals of GIS*Summer (1) Corequisite(s):*

GIS 501 - Fundamentals of GIS

GIS combines spatial data, often alongside tabular data, to map, analyze, and offer answers to questions posed in many differing disciplines. At William and Mary, GIS is used to model nutrient inputs from agriculture into the Chesapeake Bay, evaluate the role of school boundaries in determining neighborhood demographics, analyze international aid flows, create species distribution models, assess the role of fire in agriculture, monitor social discord in Africa, assess local health outcomes, and measure the extent of coastal deforestation in South America. The GIS fundamentals course will use GIS-based research projects to introduce the fundamentals of vector data, raster data, database operations, and interpolative techniques within a GIS environment.

GIS 510 - Geospatial Pattern Analysis*Summer (3) Staff*

Spatial patterns, like the clustered results of an electoral outcome map, hot spots of disease infestation, or the uneven distribution of fresh produce venues in a city, are the outcome of important social and environmental processes and give us clues about the causes, impacts and the potential actions that can help enhance or inhibit them. Geospatial technology, analytical methods and visual capabilities provide a crucial toolkit to identify, extract, measure, analyze, and interpret spatial patterns, as well as to communicate analytical results in compelling visual ways according to various medium and to diverse audiences. This course is designed to cover key spatial pattern analytical techniques, their interpretation and effective visual representation.

GIS 511 - Geospatial Pattern Analysis*Summer (1) Staff*

Spatial patterns, like the clustered results of an electoral outcome map, hot spots of disease infestation, or the uneven distribution of fresh produce venues in a city, are the outcome of important social and environmental processes and give us clues about the causes, impacts and the potential actions that can help enhance or inhibit them. Geospatial technology, analytical methods and visual capabilities provide a crucial toolkit to identify, extract, measure, analyze, and interpret spatial patterns, as well as to communicate analytical results in compelling visual ways according to various medium and to diverse audiences. This course is designed to cover key spatial pattern analytical techniques, their interpretation and effective visual representation.

GIS 550 - Independent Research in GIS*Fall and Spring and Summer (1-3) Staff Prerequisite(s): GIS 501 GIS 510 and consent of instructor.*

This course is designed to permit students to engage in applied GIS research projects with mentorship from their instructor. Working closely with their mentor each student will be expected to conduct original research and prepare a substantial research

report. It is expected that the project can be conducted in the context of the student's current employment or place of work, and the project be spread over multiple semesters if necessary. *The course can be repeated for credit up to a maximum of 3 credits of GIS 550.*

Graduate Arts & Sciences: Additional Graduate Courses

Some departments at the College of William and Mary offer courses for graduate students even though these departments do not themselves offer a graduate degree. These courses are listed in this section.

Course Descriptions

- GEOL 565 - Hydrology (4)
- MATH 501 - Probability 3
- MATH 503 - Intermediate Analysis 3
- MATH 505 - Complex Analysis 3
- MATH 508 - Advanced Linear Algebra 3
- MATH 509 - Probability and Statistics for Teachers 3
- MATH 510 - Special Topics in Mathematics (1-3)
- MATH 512 - Introduction to Number Theory 3
- MATH 513 - Introduction to Numerical Analysis I 3
- MATH 514 - Introduction to Numerical Analysis II 3
- MATH 516 - Geometry and Measurement for Teachers 3
- MATH 517 - Vector Calculus for Scientists 3
- MATH 523 - Operations Research: Deterministic Models 3
- MATH 524 - Operations Research: Stochastic Models 3
- MATH 528 - Functional Analysis 3
- MATH 535 - Numbers and Number Sense 3
- MATH 536 - Functions and Algebra for Teachers 3
- MATH 537 - Rational Numbers and Proportional Reasoning 3
- MATH 538 - Algebra, Functions and Data Analysis 3
- MATH 539 - Discrete Mathematics 3
- MATH 541 - Introduction to Applied Mathematics I 3
- MATH 542 - Introduction to Applied Mathematics II 3
- MATH 543 - Exploring Algebra and Trigonometry 3
- MATH 544 - Exploring Calculus 3
- MATH 550 - Modeling and Computer Programming 3
- MATH 552 - Mathematical Statistics 3
- MATH 559 - Topics in Statistics (1-3)
- MDLL 510 - Graduate Seminar for Foreign Language Teachers 3
- MDLL 511 - Graduate Seminar for Foreign Language Teachers 3

- MDLL 545 - Methods in Teaching English to Speakers of Other Languages 3
- MDLL 546 - Foreign Language Acquisition Processes: Theory and Practice 3
- MDLL 547 - TESOL Curriculum Design and Materials Development 3

Geology

GEOL 565 - Hydrology

Spring. Offered in alternate years. (4) Hancock. Prerequisite(s): GEOL 101 or GEOL 110 or GEOL 150, and MATH 111, or permission of instructor.

Quantitative investigation of the major components of the hydrologic cycle and their interactions, including atmospheric water, surface water, and groundwater. Graduate students will be required to research topics or questions as given by the instructor and make presentations to the class. Field trips required. Three class hours, three laboratory hours. Cross-listed with (GEOL 315)

Mathematics

MATH 501 - Probability

Fall and Spring 3 Prerequisite(s): Consent of instructor.

Topics include: combinational analysis, discrete and continuous probability distributions and characteristics of distributions, sampling distributions.

MATH 503 - Intermediate Analysis

Spring 3 Prerequisite(s): Consent of instructor.

Sequences and series of functions; analysis in metric spaces and normed linear spaces; general integration and differentiation theory.

MATH 505 - Complex Analysis

Fall 3 Prerequisite(s): Consent of instructor.

The complex plane, analytic functions, Cauchy Integral Theorem and the calculus of residues. Taylor and Laurent series, analytic continuation.

MATH 508 - Advanced Linear Algebra

Fall 3 Prerequisite(s): Consent of instructor.

Eigenvalues, singular values, matrix factorizations, canonical forms, vector and matrix norms; positive definite, hermitian, unitary and nonnegative matrices.

MATH 509 - Probability and Statistics for Teachers

Summer 3 Prerequisite(s): Consent of instructor.

An introduction to probability, descriptive statistics, and data analysis; exploration of randomness, data representation and modeling. Descriptive statistics will include measures of central tendency, dispersion, distributions, and regression. Methods of reliable data gathering. First approaches to statistical inference. A basic course for preparation of K-8 Mathematics teachers.

MATH 510 - Special Topics in Mathematics

Fall and Spring (1-3)

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from topology, algebra, differential equations and various other areas of pure and applied mathematics. *This course may be repeated for credit with permission of the instructor.*

MATH 512 - Introduction to Number Theory

Fall 3 Prerequisite(s): Consent of instructor.

An elementary course in the theory of integers, divisibility and prime numbers, a study of Diophantine equations, congruences, number-theoretic functions, decimal expansion of rational numbers and quadratic residues.

MATH 513 - Introduction to Numerical Analysis I

Fall 3 Prerequisite(s): Consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: roots of equations, systems of linear equations, interpolation and approximation, and numerical integration. Students planning to take MATH 514 are strongly encouraged to take MATH 513 first.

MATH 514 - Introduction to Numerical Analysis II

Spring 3 Prerequisite(s): Consent of instructor.

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: iterative methods for linear systems, eigenvalue computations and differential equations. Students planning to take MATH 514 are strongly encouraged to take MATH 513 first.

MATH 516 - Geometry and Measurement for Teachers

Summer 3 Prerequisite(s): Consent of instructor.

Explorations of the foundations of informal measurement and geometry in one, two, and three dimensions. The van Hiele model for geometric learning is used as a framework for how children build their understanding of length, area, volume, angles, and geometric relationships. Visualization, spatial reasoning, and geometric modeling are stressed. As appropriate, transformational geometry, congruence, similarity, and geometric constructions will be discussed. A basic course for preparation of K-8 Mathematics teachers.

MATH 517 - Vector Calculus for Scientists

Spring 3 Prerequisite(s): Consent of instructor.

Directional derivatives, differential forms and the Poincaré lemma, chain rule; Jacobians, change of variable and application to Lagrangian mechanics; path integrals and the deformation theorem, surface integrals and Stokes' theorem. Additional topics will be covered if time permits.

MATH 523 - Operations Research: Deterministic Models

Fall 3 Prerequisite(s): Consent of instructor.

An introduction to deterministic Operations Research techniques and applications. Topics include search algorithms, simplex search for linear programs, duality and sensitivity analysis for linear programs, shortest path problems, network models and discrete optimization.

MATH 524 - Operations Research: Stochastic Models

Spring 3 Prerequisite(s): Consent of instructor.

A survey of probabilistic operations research models and applications. Topics include stochastic processes, Markov chains, queuing theory and applications, Markovian decision processes, inventory theory and decision analysis.

MATH 528 - Functional Analysis

Spring of odd-numbered years 3 Prerequisite(s): Consent of instructor.

Introduction to the geometry of Hilbert spaces, bounded linear operators, compact operators, spectral theory of compact selfadjoint operators, integral operators and other applications.

MATH 535 - Numbers and Number Sense

Summer 3 Prerequisite(s): Consent of instructor.

Basic number strands in fractions and rational numbers, decimals and percents; ratios and proportions in the school curriculum. Interpretations, computations, and estimation with a coordinated program of activities that develop both rational number concepts and skills and proportional reasoning. A basic course for preparation of K-8 Mathematics teachers.

MATH 536 - Functions and Algebra for Teachers

Summer 3 Prerequisite(s): Consent of instructor.

Examination of representation and analysis of mathematical situations and structures using generalization and algebraic symbols and reasoning. Attention will be given to the transition from arithmetic to algebra, working with quantitative change, and the description of a prediction of change. A basic course for preparation of K-8 Mathematics teachers.

MATH 537 - Rational Numbers and Proportional Reasoning

Summer 3 Prerequisite(s): Consent of instructor.

In this class students explore the conceptual and procedural basis of rational numbers including fractions, percents, and decimals. The essential role that proportional reasoning plays in higher mathematics is discussed. The logic and interpretations of order,

operations, and algorithms are investigated using visual and physical representations. A basic course for preparation of K-8 Mathematics teachers.

MATH 538 - Algebra, Functions and Data Analysis

Summer 3 Prerequisite(s): Consent of instructor.

In this class, students explore the use of mathematics as an analytical tool in applied problems including those with practical and/or scientific settings. Algebraic methods will be applied to problems of coding, growth and decay and probability theory. Elements of statistical analysis of experimental data will also be discussed. This course is designed for secondary mathematics teachers.

MATH 539 - Discrete Mathematics

Summer 3 Prerequisite(s): Consent of instructor.

Topics for discussion in this class will include graph theory, linear programming, identification numbers and check digits, and recursion formulas. Time permitting, symmetry and tilings will also be considered. This course is designed for middle and high school mathematics teachers.

MATH 541 - Introduction to Applied Mathematics I

Fall 3 Prerequisite(s): Consent of instructor.

A study of mathematical principles and techniques common to different scientific disciplines. The central topics are differential and matrix equations. Beginning with symmetric linear systems and associated matrix theory, the course continues with equilibrium equations, least squares estimation, vector calculus, calculus of variations, Fourier series and complex variables. Applications to structures, electrical networks, data analysis, etc. are included.

MATH 542 - Introduction to Applied Mathematics II

Spring 3 Prerequisite(s): MATH 541 or Consent of instructor.

A continuation of Mathematics 541. Topics are numerical methods for linear and nonlinear equations and eigensystems, finite elements, initial-value problems with introduction to the phase plane and chaos, stability analysis, network flows and optimization. Applications to simple fluid flow, heat transfer, assignment and transportation problems, etc. are included.

MATH 543 - Exploring Algebra and Trigonometry

Summer 3 Prerequisite(s): Consent of instructor.

Students will examine polynomial, trigonometric, exponential and logarithmic functions as precursors to their use in calculus. Graphical analysis of these functions and its relationship to the solution of non-linear equations will be considered. Applications to science and engineering will be included. This course is designed for secondary mathematics teachers.

MATH 544 - Exploring Calculus

Summer 3 Prerequisite(s): Consent of instructor.

Students will study the role of limiting processes in the analysis of the standard functions that arise in applied mathematics. Differentiation and integration of polynomials, exponentials and logarithms will be considered. Geometric implications of the methods will be a central topic in this study. Applications from science, economics and finance will be included. This course is designed for secondary mathematics teachers.

MATH 550 - Modeling and Computer Programming

Fall 3 Prerequisite(s): Consent of instructor.

In this class, students will examine mathematical models of a variety of scientific, engineering and economic regimes. As the need arises, computer processing will be employed to demonstrate the implications of these models. Microsoft Excel is a likely choice for the computing language. This course is designed for secondary mathematics teachers.

MATH 552 - Mathematical Statistics

Spring 3 Prerequisite(s): Consent of instructor.

The mathematical theory of statistical inference. Possible topics include: maximum likelihood, least squares, linear models, methods for estimation and hypothesis testing.

MATH 559 - Topics in Statistics

Fall and Spring (1-3) Prerequisite(s): Consent of instructor.

Statistical topics not covered in other courses. Possible topics include: linear models, nonparametrics, multivariable analysis, computationally intensive methods. *This course may be repeated for credit as topics change.*

Modern Languages and Literatures

MDLL 510 - Graduate Seminar for Foreign Language Teachers

Summer 3 Arries, Kulick.

Seminars on technological, pedagogical and cultural topics related to teaching of foreign languages. *These courses may be repeated for credit if topic varies.*

MDLL 511 - Graduate Seminar for Foreign Language Teachers

Summer 3 Arries, Kulick.

Seminars on technological, pedagogical and cultural topics related to teaching of foreign languages. *These courses may be repeated for credit if topic varies.*

MDLL 545 - Methods in Teaching English to Speakers of Other Languages

Spring, Summer 3

Instructional methodology for teaching foreign languages including English as a second or foreign language. Focus on skill development, teaching techniques, assessment, cultural instruction, and technology in foreign language teaching.

MDLL 546 - Foreign Language Acquisition Processes: Theory and Practice

Fall, Summer 3

How are foreign languages acquired? Factors influencing individual variation in skill and fluency include language transfer, optimal input, age, learning styles, and language dysfunction. Focus on foreign language acquisition with respect to learning theory, and physical, cognitive and social development.

MDLL 547 - TESOL Curriculum Design and Materials Development

Fall, Summer 3

Curriculum design for Teaching English to Speakers of Other Languages: the development of ESL lessons and materials, adaptation of content instruction for English Language Learners, cross-cultural factors faced when integrating ELLs into content classes and communication with ELL family members.

School of Education

Office of Academic Programs

301 Monticello Avenue
Williamsburg, VA 23185
Voice (757) 221-2317
Fax: (757) 221-2293
Website: education.wm.edu

Additional Information

- Facilities & Services
- Faculty & Staff
- Development Board

Programs

- General Program Information
- SOE Programs At-A-Glance
- Curriculum & Instruction (C&I)
- C&I Courses
- Educational Policy, Planning & Leadership (EPPL)
- EPPL Courses
- School Psychology & Counselor Education (SPACE)
- SPACE Courses

Message from the Dean

I am thrilled to welcome you to the School of Education at The College of William & Mary! As the new dean for the School, I encourage you to learn more about the many things that make our School of Education so very special. For example, our rankings are extremely strong placing us among the top schools of education in the United States. Our reputation among school leaders is outstanding reflecting the exemplary work of our faculty and our graduates. Our students are among the best anywhere and our superb faculty blend excellence in teaching and research to provide the highest quality educational experiences possible. Our building is a state-of-the art facility and a tremendous showcase in which excellence in learning occurs. There are many more examples I could provide but to me what makes the School of Education at The College of William & Mary so special is how much our faculty, staff, and students care about doing work that matters and making a meaningful difference in the lives of the students we serve.

At this time, when the need for outstanding educational professionals is so great, I can think of no more important work than the work we prepare our students for in the School of Education. I invite you to join us in this effort as we seek to respond with excellence to the many challenges confronting children, adolescents, and adults today. Thank you for taking the time to learn more about us and please do not hesitate to contact me if I can be of any assistance. I sincerely hope that you will join us in making a difference in the Commonwealth, the United States, and the world!

Spencer Niles
Dean, School of Education

Accreditation

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

Academic Programs

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

Leadership, and Curriculum and Educational Technology). An Educational Specialist degree (Ed.S.) program is offered in School Psychology.

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

About the SOE

History

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

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

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

The School of Education was created as a distinct entity within the academic structure in 1961. During ensuing years, the traditional commitment to undergraduate education for teachers has been supplemented by a wide range of graduate degree programs, including conferral of the first doctoral degree in Education in 1972. In the past decade the School of Education has become an institutional leader in advanced studies, as it has accounted for nearly a third of the master's degrees and over half of the doctoral degrees awarded at William and Mary each year. Today, the School of Education continues to take pride in its fusion of liberal education and professional studies at both the undergraduate and graduate levels.

Mission

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

- As the recognized organizational unit within the College with responsibility for initial and advanced preparation of professional educators, the School of Education prepares teachers, specialists, and administrators to be leaders in their respective roles, committed to culturally responsive, reflective practice and to working in partnership with others to improve educational programs.
- The School of Education engages in scholarship and research addressing critical problems in education to generate and disseminate ideas that inform and advance educational discourse, policy, and practice to benefit all learners.

- Through a variety of outreach activities, the School of Education provides model programs in direct service to children, adolescents, and their families, as well as technical assistance and professional development opportunities for educators in PreK-12, higher education, and agency settings.

Beliefs & Values

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

1. Our fundamental purpose is to prepare culturally responsive and ethical professionals who are capable of engaging in reflective and collaborative practice and providing leadership in their respective disciplines.
2. Our programs must be characterized by rigorous curricula, quality instruction and clinical supervision, and a supportive environment in order to prepare these exemplary professionals.
3. The strength of our programs depends on the individual and collective contributions of diverse faculty and staff, the interdependence of these contributions with current and evolving program and unit needs, and an ongoing commitment to faculty and staff enrichment and learning.
4. Faculty hold the unique responsibility for the development, delivery, and ongoing stewardship of our academic programs.
5. We must be a diverse learning community comprised of engaged citizens who demonstrate integrity, mutual respect, and collegiality.
6. Each faculty member must actively engage in rigorous, ongoing scholarship that is focused, substantive, and recognized.
7. Our administrative, organizational, and governance structures must be clearly articulated to support our mission and values effectively and efficiently.
8. We must actively support, impact, and be responsive to our diverse practitioner and professional communities through outreach and service to benefit all learners.
9. To excel at our mission, we must engage in ongoing and intentional evaluation, assess and respond to internal and external data, and attend and contribute to the standards of our profession.
10. We must create and sustain a collaborative culture that reflects our shared beliefs and promotes behaviors that constructively resolve inevitable dissonance.

Conceptual Framework

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

Content Expert

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

Reflective Practitioner

Our beliefs and preparation programs emanate from the continuing scholarship on reflective practice by Dewey (1901, 1933), Schon (1983, 1987), Kolb (1984), Johns (1994), Zeicher and Liston (1996), Newman (1999), Sherwood (2005), and others. We

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

Educational Leader

Given the strengths of our students and preparation programs, we expect that our graduates will assume leadership roles in a variety of educational and societal settings. We broadly define educational leadership to include traditional positions such as preK-12 and university administrative assignments, as well as emerging and expansive roles such as leaders in research and scholarly positions, teacher-leaders, and leaders in the counseling and school psychology professions. To prepare our graduates for these varied roles within their respective specializations and career settings, we aspire to equip them with the essential skills and dispositions requisite for successfully supporting innovation and excellence across the field of education (Fullan, 2005; Fullan, Bertani, & Quinn, 2004; Hattie, 2009). Among the important abilities that will inform the leadership practices of our graduates are research-based technical skills, conceptually sound decision making, thoughtful and informed problem solving, and clear and inclusive communication. We expect our students to embrace and model ethical principles in all aspects of their work. As reflected in these ideals, we hope our graduates develop a personal sense of competence and confidence in leadership roles that encourages resilience in coping with and promoting desired change within the context of a globally connected environment (Zhou, 2009). Further, we expect our graduates to conduct and apply research for the public good through their schools, clinics, and community and state organizations (Anyon, 2005; Ladson-Billings & Tate, 2006). Ultimately, we believe that our graduates will contribute significantly to the educational organizations in which they work and thereby improve the quality of life of the students and other individuals they serve (Hallinger & Heck, 1996; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005).

Effective Collaborator

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

A Dynamic and Core Framework

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

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

Enrichment and Outreach

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

The **Center for Gifted Education** provides a forum in which scholars and practitioners collaborate on research and development projects that enhance an understanding of gifted learners and the ways in which they can be nurtured in the home, school, and community. The Center is recognized nationally and internationally as an organization that develops and disseminates research-based curriculum materials for K-12 students. As part of the School of Education at William and Mary, it also provides master's and doctoral students opportunities for working with school districts and precollegiate learners to foster talent development.

The **New Horizons Family Counseling Center** is a collaborative project between the College and regional school districts. At-risk students in the public school system are referred for family counseling that is provided by masters and doctoral family counseling interns who are supervised by licensed faculty. As a teaching clinic, New Horizons Family Counseling Center provides both a training site for advanced graduate students at William and Mary and free family counseling services for the surrounding community.

The **New Leaf Clinic** provides brief counseling to William and Mary students with issues related to the use of alcohol or other drugs. Counselors at the New Leaf assess students' behaviors and attitudes relating to alcohol and other drugs with research-validated instruments and conduct interventions using Motivational Interviewing techniques. Counseling is provided by faculty-supervised doctoral students and advanced masters students who are interns in the Community and Addictions Counseling track of the School of Education.

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

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

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

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

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

Student Organizations

Graduate Education Association (GEA)

The purpose of the Graduate Education Association is two-fold: to serve as both a visible and transparent governing body as well as a graduate student-led resource for all graduate students at William and Mary's School of Education. The GEA works to foster social, academic, and professional interaction among the graduate education students, faculty and administration; to provide accessible and inclusive opportunities for the exchange of ideas, to the academic and local community across all School of Education programs; to provide opportunities for community service within the surrounding community; to represent the graduate students of the School of Education at official functions and on committees of The College of William and Mary; and to govern in matters of School of Education discipline and honor code violations. All graduate students in the School of Education who have been admitted to a program and/or are enrolled in one or more classes are members. For more information visit the GEA's website or follow us on Facebook. If you have any further questions, concerns, or comments, please e-mail the GEA exec.

Chi Sigma Iota

Established in 1985, Chi Sigma Iota is the international honor society for professional counseling. The Omega Mu Chapter at the College of William and Mary strives to provide a professional and supportive atmosphere for both practicing and future counselors who are working towards their Master of Education in Counseling and their Doctor of Philosophy in Counselor Education.

Chi Sigma Iota Counseling and Professional Honor Society are dedicated to promoting and recognizing excellence in scholarship, research, teaching, and the practice of counseling. The organization seeks out professionals and professionals-in-training who are dedicated to such excellence. Members become part of a network of professionals who ascribe to high standards of scholarship and practice.

Inquiries about the honor society should be forwarded to the chapter advisor, Dr. Shannon Trice-Black at (757) 221-2419.

Kappa Delta Pi, Alpha Xi Chapter

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

The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. To be considered for membership, undergraduates must have completed at least one semester of work in the School of Education and have an overall GPA of 3.25 or higher for all coursework completed. Graduate students must have completed 9 credits at the College of William & Mary with an overall GPA of 3.75 or higher for all graduate courses completed.

For more information visit the School of Education's website at education.wm.edu.

The William and Mary Educational Review (WMER)

The purpose of The William and Mary Educational Review is to create a student publication for those enrolled in the School of Education at The College of William and Mary. It will provide a venue for School of Education students to publish their original work; give students the opportunity to be a part of the process of publishing works in a peer-reviewed journal; and share with the community the work being done to enhance education and scholarship at The College of William and Mary School of Education. All students enrolled in the School of Education, including full-time, part-time, graduate, undergraduate, and unclassified (post-baccalaureate) students, are eligible to participate in The William and Mary Educational Review.

For more information, please visit the WMER website and follow us on Facebook.

If you have any questions, please email us.

SOE: Facilities and Services

Office of Academic Programs

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

Office of Teacher Education and Professional Services

The Office of Teacher Education and Professional Services assist students with clinical placements and licensure. Applications for certification of teachers and other school personnel are processed through this office. By means of the Interstate Compact, graduates who qualify for certification in Virginia may qualify for certification in other states. All completed applications for certification, assessment score reports, and all required fees should be filed with the Director of Clinical Placements and Licensure two weeks prior to graduation. The Associate Dean serves as the Certification Officer for The College of William and Mary in its relations with the Virginia Department of Education. For more information, please call (757) 221-2320 or send an e-mail message to dswalk@wm.edu.

Learning Resource Center

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

SOE: Administration & Faculty

Administrative Staff *

Spencer G. Niles (2013, 2013), *Dean and Professor*—B.S., Bloomsburg University; M.Ed., Lehigh University; Ph.D., The Pennsylvania State University.

Mark Hofer (2009, 2005), *Associate Professor and Associate Dean for Teacher Education and Professional Services*—B.A., Notre Dame University; M.S., Butler University; Ph.D., University of Virginia.

Carol Tieso (2013, 2005), *Associate Professor and Associate Dean for Academic Programs*—B.A., University of California, Berkeley; M.A., California State University, Stanislaus; Ph.D., University of Connecticut.

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

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

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

Brandon Corbett (2010), *Technology Support Engineer*.

Mark Eaton (1998), *Sr. Technology Support Engineer*— B.A., Rutgers University; M.S. Radford University.

Renea Eubanks (2007), *Faculty Secretary*.

Rosario Fox (2013), *Assistant Director for Admissions*—B.A., Plattsburgh State University

Donna Gill (2001), *Fiscal Specialist*.

Elizabeth Kiewiet (2010), *Professional Development Center Coordinator*—B.A., George Mason University; M.Ed., The College of William and Mary.

April Lawrence (2011), *Sr. Academic Technologist*— B.A., Virginia Tech; M.A., University of East Anglia.

Mary Lueker (2011), *Assistant to the Dean*—B.S., University of Virginia.

Peggy Phelps (2014), *Director of Finance & Administration*—B.A., Carleton College; M.P.A., Western Michigan University.

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

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

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

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

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

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

Faculty *

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

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

Carol S. Beers (2008), *Executive Professor*—B.A., Hobart and William Smith Colleges; M.A., Goucher College; Ph.D., University of Virginia.

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

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

- Johnston M. Brendel (2006), *Clinical Associate Professor*—B.A., Virginia Tech; M.Ed., Virginia Commonwealth University; Ed.S. and Ed.D., The College of William and Mary.
- Kim Chandler (2011, 2011), *Clinical Assistant Professor*—B.A., M.A.Ed. and Ph.D., The College of William and Mary.
- Anne H. Charity-Hudley (2011,2005), *William and Mary Professor of Community Studies and Associate Professor of Education and English*—A.B. and A.M., Harvard University; Ph.D., The University of Pennsylvania.
- Jason Chen (2012, 2012), *Assistant Professor*—B.S., M.A.T., and Ph.D., Emory University.
- Eddie R. Cole (2013, 2013), *Assistant Professor*—B.S., Tennessee State University; M.S. and Ph.D., Indiana University.
- Margaret E. Constantino (2013, 2013), *Executive Associate Professor*—B.L.S., Mary Washington College; M.Ed., Virginia Polytechnic Institute and State University; Ph.D., University of Southern Mississippi.
- Jennifer Riedl Cross (2011, 2011), *Research Assistant Professor*—B.S., Tusculum College; M.A. and Ph.D., Ball State University.
- Tracy Cross (2009, 2009), *Jody and Layton Smith Professor of Psychology and Gifted Education*—B.S., M.S., Ed.S., and Ph.D., University of Tennessee, Knoxville.
- Sharon H. deFur (2008, 1998), *Professor*—A.B., The College of William and Mary; M.Ed., Loyola College; Ed.D., George Washington University.
- Michael F. DiPaola (2008, 1998), *Chancellor Professor*—A.B., The College of William and Mary; M.Ed., William Paterson College; M.A., Montclair State College; Ed.D., Rutgers, The State University.
- Jamel K. Donnor (2010, 2010), *Assistant Professor*— B.A., Washington State University; M.A., Ohio State University; Ph.D., University of Wisconsin-Madison.
- Pamela L. Eddy (2013, 2008), *Professor*— B.S., Allegheny College; M.S., Cornell University; Ph.D., Michigan State University.
- Victoria A. Foster (2005, 1992), *Professor*—B.A. and M.A., University of Alabama at Tuscaloosa; Ed.D., North Carolina State University.
- Christopher R. Gareis (2008, 2002), *Associate Professor* —B.A., Washington and Lee University; M.A. Ed., Ed.S., and Ed.D., The College of William and Mary.
- W. Fanchon Glover (2010), *Executive Assistant Professor*—B.S., Presbyterian College; M.Ed. and Ed.D., The College of William and Mary.
- Leslie W. Grant (2012, 2012), *Assistant Professor*—B.A., James Madison University; M.S., Old Dominion University; Ed.S., George Washington University; Ph.D., The College of William and Mary.
- Charles F. Gressard (2010, 1993), *Professor*—B.A., Wittenberg University; M.Ed., Kent State University; Ph.D., University of Iowa.
- Gail B. Hardinge (2008), *Clinical Associate Professor*— B.S., Virginia Commonwealth University; M.Ed., Ed.S. and Ed.D., The College of William and Mary.
- Judith B. Harris (2002, 2002), *Robert D. & Patricia Lee Pavey Chair in Educational Technology, Professor*—B.A., University of Pennsylvania; M.Ed., Beaver College; Ph.D., University of Virginia.
- C. Denise Johnson (2011, 2005), *Professor*—B.S., Kansas State University; M.Ed., University of Texas at Tyler; Ph.D., University of Memphis.
- Melinda L. Johnson, (2014), Assistant Professor of Education- B.A. Brigham Young University ; M. Ed., University of Massachusetts
- Kyung H. Kim (2011, 2008), *Associate Professor*—B.S., Kyungpook National University; M.S. and Ph.D., Korea University; Ph.D., University of Georgia.
- Mihyeon Kim (2011,2011), *Clinical Assistant Professor*—B.A., SungKyunKwan University; M.L.S., Indiana University; Ph.D., Florida State University; Ed.D., The College of William and Mary.
- Lori A. Korinek (1997, 1985), *Professor*—B.S., University of Wisconsin at Madison; M.A.Ed., The College of William and Mary; Ph.D., University of Florida.
- Marguerite M. Mason (2000, 1997), *Professor*—B.A., Knox College; M.S., Western Illinois University; Ph.D., University of Iowa.
- Juanita Jo Matkins (2008, 2004), *Associate Professor*—B.S., Towson State University; M.Ed. and Ed.D., University of Virginia.

Charles R. McAdams (2010, 1997), *Professor*—B.S., M.Ed., and Ed.D., North Carolina State University.

Gail A. McEachron (2004, 1987), *Professor*—B.A. and M.A., Arizona State University; Ph.D., University of Texas at Austin.

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

Patricia A. Popp (2005), *Clinical Associate Professor*—B.A., Boston University; M.Ed., Virginia Commonwealth University; Ph.D., The College of William and Mary.

Deborah L. Ramer (2008), *Instructor*—B.A., James Madison University; M.Ed. and Ed.S., University of Virginia.

Jennifer Robins (2013, 2013), *Clinical Assistant Professor*—B.S., M.S.Ed. and Ph.D., Baylor University.

Gene A. Roche (2002), *Executive Professor and Director of Academic Information Services*—A.B., Hamilton College; M.S. and Ed.D., Syracuse University.

Jacqueline Rodriguez (2013, 2013), *Assistant Professor*—B.A., The George Washington University; M.A., American University; Ph.D., University of Central Florida.

M. Ann Shillingford-Butler (2009, 2009), *Assistant Professor*—B.S., Strayer University; M.Ed., Bowie State University; Ph.D., University of Central Florida.

Drew Stelljjs (2011), *Executive Assistant Professor*—B.S. and M.Ed., James Madison University; Ph.D., The College of William and Mary.

Jeremy Stoddard (2011, 2006), *Spears Term Distinguished Associate Professor*—B.A., Hamline University, M.S., and Ph.D., University of Wisconsin-Madison.

James H. Stronge (1995, 1989), *Heritage Professor*—B.S. and M.A., University of Alabama at Birmingham; Ph.D., University of Alabama at Tuscaloosa.

Michael Stump (2010), *Executive Associate Professor*—B.S., Christopher Newport College; M.Ed., Ed.S. and Ed.D., The College of William and Mary.

Lea A. Theodore (2009, 2009), *Associate Professor*—B.A., State University of New York at Binghamton; M.A., St. John's University; M.A. and Ph.D., University of Connecticut.

Megan Tschannen-Moran (2011, 2000), *Professor*—B.S., Northwestern University; M.Ed. and Ph.D., The Ohio State University.

Sandra B. Ward (2003, 1990), *Professor*—B.S., The College of William and Mary; M.S. and Ph.D., The Pennsylvania State University.

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

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

Adjunct Faculty

Holly Alexander Agati

Marjorie Artzer

Catherine Barber

Martha Bauer

Noreen Becci

Elizabeth Beckhouse

Harry Beil

Jessica Blasik

John Caggiano

Ki Byung Chae

Linda Colbert

Roberta Curtis

Rosann Gatski

David Gilbert

Sandra Gillette

Wandalyn Glover

Bonnie Gobble

Emilie Godwin

Kevin Goff
 Elaine Gould
 Kelly Govain
 Deborah Griesinger
 Monica Griffin
 Lesley Henderson
 Daina Henry
 Alice Herring
 Richard Hilkert
 Karlene Jennings
 Dana Johnson
 Mary Lamprecht
 Frances Lockard
 Kerrigan Mahoney
 Anne Mannarino
 Joy Martin
 Katherine Matthews
 Valerie McDonald
 Deneen Miller
 Anita Morgan
 Robert Oliver
 Mari Overkamp-Smith
 Thomas Pantazes
 Jennifer Parish
 Lisa Pennycuff
 Karen Richardson
 Morgan Riechel
 Grace Rivera
 Jane Roberts
 Derek Robertson
 Laurie Rokutani
 Donna Savage
 Lee Schuster
 Eric Shippee
 Sheila Smith
 Mary Stowe
 Robert Sulzberger
 S Nicole Throckmorton
 Linda Vulcan
 Charles Wagner
 Barbara Weaver
 Gexin Yu
 Melanie Yules

University Supervisors

Marjorie Artzer
 Martha Bauer
 Liz Beckhouse
 Harry Beil
 Linda Colbert
 Robin Curtis
 Rosann Gatski
 Sandra Gillette
 Bonnie Gobble
 Kevin Goff
 Deborah Griesinger
 Alice Herring
 John Hilkert
 Frances Lockard
 Joy Martin

Bobby Oliver
J. Catherine Roberts
Lee Schuster
Janie Smith
Robert Sulzberger
Linda Vulcan
Barbara Weaver

Clinical Faculty - Teachers

Bunny Akers*
Susan Alis
Richard Ambler*
Kerry Armbruster
Karen Armstead
Matthew Auth
Maryann Ayer
Kathryn Bailey
Melissa Baldwin
Maryann Balint
Julie Barrett
Kathleen Barrett
Melissa Bonta
Ann Bradshaw
Jane Broe
Jennifer Brooks
Scott Brown
Amy Brown*
Gene Bruss*
Kathryn Bryant
Robin Burford
Kathryn Burns
Jason Burns
Patricia Byrd-Pritchett
Joan Cannon
Griselda Carlsen
Martha Caruso
Linda Cavanaugh*
Melissa Chai*
Pat Chappell
Lee Ann Chisenhall
Kelley Clark
Heather Cline*
Ashley Clouser
Bryan Cole
Katherine Cole
Leslie Coleman
Jodi Consoli
Melanie Cooke
Pam Crowley
Stephanie Cuffee
Mary Anne Cummins
Grace Cunningham
Thomas Dagley
Diane Danks
Liza Davidson
Lynda Davis
Emil Davis
Eric Dawnkaski
Debra DeJulio
Anne Dell

Tiffany Dormire
Matthew Duckworth*
Cindy Dziurzynski
Bonnie Ellis
Deborah Erwin
David Fahey
Geri Farrell
Tama Ferrara
Nathalyn Field
Emily Finerfrock
Dawn Florence
Lynn Gaunt
Sherrie Geyer
Kathy Gibbs*
Gurkamal Gill
Karen Golden
Grayce Goodwin
Wallace Green
Melinda Griffin
Suzan Griffin
Christopher Hailey
Pamela Hammond
Mary-Lyons Hanks
Craig Harker*
Ellen Harper
Davondra Harper
Diana Harris
Shante` Harvey
Elizabeth Heath
Lynda Heath*
Barbara Henning
Eric Hetzel
Lisa Hill
Melinda Hodges
Veronica Hodges
Elizabeth Hoffman
Megan Holland
Kimberly Holloway
Catherine Holloway
Susan Holmes
Ana Honeycutt
Maggie Hosmer
Diane Howell
Cindy Hrkman
Kimberley Hundley
Merle Ivey*
Jamie Jacobsen
Gloria Johnson*
Marjie Johnson
Beth Johnston
Robin Jones
Sherry Jones
Cynthia Jordan*
Jennifer Jordan
Amber Kaczmarczyk
Kelly Ann Kelly
Rebecca Ketter
Laura Kindley*
Scott Kline
Katie Knaul
Robert Knowles
Krystal Kosanovich

Barbara Kreston
Robyn Lacasse
Jennifer Lampert
R. Brigham Lampert
Lara Lansford*
Alyssa Joye Lee
Brad Leek
Vicki Lewis
Sarah Lichtel
Julie Lipscomb
Jessie Logan
Al Lovelace
Deborah MacDowell
Donna Madison
Karen Marrow
Donna Marshall
Julie Martin
Jennifer Marzana
Karen Mason
Liz Massaro
Pamela Mathias
Erin Mattheisen
Beth Maxwell
Dorothy McClellan
Susie McFatridge
Brian McGovern
Carol Meier
Wendy Melzer
James Miller
Steven Miller
Wendy Miller
Jessica Mistr
Tish Mitchell
Sylvia Mitchell
Robert Moff
Virginia Moliterno
Robyn Moore
Kyle Moser
Sandi Murawski
Janell Nickols
Caroline Noffsinger
Martha Nunley
Robyn O'Neal*
Leslie Panaro
Kelly Pastirik
Gloria Peratsakis*
Rachael Persinger
Kathy Poe*
Virginia Price
Dawn Marie Quinn-Stokes
Leonora Reiley
Adrienne Richardson
Ann Marie Robinson*
Cathryn Robinson
Glen Roettinger
Timothy Rowe
Judith Salzman
Judith Sargent
Dianne Scullary
Heather Scully
Roger Searles
Patty Seftas*

Josie Sevilla
 Susan Sharp
 Linda Sidebottom*
 Kate Sikes
 Gina Simon*
 Maria Slavin
 Rachel Smith
 Penny Smith
 Joanne Smith
 John Spence
 Kelly Stewart*
 Marcia Swanson
 Jayne Taylor
 Diane Teh
 Marjorie Thrash
 Heather Trueblood
 Andrea Turner
 Monica Underwood
 Marie Vallone
 Lynnette Vaughan
 Bonnie Wade
 Helandra Waiters
 Rebecca Walker
 Lynn Walls
 Angel Washington
 Michael Weinstein
 Christine White
 Margaret Wiggins*
 Elizabeth Williams
 Linda Woodard*
 Susan Worthington
 Deborah Wright
 Mallory Young
 Kristen Zoby
 Connie Zolcinski

**Denotes Lead Clinical Faculty*

Clinical Faculty - School Counselors

Marti Coffield
 Jennifer Ericsson
 Crystal Hatton
 Eyvette Jones
 Kate Lubrano
 Leslie Miller
 Nancy Peterson
 Jennifer Smith
 Amy Stoutenger

Cooperating Teachers

Bunny Akers
 Richard Ambler
 Christy Anderson
 Kerry Armbruster
 Matt Auth
 Maryann Ayer
 Kathryn Bailey
 Maryann Balint
 Melissa Bonta-McAdams

Jennifer Bradley
Jane Broe
Kathryn Bryant
Kathy Burns
Johanna Byrnes
Griselda Carlsen
Linda Cavanaugh
Lee Ann Chisenhall
Bryan Cole
Leslie Coleman
Jodie Consoli
Mary Ann Cummins
Emil Davis
Debra Deliulio
Gretchen DeWall
Tiffany Dormire
Matt Duckworth
Cindy Dziurzynski
Bonnie Ellis
Debbie Erwin
Hildelisa Espinal
Dave Fahey
Nathalyn Field
Mary Flaherty-Nobile
Dawn Florence
Sherrie Geyer
Gurkamal Gill
Karen Golden
Pete Grabowski
Craig Harker
Ellen Harper
Elizabeth Heath
Lynda Heath
Elizabeth Hoffman
Ana Honeycutt
Lindsay Horne
Merle Ivey
Beth Johnston
Robin Jones
Cindy Jordan
Laura Kindley
Scott Kline
Bobby Knowles
Krystal Kosanovich
Barbara Kreston
Brig Lampert
Jennifer Lampert
Jessie Logan
Deborah MacDowell
Jennifer Marzana
Erin Mattheisen
Susie McFatridge
Sharon McGeein
Brian McGovern
James Miller
Shirley Miller
Wendy Miller
Sheila Morris
Kyle Moser
Martha Nunley
Robyn O'Neal
Colleen Osterdahl

Betty Pace
 Leslie Panaro
 Melanie Pelsola
 Gloria Peratsakis
 Ann Marie Robinson
 Judy Sargent
 Heather Scully
 Roger Searles
 Patty Seftas
 Susan Sharp
 Kate Sikes
 Alison Simon
 Maria Slaven
 Kristine Smith
 Penny Smith
 Rachel Smith
 John Spence
 Kelly Stewart
 Nicole Throckmorton
 Lisa Torrey
 Heather Trueblood
 Andrea Turner
 Bonnie Wade
 Lynn Walls
 Angel Washington
 Vallarie Wilkins
 Elizabeth Williams
 Sarah Williams
 Linda Woodard
 Sue Worthington
 Debbie Zanca
 Wan Zhang

School Psychology Field Supervisors

Alison Adams
 Barbara Banze
 Leslie Bell-Stanton
 Marlene Gooding
 Megan Grothaus
 Anne Hearth
 Dori Heimlick
 Lesley Henderson
 Krista Hill
 Catherine Lee
 Christina Mahoney
 Robin McClaine
 Kelly McCrowell
 Theresa Nickens
 Robin Overbey
 Rose Polera
 Marie Rhodes-Dawson
 Katie Tanner
 Jennifer Tingley
 Shepard Stephenson
 Wendy Strauss

SOE: Development Board

The mission of the Development Board of the School of Education, chartered during the College's tercentenary year in 1993, is to provide assistance and counsel to the Dean and Director of Development on a comprehensive fundraising plan for the School.

Chair

J. Roy Geiger II '72, M.Ed. '77, Ed.S. '86, Ed.D. '94 Williamsburg, VA

Members

Mary Frances Briley '66, M.Ed. '75, Ed.D. '90	Carrollton, VA
Virginia Vogel Carey '71, M.Ed. '79, Ed.S. '93	Williamsburg, VA
A. Bruce Chamberlin M.Ed. '91	Washington DC
Donna Metzger Evans '71	Williamsburg, VA
Emily Gerdelman '07	Williamsburg, VA
Robert J. Grant C.A.S.E. '82, Ed.D. '83	Palmyra, VA
Robert W. Harrell '60, Ed.S. '83	Suffolk, VA
Susan Zanetti Harrison '86, M.A.Ed. '94	Fredericksburg, VA
Karol Willis Hull A.C.E.A. '82	Williamsburg, VA
Judith Urian Lownes '60	Williamsburg, VA
Paul L. Parsons M.Ed. '91	Washington, DC
Melinda Stancill Poe '75	Smithfield, VA
Deborah Gold Smith '92	Monroe, NC
Yvonne Smith-Jones M.A.Ed. '87, Ed.S. '93, Ed.D. '97	Charles City, VA
Phillip S. Wherry '91	Vienna, VA

Ex-officio Board Members

Dr. Spencer G. Niles, Dean

Dr. Mark Hofer, Associate Dean for Teacher Education and Professional Services

Dr. Patty Purish O'Neill, Director of Development

SOE: Policies

- Academic Policies
- Admission Requirements
- Financial Information
- Assistantships, Fellowships & Scholarship Awards

SOE: Academic Policies

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

Advisement

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

courses the student will take as part of his or her master's, specialist, or doctoral program must be filed in the Office of Academic Programs during the initial term of enrollment following admission. Courses completed prior to the filing of an approved program of studies may not be applicable to the degree program.

Independent Study

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

Definition of Graduate Credit/Courses

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

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

Academic Standards

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

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

Program Course Exemptions

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

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

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

Students who wish to request degree credit for graduate work taken at another institution of higher education, whether completed prior to or following admission to graduate study in the School of Education, should consult with their program advisor and request concurrence. Prior coursework can be considered for transfer credit only if it was completed within four years of the date of admission to the student's current graduate program. Also, in order for a course to be considered for transfer credit from another institution, the student must have received a grade of B or better. Only graduate courses which were not part of a master's degree program may be eligible for transfer (providing the maximum number of transfer hours and the course age requirements are met). If a student wishes to transfer a course that was not part of a prior degree, but taken in addition to and during the time in which the student was pursuing the prior degree, the student must have the transferring institution provide documentation to that effect. If approval is given, the advisor will complete an Approved Transfer of Graduate Credit form and forward the request to

the Office of Academic Programs. Request for transfer can be considered formally only following admission to graduate study and upon receipt of an official transcript from the institution where the work was completed.

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

Evaluation System

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

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

Students are graded A, they receive 4 quality points;

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

Add/Drop and Withdrawal

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

Continuous Enrollment

Doctoral students must be continually enrolled during the academic year for a minimum of one semester credit hour from the time of matriculation until you have successfully completed and defended your dissertation. During academic semesters in which you are not enrolled in academic coursework or dissertation credits, you must enroll in one-credit of continuous enrollment EDUC 799 to maintain active status. Upon successful defense of a dissertation proposal, you should enroll in dissertation credit hours EDUC 800 for a minimum of three-credits per semester. You may formally request a leave of absence from the program by following the appropriate School of Education protocol. Failure to maintain continuous enrollment will result in withdrawal from a program and require a petition to request reinstatement. Repayment of tuition for continuous enrollment will also be required as appropriate for requisite terms.

Leave of Absence

The Associate Dean of Academic Programs may grant leaves of absence to graduate students in the School of Education. Leaves of absence shall be granted for a specific period of time. A student who requests an extension of a current leave of absence shall have the request considered as a new request. Students approved for a leave of absence will have their time limit for degree completion requirement stopped for the duration of the approved leave period. Upon return from approved leave, the student's time limit to degree completion count will resume. To request a leave of absence, students are required to complete and submit the School of Education Application for Leave of Absence Form to the Associate Dean of Academic Programs at least 30 days prior to the leave request date.

Transfers Between Program Areas and Within Program Areas

The three program areas are defined as (1) Curriculum and Instruction, (2) Educational Policy, Planning and Leadership and (3) School Psychology and Counselor Education. Matriculated students who wish to transfer between areas will be required to complete an abbreviated re-application process. The student will be considered and treated as a new applicant. The following information should be provided:

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

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

Research Graduate Students

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

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

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

A Research Graduate student:

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

Candidacy for Graduation

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

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

Requests for Changes

To request a change of advisor, a course substitution in an approved program of studies, an extension of time for program completion, or other exceptions to academic policies, students should direct their appeals to the School of Education Academic Affairs Committee, through the Associate Dean for Academic Programs of the School of Education. Petition forms for this purpose are available in the Office of Academic Programs or on the School of Education web site.

Study Abroad

Study abroad opportunities are available for elementary and secondary education students in Bath, England, through the *Advanced Studies in England Program*. Students can earn six hours of elective credit beyond their regular scheduled course work

by arranging transfer credit for EDUC V91. Study abroad credits will be accepted beyond the normal 12-hour limit on transfer credit.

Academic Holds

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

SOE: Admission Requirements

Admission Procedures

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

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

Applications and all supporting materials should be sent to:

Regular Mail

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

Overnight Express

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

All materials required for consideration must be received within one year and become the property of the School upon receipt. If more than a year elapses, one must reapply, update recommendations and test scores if necessary, and submit another application

fee. After the Fall and Spring deadlines, completed applicant files will be reviewed by the program faculty and the Office of Academic Programs.

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

Review of Off-Cycle Admissions

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

Admission Examination Requirements

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

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

Admission Review

Faculty in each area will review applications and recommend applicants for admission, wait list, deferred admission, or denial of admission.

Program Area Admission Policies

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

Curriculum and Instruction (C&I)

The College offers M.A.Ed. programs in Curriculum and Instruction which include concentrations in Elementary Education; Secondary Education; Literacy Leadership; Gifted Education; and Special Education (initial certification and Collaborating Master Educator). The C&I area accepts applications during two admission cycles each year. The deadline for application for summer/fall enrollment is January 15. All C&I programs admit to the summer/fall semester. The Literacy Leadership, Special Education and Gifted programs also accept applications for Spring semester matriculation. The deadline for application to these specific programs for the spring semester is **October 1**.

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

General Admission Guidelines

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

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

Educational Policy, Planning, and Leadership (EPPL)

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

The EPPL area accepts applications only one time each year. The deadline for application for summer/fall enrollment is January 15.

General Admission Guidelines

Master's applications - undergraduate grade point average > 2.5 and standardized entrance examination score > 40th percentile;

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

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

School Psychology and Counselor Education (SPACE)

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

The SPACE area accepts applications only one time each year. The deadline for application for summer/fall enrollment is **January 15**.

General Admission Guidelines

MASTER'S DEGREE

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

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

EDUCATIONAL SPECIALIST DEGREE (SCHOOL PSYCHOLOGY)

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

DOCTORAL DEGREE PROGRAM

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

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

International Student Admission

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

English Language Proficiency

Applicants whose native language is not English must have ETS submit the results of the test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores to the Office of Academic Programs. Although a minimum score for admission has not been issued, international students who are typically admitted score at least 100 on the internet version of the exam (or comparable score on other versions of the exam). Scores more than 2 years old cannot be reported or verified by ETS.

Required Academic Qualifications

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

Student Visas

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

Deferral Procedures

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

Appeal Procedures

An applicant may request an exception to application policies and procedures by addressing an appeal to the Associate Dean for Academic Programs. For example, in the event that an official transcript is delayed, the student may petition in writing that his/her file be considered with an "unofficial" transcript. The student must present evidence that the official transcript was requested. A student whose file has an "unofficial" transcript may be admitted contingent upon receipt of the official transcript. If an applicant is denied admission, he/she may request reconsideration by addressing an appeal to the Associate Dean for Academic Programs. The appeal should include all available evidence and/or documentation that might indicate that the application decision may not have represented an accurate evaluation of demonstrated ability.

Confirmation of Admission

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

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

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

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

SOE: Financial Information

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

Tuition and General Fees (per semester)

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

	In-State	Out-of-State
Full-time		
Tuition and Fees	\$6,250.00	\$14,000.00
Per credit hour	\$430.00	\$1,100.00

Part-time students are charged per credit hour.

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

	In-State	Out-of-State
Tech Fee	\$50.00	\$50.00
Student Faculty Fee	\$2.50	\$2.50
General Fee*	\$1,993.00	\$1,993.00
Facility Fee	\$401.50	\$401.50
HEETF Fee	\$15.00	\$31.00
State Building Fee	-----	\$262.50

** General Fee includes auxiliary services, Debt Service and Student Activities.
(Note: The Executive Ed.D Program follows a different fee structure.)*

Credit for Scholarships

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

College-Wide Financial Assistance

Student Loans are available to students whether or not they have demonstrated financial need. Students interested in applying for a loan must first complete the Free Application for Federal Student Aid (FAFSA) by April 1. Once the Financial Aid Office has received the FAFSA data, they will package the student. The package will indicate whether or not the student is eligible for the loan and all pertinent loan instructions will be enclosed.

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

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

SOE: Assistantships, Fellowships & Scholarship Awards

Graduate assistantships are the primary source of financial assistance offered by the School of Education. Through graduate assistantships, full-time graduate students have the opportunity to assist the School of Education in meeting teaching, research, or

administrative obligations. In return, students receive tuition assistance and a stipend. The total remunerative value of an assistantship is a “package” including both tuition support and a stipend, as well as an out-of-state tuition waiver, if applicable.

Assistantships are available in other offices on the William and Mary campus as well as in other educational agencies in the community. The exact dollar value varies each year and is determined by the hiring agency.

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

Assistantship Application Process

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

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

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

Appointment Process

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

Responsibilities of the Graduate Assistant

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

Level of Financial Support

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

Master’s Level

- Full-time assistantship: \$11,884 tuition scholarship plus a \$4,654 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$16,538*.
- Half-time assistantship: \$4,269 tuition scholarship plus a \$4,000 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$8,269*.

Doctoral Level

- Full-time assistantship: \$11,884 tuition scholarship plus a \$10,816 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$22,700*.
- Half-time assistantship: \$7,350 tuition scholarship plus a \$4,000 stipend (paid in bi-weekly installments during the contract period), or a total remunerative value of \$11,350*.

**Out-of-state students who receive at least \$4000 in stipend per year are eligible for an out-of-state tuition waiver. "Tuition waiver" means that out-of-state students will be charged tuition at the in-state rate. This adds an additional \$14,386 (the difference between in-state and out-of-state tuition) to the total package.*

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

Other Student Financial Assistance

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

The School of Education annually awards the following scholarships to qualifying undergraduate and graduate students:

- Fred M. Alexander Scholarship
- Barton Malow Fellowship
- Dawn I. Benson Memorial Scholarship
- Dean Bettker Memorial Scholarship
- Edward E. Brickell School Leader Partnership
- Donald S. and MaryAnne Bruno Elementary Education Scholarship
- Douglas E. Braun Fellowship
- Chamberlin Higher Education Award
- Chandler Family Scholarship
- Christopher Wren Association Scholarship
- Emily Joyce Davis Scholarship
- Emma Waddill Davis Memorial Scholarship
- Harry and Martha Divens and Lawrence and Margaret Hauben Scholarship
- James Scott Duff Scholarship
- Educational Leadership International Student Scholarship
- Harry Robert Elmore Memorial Scholarship
- S. Stuart Flanagan Family Graduate Fellowship
- S. Stuart Flanagan Family Mathematics Scholarship
- S. Stuart Flanagan Family Scholarship
- Armand J. and Mary Faust Galfo Education Research Fellowship
- Mary Faust Galfo Science Teaching Award
- Kevin E. Geoffroy Memorial Scholarship
- Sarah Lindsey Gupta Memorial Scholarship
- John B. and Frances H. Harmon Family Scholarship for Men
- John B. and Frances H. Harmon Family Scholarship for Women
- Hershberger Family Scholarship
- Frederick L. Hill Mathematics Teaching Scholarship
- Helen C. Hopper Memorial Scholarship

- Hornsby Family Scholarship
- Jennings Family Scholarship
- Kappa Delta Pi Achievement Award
- David W. Leslie Research Award
- Barbara Eanes Lockwood Memorial Scholarship
- Mary L. Murphy Scholarship
- Frances H. and Robert O. Nelson Memorial Scholarship
- Patriot Heritage Scholarship for Social Studies Education
- Peter and Phyllis Pruden Scholarship
- Peter D. Pruden Jr. and Phyllis S. Pruden Scholarship
- Susan Bruch Rose Memorial Scholarship
- School of Education Dean's Award for Excellence
- Professor John Thelin Higher Education Research Award
- Thom Terwilliger Higher Education Fellowship
- Joyce VanTassel-Baska Award for Excellence in Gifted Education
- Carol Veazey Titmus Scholarship
- James E. and Barbara B. Ukrop Richmond City Public School Teacher Scholarship
- John H. and Ardyss S. Wherry Scholarship
- Margie Lee Wygal and Family Scholarship

The School of Education is grateful to those who generously give to endowed scholarship funds and to the Fund for Excellence making these financial awards possible. Gifts from generous and committed donors have enabled students at the School of Education to achieve many of their goals.

To review the qualifications for these scholarships and awards and for additional financial aid information and links to scholarship opportunities outside the School of Education, go to School of **Education Scholarships and Awards** at: <http://education.wm.edu/admissions/financialaid/index.php>.

Programs

- General Program Information
- SOE Programs At-A-Glance
- Curriculum & Instruction (C&I)
- C&I Courses
- Educational Policy, Planning & Leadership (EPPL)
- EPPL Courses
- School Psychology & Counselor Education (SPACE)
- SPACE Courses

SOE: Graduate Degree Programs – General Program Information

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

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

Curriculum & Instruction (C&I)

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

Educational Policy, Planning & Leadership (EPPL)

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

School Psychology & Counselor Education (SPACE)

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

Master's Degree Programs

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

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

1. Each master's degree program includes a specialized culminating activity that is appropriate to the content of the program.
 - A. Students whose programs include Thesis, Project, Seminar in Education, or Master's Degree Project as the culminating activity may not register for this final three-hour course in their programs unless they have a grade-point average of 3.0 (B) or higher.
 - B. Early in the semester prior to their final term of study, students should consult with their program advisor about this culminating activity.
2. Students have 6 years after matriculation to complete the degree.

Doctoral Degree Programs

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

Doctor of Education Degree

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

Doctor of Philosophy Degree

The purpose of the Doctor of Philosophy degree program is to develop scholars to conduct original research and interpret and communicate the results of such research to various constituencies concerned about education and other human services. The

Ph.D. degree program prepares scholars for service as college and university professors, educational administrators, government or foundation officials, or independent researchers and practitioners.

General Requirements

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

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

Doctoral Cognate in Special Education

Students who are interested in increasing knowledge and leadership competencies related to individuals with disabilities are encouraged to consider a 12-hour cognate in Special Education after admission to one of the EPPL Ph.D. emphasis areas. Cognate courses should be selected with the academic advisor in the development of the original program of studies since most are offered every 2 years.

Residency Requirements

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

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

Comprehensive/Doctoral Committee

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

Doctoral Comprehensive Exams

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

Dissertation

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

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

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

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

Proposal

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

Proposal Defense

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

Enrollment

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

Defense

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

Additional Considerations

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

Following successful defense, and no less than two weeks prior to the next commencement, two copies of the final approved dissertation must be delivered to the administrative office in the Swem Library for binding and microfilming. Upon successful

completion of the oral comprehensive exam, students will receive a dissertation publication package from the Office of Academic Programs. This publication will aid with the dissertation publication process.

Policies Pertaining to Qualifying and Comprehensive Exams.

Enrollment. A student must be enrolled at the time he or she is meeting any exam requirement. The student must apply with the School of Education Graduate Registrar to take the exam.

Preparation. Students may work together as well as on their own in preparing for the Qualifying and Comprehensive Exams. During the Exam period all work must be done individually.

Duration and Location. The Qualifying and Comprehensive Exams are offered twice annually: shortly after the start of the fall and spring semesters. Students have five days to write their exams. The Exams may be written anywhere under the auspices of the Honor Code.

Materials Permitted. Students are permitted the use of any materials in writing their Qualifying and Comprehensive Exams. The Exam essays should not include work previously submitted for academic credit. Exam takers will be asked to sign a statement certifying this requirement and that they had no assistance (regarding content or editing) during the Exam period.

Evaluation. The Qualifying and Comprehensive Exams will be evaluated using blind review. The faculty will evaluate the exam on a Pass/Fail/Honors basis. A unanimous vote is required for an Honors designation; a majority is necessary for all other evaluations. The review of the exam should be completed within three weeks. The designated committee chair will notify the Office of Academic Programs regarding the status of the student's evaluation; subsequently, the Office of Academic Programs will notify the student. Successful completion of the Comprehensive Exam moves a student to the level of doctoral candidacy.

In the event of an unsatisfactory evaluation of the Exam, the designated committee chair will provide feedback and make recommendations to address any deficiencies. A second exam will be scheduled during the next administration of the exam for the portion of the exam failed. If the candidate fails either the Qualifying Exam or the Comprehensive Exam twice, the candidate will be removed from the program.

SOE: Graduate Programs At-A-Glance

Curriculum and Instruction – C&I			
Areas of Specialization	Master's Level Program	Specialist Level Program	Doctorate Level Program
Elementary Education	M.A.Ed.		
Secondary Education	M.A.Ed. with concentrations in English, Mathematics, Foreign Languages, Science, and Social Studies		
Special Education	M.A.Ed. in General Curriculum or Collaborating Master Educator		
Gifted Education	M.A.Ed. Program		
Literacy Leadership	M.A.Ed. Program		
Math Specialist	M.A.Ed. (for licensed teachers)		
Education Policy, Planning and Leadership – EPPL			
Areas of Specialization	Master's Level Program	Specialist Level Program	Doctorate Level Program
Administration and Supervision PreK-12	M.Ed.		Ed.D./Ph.D./Executive Ed.D.
Gifted Education Administration			Ed.D. /Ph.D.

Higher Education Administration	M.Ed.		Ed.D./Ph.D.
Curriculum Leadership			Ed.D./Ph.D.
Curriculum and Educational Technology			Ed.D./Ph.D.
School Psychology and Counselor Education – SPACE			
Areas of Specialization	Master’s Level Program	Specialist Level Program	Doctorate Level Program
Counseling	M.Ed. with concentrations in Community; Community & Addictions; School; and Family		Ph.D in Counselor Education
School Psychology	M.Ed.	Ed.S.	

SOE: Curriculum & Instruction (C&I)

- Additional Courses for Licensure
- Field Experiences
- Transportation
- Licensure Testing Requirements
- Student Teaching Semester
- CPR AED First Aid Training
- Exit Criteria and Procedures
- Advanced Programs Add-On Endorsements

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

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

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

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

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

- Examination of student assessment strategies, especially in curriculum-based assessment that informs classroom teaching;
- Maintenance of a portfolio documenting acquisition of professional competencies.

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

Additional Courses for Licensure

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

Secondary (including K-12 foreign language) students should hold a baccalaureate degree in the subject that they intend to teach. Secondary students must also satisfy Subject Area Endorsement Requirements in English, mathematics, foreign languages (Chinese, French, German, Latin, or Spanish), science, (biology, chemistry, earth science, or physics) or social studies. For specific details, see the section that follows titled *Secondary Education - Subject Area Endorsement Requirements*.

Transportation - All field experiences take place in K-12 classroom settings. Students are placed in schools within a 60 mile radius of the School of Education. This placement could be up to a 45 minute drive from campus. Students are responsible for getting to practica and student teaching placements. Students should provide their own transportation. Taking public transportation is an option, but not always practical, and will only work if placed in the Williamsburg-James City County School Division. Relying on others for rides is never an optimum arrangement but may be necessary.

Student Teaching Semester - To be eligible to student teach, students must meet the Praxis I requirement (see Licensure Testing Requirements below) and successfully complete all education program courses with passing grades. Earning an F or I in any of these courses will prevent students from participating in student teaching.

Exit Criteria and Procedures - To complete a program in education, students must successfully complete all of the designated licensure assessments, general studies or subject area content requirements, and the education courses described in this section, including student teaching. The student's university supervisor and cooperating teacher are each required to verify and evaluate the student's performance during a full-time student teaching experience of at least 400 contact hours with pupils in a state-accredited K-12 school. After verification by the Associate Dean for Teacher Education and Professional Services that the students have successfully completed all course and program requirements, the Office of Teacher Education and Professional Services helps the students to obtain the appropriate teaching license in Virginia or other state of their choice.

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

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

Licensure Testing Requirements - Students are required to achieve passing scores on assessments prescribed by the Virginia State Board of Education, both for program completion and for licensure. These assessments include Praxis Core Academic Skills for Educators Test (or an allowed substitution), Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Reading for Virginia Educators (RVE) assessment, if applicable. Complete information about assessments can be found on the Virginia Department of Education web site at <http://www.doe.virginia.gov/teaching/licensure/profassessment.pdf>.

Praxis Core Academic Skills for Educators Test is an academic skills assessment of reading, writing, and mathematics. Registration information for the Praxis Core Academic Skills for Educators Test is available on the ETS web site (<http://www.ets.org/praxis/register>). There are three alternate means by which a teacher candidate may meet the Praxis Core Academic Skills for Educators Test requirement in lieu of taking the full battery of subtests (i.e., reading, writing, and math).

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

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

VCLA Qualifying Score Option: A qualifying VCLA score combined with a Qualifying Score on the Mathematics Subtest of Praxis Core Academic Skills for Educators Test or SAT or ACT: A composite score of 470 on the VCLA with subtest scores of at least 235 on writing and 235 on reading may be combined with a qualifying score on the mathematics portion of the Praxis Core Academic Skills for Educators Test mathematics subtest (minimum 150) or the SAT mathematics subtest (530 after April 1, 1995, or 510 prior to that date) or the ACT mathematics subtest (22 after April 1, 1995, or 21 prior to that date). Registration information is available on the NES web site (<http://www.va.nesinc.com>).

The Praxis Core Academic Skills for Educators Test must be passed or substitution made the semester before student teaching.

Praxis II is a general content knowledge exam for elementary and secondary education teachers. The Praxis II exam must be passed prior to program completion.

VCLA - The Virginia Communication and Literacy Assessment (VCLA) is a test of communication, reading, and writing skills. This test is required for individuals seeking an initial Virginia teaching license and program completion. Current information is available on the web at www.va.nesinc.com. The Virginia Communication and Literacy Assessment must be passed prior to program completion.

RVE- The Reading for Virginia Educators: Elementary and Special Education (RVE) assessment is a test of knowledge of reading instruction. This test is required for individuals seeking licensure in elementary education and program completion. Registration information for the RVE is available on the ETS web site (<http://www.ets.org/praxis/register>). The Reading for Virginia Educators assessment must be passed prior to program completion.

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

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

(Note: Teacher candidates must take and pass the state of Virginia's mandated licensure assessments for program completion. In the event that the Virginia Department of Education implements a change in the required assessment for basic communication/literacy, reading, pedagogy, or content knowledge, then the new state-mandated assessment(s) will be required for program completion in lieu of the former assessment.)

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. Documentation of training (typically in the form of a current certification card) must be provided to the Office of Teacher Education and Professional Services as part of the licensure application packet.

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

SOE: Curriculum & Instruction (C&I) Programs

Initial Licensure Programs

- Elementary Education (PreK-6), MAEd
- Secondary Education (Grades 6–12), MAEd
- Secondary Education - Subject Area Endorsement Requirements
- Special Education, MAEd
- English as a Second Language Dual Endorsement Program

Special Programs

- Special Reading & Writing Programs

Advanced Programs for Licensed Teachers

- Special Education Collaborating Master Educator, MAEd
- Gifted Education, MAEd
- Literacy Leadership, MAEd
- Math Specialist, MAEd
- Algebra I Add-On Endorsement, MAEd

Initial Licensure Programs

Elementary Education (PreK-6), MAEd

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

First Semester (Summer 12 Hours)

- CRIN 591 - Current Issues in Curriculum, Instruction, and Assessment (3).
- EDUC F11 - Social, Philosophical, Cultural, and Historical Foundations of Education (3). *
- EDUC F12 - Advanced Educational Psychology & Development (3).
- EDUC F65 - Research Methods in Education (3).

Note:

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

Second Semester (Fall 17 Hours)

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

Note:

PRAXIS I must be passed before the student teaching semester.

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

Third Semester (Spring 16 Hours)

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

Note:

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

Total Hours: 45

Additional Information:

For more information regarding this program, contact Dr. Gail McEachron at (757) 221-2341; gamcea@wm.edu.

Secondary Education (Grades 6–12), MAEd

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

The subject area requirements for specific secondary school teaching endorsements are outlined in the Secondary Education - Subject Area Endorsement Requirements section of this catalog.

First Semester (Summer 12 hours)

- CRIN 591 - Current Issues in Curriculum, Instruction, and Assessment (3).
- EDUC F11 - Social, Philosophical, Cultural, and Historical Foundations of Education (3). *
- EDUC F12 - Advanced Educational Psychology & Development (3).
- EDUC F65 - Research Methods in Education (3).

Note:

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

Second Semester (Fall 13 - 16 hours)

Select one of the following (3 hours):

- CRIN S00 - Curriculum and Instructional Methods (Social Studies) (3).
- CRIN S01 - Curriculum and Instructional Methods (English) (3).
- CRIN S02 - Curriculum and Instructional Methods (Modern Foreign Language) (3).
- CRIN S03 - Curriculum and Instructional Methods (Mathematics) (3).
- CRIN S04 - Curriculum and Instructional Methods (Science) (3).

Select one of the following (1 hour):

- CRIN S10 - Practicum in Secondary Schools -Social Studies (1).
- CRIN S11 - Practicum in Secondary Schools-English (1).
- CRIN S12 - Practicum in Secondary Schools-Modern Foreign Languages (1).
- CRIN S13 - Practicum in Secondary Schools – Mathematics (1).
- CRIN S14 - Practicum in Secondary Schools – Science (1).

and,

- CRIN S05 - Content Reading and Writing (2).
- CRIN S05P - Content Reading and Writing–Practicum (1).
- CRIN S07 - Designs for Technology-Enhanced Learning (Secondary) (2).
- CRIN S08 - Classroom Adaptations for Exceptional Students (Secondary Education) (1).
- CRIN S09 - Classroom Organization, Management and Discipline (Secondary Education) (1).

- CRIN S50 - Characteristics of Exceptional Student Populations (Secondary) (1).
- CRIN S51 - Differentiating and Managing in Diverse Classrooms Practicum: Secondary (1).
- CRIN S77 - Literature for Adolescents (3). *

Note:

**Required of Secondary English students only.*

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

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

Third Semester (Spring 15 hours)

- CRIN 550 - Assessment of Learning (1).
- CRIN 590 - Collaborating with Families and School Personnel (3).

Select one of the following (2 hours):

- CRIN S38 - Instructional Planning in Secondary English (2).
- CRIN S39 - Instructional Planning in Secondary Mathematics (2).
- CRIN S40 - Instructional Planning in Secondary Modern Foreign Language (2).
- CRIN S41 - Instructional Planning in Secondary Science (2).
- CRIN S42 - Instructional Planning in Secondary Social Studies (2).

Select one of the following (1 hour):

- CRIN S38P - Instructional Planning in Secondary English Practicum (1).
- CRIN S39P - Instructional Planning in Secondary Mathematics Practicum (1).
- CRIN S40P - Instructional Planning in Secondary Modern Foreign Language Practicum (1).
- CRIN S41P - Instructional Planning in Secondary Science Practicum (1).
- CRIN S42P - Instructional Planning in Secondary Social Studies Practicum (1).

Select one of the following (1 hour):

- CRIN S43 - Secondary Curriculum & Instruction Seminar (English) (1).
- CRIN S44 - Secondary Curriculum & Instruction Seminar (Mathematics) (1).
- CRIN S45 - Secondary Curriculum & Instruction Seminar (Foreign Language) (1).
- CRIN S46 - Secondary Curriculum & Instruction Seminar (Science) (1).
- CRIN S47 - Secondary Curriculum & Instruction Seminar (Social Studies) (1).

Select one of the following (7 hours):

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

Note:

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

Total Hours: 40-43

Secondary Education – Subject Area Endorsement Requirements

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

English

Dr. John Noell Moore

jnmoo@wm.edu; (757) 221-2333

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

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

6 hours in American literature covering a broad spectrum of American literary history.

3 hours in Shakespeare.

3 hours in the study of a genre.

3 hours in an upper level creative writing course, a course in advanced composition, or a course in the teaching of writing.

6 hours in linguistics (required: an introduction to linguistics; a course in the history of the English language.)

3 hours in world literature or documented evidence (course name and number, authors and texts) of world literatures studied in multiple courses.

3 hours in a course that heavily emphasizes the work of women writers or documented evidence (course name and number, authors and texts) of women writers studied in multiple courses.

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

Mathematics

Dr. Margie Mason

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

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

Foreign Languages

Dr. Mark Hofer

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

Students who major in Chinese, French, German, Spanish, or Latin may become certified to teach in K-12 schools by fulfilling the general studies and professional studies requirements in the teacher preparation program. (Non-majors may qualify for the foreign language education program by completing 30 semester hours above the intermediate level in the foreign language.)

Subject area coursework in the foreign language for majors and non-majors shall include study of the language at advanced levels, linguistics, grammar/composition, culture (inclusive of history and geography), and literature. Students are encouraged to qualify for endorsements in two languages by majoring in one and taking at least an additional 24 hours in a second language. Native speakers of the foreign language must complete the following requirements in lieu of completing a major in the language:

Test of English as a Foreign Language (TOEFL) - If English is not the native language, students must achieve a minimum score of 100 on the internet version of the exam (or comparable score on other versions of the exam.) TOEFL scores **MUST** be submitted with the application, even if a degree was earned from a U.S. institution.

Achieve a rating of no less than Advanced Low on the ACTFL scale on both the Written Proficiency Test (WPT) and the Oral Proficiency Test (OPT). This test can be taken after admission to the program.

Provide evidence of post-secondary courses in the foreign language that include study of the language at advanced levels, linguistics, grammar/composition, culture (inclusive of history and geography), and literature.

Science

Dr. Juanita Jo Matkins

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

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

Biology

An undergraduate major in biology (a minimum of 37 semester hours). In meeting the major requirements, students' undergraduate programs must minimally include instruction in botany, zoology, ecology, physiology, evolution, genetics, cell biology, microbiology, biochemistry, and human biology.

One inorganic chemistry course with lab (4 credit hours); one organic chemistry course with lab (4 credit hours), and a course in physics (4 credit hours).

At least one calculus course.

Chemistry

An undergraduate major in chemistry (a minimum of 38 semester hours).

Preparation must have minimally included instruction in inorganic, organic, analytical and physical chemistry, and biochemistry.

A minimum of 16 hours in non-chemistry sciences including at least 1 biology course and 1 physics course.

At least one course in calculus.

Earth Science

An undergraduate major in geology (a minimum of 36 semester hours).

Preparation must have minimally included instruction in astronomy, meteorology, oceanography, and natural resources.

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

At least one course in calculus.

Physics

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

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

Social Studies

Dr. Jeremy Stoddard

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

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

A major in History or Government (or equivalent 33 semester hours).

12 hours in Government - needed for a History major (coursework must include at least 3 hours of American government or politics).

18 hours in History - needed for a Government major (coursework must include at least 6 hours of American or US History).

3 hours in Economics (micro or macro).

3 hours in Human Geography.

3 hours in Non-Western History/Culture.

3 hours in Sociology.

3 hours in Anthropology.

Special Education, MAEd

The M.A.Ed. Program in Curriculum & Instruction with a concentration in Special Education—General Curriculum (K-12) prepares special education teachers to work in a variety of educational settings. Graduates of this program are qualified for licensure to teach K-12 students with varying disabilities (e.g., learning disabilities, emotional disabilities, intellectual disabilities, attention deficit-hyperactivity disorders, autism spectrum disorders) whose individual education programs are based on the general curriculum of the school district.

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

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

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

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

Foundations (3-9 Hours)

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

Note:

Praxis I (or the equivalent) must be passed by the time students have completed 12 credit hours of coursework and prior to their first student teaching experience.

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

Special Education Core (35 or 36 Hours)

- CRIN E07 - Elementary Mathematics Curriculum and Instruction (2).
- CRIN L07 - Elementary Mathematics Curriculum and Instruction (Practicum) (1).
- CRIN R11 - Reading and Writing Across the Curriculum (3).
- CRIN X48 - Current Trends and Legal Issues in Educating Special Populations (3). **
- CRIN X16 - Supervised Teaching in Special Education - Elementary Students with Disabilities in the General Curriculum (3-4).
- CRIN X17 - Supervised Teaching in Special Education - Secondary Students with Disabilities in the General Curriculum (3-4).
- CRIN X51 - Language Development and Reading Instruction for Exceptional Students (3).
- CRIN X53 - Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum 3
- CRIN X54 - Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorders (3).
- CRIN X56 - Classroom Management and Positive Behavioral Supports for Students with Disabilities (3).
- CRIN X59 - Assessment for Instructional Design (3).
- CRIN X86 - Advanced Teaching Strategies for Exceptional Students with Learning Problems (3).

Select One of the Following Options:

- CRIN X52 - Instructional Design/Methods for Students with Disabilities in the General Curriculum (3).
- or
- CRIN X86 - Advanced Teaching Strategies for Exceptional Students with Learning Problems (3).

Culminating Experience (3 Hours)

A. For Students Who Have Never Taught Full-time:

Select one of the following options:

- CRIN 590 - Collaborating with Families and School Personnel (3).
- EDUC P56 - Consultation in the Schools (3).

B. For Students Who Are Currently Teaching Full-time:

Select one of the following options:

- CRIN 590 - Collaborating with Families and School Personnel (3).
- EDUC P56 - Consultation in the Schools (3).
- CRIN X87 - Collaboration for Teaching and Learning (3).

Note:

VCLA and RVE must be passed prior to graduation.

Total Hours: 48–49

Additional Information:

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

For more information regarding this program, contact Sharon deFur at (757) 221-2150; shdefu@wm.edu.

English as a Second Language Dual Endorsement Program

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

Core Requirements Total Hours: 9-12

- MDLL 345 Methods in Teaching ESL/EFL—3 or
- MDLL 545 - Methods in Teaching English to Speakers of Other Languages 3

- MDLL 346 Foreign Language Acquisition Processes: Theory and Practice—3 or
- MDLL 546 - Foreign Language Acquisition Processes: Theory and Practice 3

- MDLL 347 Materials Development & Curriculum Design—3* or
- MDLL 547 - TESOL Curriculum Design and Materials Development 3

Additionally, for Secondary and Special Education students:

- CRIN X51 - Language Development and Reading Instruction for Exceptional Students (3).
- or
- CRIN R08 - Literacy Instruction for Diverse Learners (3).

Note:

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

For more information regarding this program, contact Dr. Gail McEachron at (757) 221-2341; gamcea@wm.edu.

Special Programs

Special Reading & Writing Programs

Optional Literacy Emphasis

Graduate students in the Elementary Education program have the opportunity to earn an emphasis in Literacy as part of their master's degree. In order to earn the Literacy emphasis, students would take two additional courses during a summer term, CRIN R07 Language Acquisition and English Language Learners and CRIN R21 Diverse Children's Literature. These additional 6 credit hours, plus the 6 credits that elementary students already take in the area of reading during the Elementary program complete the requirements for the emphasis.

Research indicates that better prepared teachers of reading:

- produce higher student reading achievement
- are more successful and confident than other beginning teachers in making the transition into the teaching profession
- are so well grounded in their vision of literacy and their ability to teach reading that they are more comfortable finessing the system, enriching the program, and drawing from a repertoire of strategies to help struggling readers
- are perceived by principals and other supervisors as more able to hit the ground running when they start teaching than more experienced teachers in reading instruction within their first three years of teaching.

Advantages for students completing an area of emphasis in literacy:

- They will be better prepared to meet the needs of their students when they start teaching.
- They will be more competitive for shrinking teaching positions when competing with applicants from other teacher preparation programs/alternative preparation programs.
- They will have earned six hours that can be applied to an endorsement as a reading specialist.

If you are interested in pursuing the Literacy emphasis, please contact Dr. Denise Johnson for more information.

Eastern Virginia Writing Project

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

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

Reading Recovery Training

Through an arrangement with the Williamsburg-James City County School Division, the Literacy Leadership Program offers training for experienced teachers in the Reading Recovery Program.

For more information about how to acquire this training, contact Dr. Denise Johnson at (757) 221-1528 or cdjohn@wm.edu.

Advanced Programs for Licensed Teachers

Special Education Collaborating Master Educator, MAEd

The Collaborating Master Educator M.A.Ed. Program in Curriculum & Instruction is designed to enhance the skills of licensed teachers to meet the needs of diverse students, including those with disabilities, in inclusive settings. Required courses address evidence-based practices in differentiated instruction, collaborative teamwork, positive behavior support, and teacher leadership. Program electives allow participants to select courses that complement previous preparation and experience, and that may be applied toward licensure in special education, general education, or educational leadership/ supervision. (Completion of this degree program is typically not sufficient for licensure or endorsement. Additional coursework may be needed.) Most students in the program continue to teach full-time and complete master's degree coursework on a part-time basis.

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

Foundations (3-9 hours)

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

Note:

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

Core Specialty (12-15 hours)

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

Note:

** If not taken within the last 5 years.

Electives (12 hours)

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

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

Note:

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

Clinical (3 hours)

- CRIN X89 - Internship in Resource/Collaborating Teaching (*Var.*)

Total Hours: 30–39

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

Gifted Education, MAEd

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

Foundations (3-12 Hours)

* Students who do not take EDUC F11 and who do not hold a Virginia teachers license must notify the Office of Teacher Education & Professional Services in order to complete a required training module in Child Abuse Recognition and Reporting.

Candidates who hold initial licensure AND have taken this course will substitute an elective in its place.

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

Select One of the Following:

- EDUC F67 - Psychological and Educational Measurement (3). or
- CRIN X59 - Assessment for Instructional Design (3).

Gifted Education (15 Hours)

- CRIN G80 - Psychology and Education of the Gifted Learner (3).
- CRIN G82 - Social and Emotional Development and Guidance of the Gifted Learner (3).
- CRIN G84 - Practicum in Gifted Education (3).
- EPPL 670 - Programs and Models in Gifted Education (3).
- EPPL 612 - Curriculum and Instruction for Gifted Learners (3).

Electives (3-15)

- + CRIN 592 - Creativity and Innovation in Education (3).
 - + CRIN G86 - Addressing the Individual Needs and Talents in the Regular Classroom (3).
 - * CRIN R11 - Reading and Writing Across the Curriculum (3).
 - Elective (3).
 - Elective (3).
- + Recommended Electives
- * Required for VA teaching license; may be taken as an elective for students not seeking VA licensure.

Culminating Experience for Honors designation

- CRIN G60 - Master's Thesis in Gifted and Talented Education (Var.)

(optional-3 Hours)

NOTE: 30 hours are necessary for graduation; up to 12 hours may be transferred in; a minimum of 24 graduate credit hours must be earned at William and Mary post admission to current graduate program.

Possible Electives for students:

Advanced Courses in Gifted Education:

(courses offered every other year)

- EPPL 650 - Developmental Perspectives in Gifted Education (3).
- EPPL 712 - Administration and Policy Issues in Gifted Education (3).
- EPPL 750 - Current Trends and Issues in Gifted Education Administration (3).

Introductory Courses in Educational Policy, Planning & Leadership:

(courses offered annually)

- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 502 - Educational Leadership: Concepts and Cases (3).
- EPPL 603 - Leadership in Education (3).
- EPPL 604 - Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3).

Advanced Courses in Curriculum & Instruction:

(courses offered annually)

- EPPL 534 - Instructional Leadership: Administering Educational Programs (3).
- EPPL 535 - Instructional Leadership: Assessment and Evaluation (3).

Advanced Courses in Instructional Technology:

(courses offered every other year)

- CRIN 602 - Curriculum-Based Technology Integration K-12 (3).
- CRIN 603 - Research Seminar in Educational Technology (3).
- CRIN 607 - Teaching and Learning Online (3).

Total Hours: 30+

Additional Information

For more information regarding this program, contact Dr. Carol Tieso at (757) 221-2461 or clties@wm.edu.

Literacy Leadership, MAEd

Ensuring that all students develop high levels of literacy requires schools to make a concerted, coordinated effort to improve students' proficiency as readers, writers, and critical and creative thinkers. Teacher expertise, more than any other variable, accounts for increases in student achievement in literacy; therefore, schools must engage in the leadership work that makes strong literacy instruction possible. Literacy leaders are master teachers who provide essential leadership for the school's overall literacy program and play a key role in leading and supporting teachers to become more effective practitioners in literacy teaching. This leadership includes creating and supervising a long-term staff development program that supports both the development and implementation of the literacy program over months and years.

This program is considered an add-on endorsement, so you must be a certified teacher with three years classroom teaching experience in order to receive this licensure from the state of Virginia.

Students who already hold a graduate degree and wish to add the Reading Specialist endorsement must still be admitted into the

graduate program. Completion of the Literacy Leadership Program requires passing the Reading for Virginia Educators (RVE) assessment.

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

Semester 1 (6 Hours)

- EDUC F65 - Research Methods in Education (3).
- CRIN R07 - Language Development and English Language Learners (3).

Semester 2 (6 Hours)

- CRIN R21 - Diverse Literature for Children (3)
- CRIN R22 - Word Knowledge: Phonics, Spelling and Vocabulary (3).

Summer, Year 1 (6 Hours)

- CRIN R15 - Diagnosis and Correction of Reading Difficulties Practicum (K-6 Grades) (3).
- CRIN R17 - Diagnosis and Correction of Reading Difficulties Practicum (6-12 Grades) (3).

Semester 3 (3 Hours)

- CRIN R08 - Literacy Instruction for Diverse Learners (3).

Semester 4 (6 Hours)

- CRIN R11 - Reading and Writing Across the Curriculum (3).
- CRIN R13 - The Teaching of Writing (3).

Summer, Year 2 (6 Hours)

- CRIN R31 - Literacy Leadership (3).
- CRIN R85 - Literacy Coaching and Internship (3).

Total Hours: 33

Additional Information

For more information regarding this program, contact Dr. Denise Johnson at (757) 221- 1528 or cdjohn@wm.edu.

Math Specialist, MAEd

The M.A.Ed. in Curriculum & Instruction with a concentration as a Math Specialist is intended to prepare experienced, licensed teachers to serve as Math Specialists in K-8 schools. Graduates of the program are eligible for licensure endorsement as Math Specialists in Virginia. Students who already hold a graduate degree and wish to add the Math Specialist endorsement must still be admitted into the graduate program.

Foundations (9 hours)

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

Mathematics Courses (15 hours)

- MATH 509 - Probability and Statistics for Teachers 3
- MATH 516 - Geometry and Measurement for Teachers 3

- MATH 535 - Numbers and Number Sense 3
- MATH 536 - Functions and Algebra for Teachers 3
- MATH 537 - Rational Numbers and Proportional Reasoning 3

Core Specialty (15 hours)

- CRIN M01 - Current Trends and Issues in Mathematics Education: Leadership I for Mathematics Specialists (3).
- CRIN M02 - Development and Evaluation of Educational Staff: Leadership II for Mathematics Specialists (3).
- CRIN M03 - Advanced Curriculum Theory in Mathematics: Leadership III for Mathematics Specialists (3).
CRIN S81 Technology in Mathematics & Science—3
- Select one elective: CRIN, EDUC, EPPL, MATH—3

Culminating Experience (3 hours)

- CRIN M04 - Internship in Mathematics Leadership (3).

Total Hours: 42

Algebra I Add-On Endorsement, MAEd

The Algebra I add-on endorsement program is not a degree program. The program is intended for experienced or prospective teachers who hold or are eligible for licensure and wish to add Algebra I as an endorsement to their teaching license. Students must complete a Program of Studies with the Mathematics Education program professor and submit the Program of Studies to the Director of Admission of the School of Education. (The Program of Studies must be on file with both the Office of Academic Programs and the Office of Teacher Education and Professional Services).

Pre-Service Teachers:

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

In-Service Teachers:

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

- Electives (6 credits total)

Total Hours: 24-27

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

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

For more information regarding the Math Specialist or the Algebra I Add-On Endorsement programs, contact Dr. Margie Mason at (757) 221-2327 or mmmaso@wm.edu.

Curriculum & Instruction (C&I) Course Descriptions

CRIN E03 - Elementary Reading and Language Arts Curriculum and Instruction

Fall. (5). Johnson. Corequisite(s): CRIN E04, CRIN L03, and L04

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

CRIN E05 - Elementary Social Studies Curriculum and Instruction

Fall. (2). McEachron. Corequisite(s): CRIN L05

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

CRIN E06 - Elementary Science Curriculum and Instruction

Fall. (2). Matkins. Corequisite(s): CRIN L06, CRIN E07, CRIN E11, and CRIN L20

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

CRIN E07 - Elementary Mathematics Curriculum and Instruction

Fall. (2). Mason. Corequisite(s): CRIN L07

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

CRIN E08 - Introduction to Classroom Organization, Management and Discipline

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

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

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

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

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

CRIN E10 - Adaptations for Exceptional Student Populations (Elementary Education)

Spring. (1). Staff. Prerequisite(s): Open only to elementary education concentrators.

A course designed for students concentrating in elementary education to enable them to develop and implement specific strategies for teaching exceptional children (e.g., students with disabilities, at-risk, gifted, culturally diverse) in general education classrooms.

CRIN E11 - Student Teaching Seminar in Elementary Education

Spring. (1). Staff. Graded Pass/Fail. Corequisite(s): Courses in the third semester of Elementary Education Program. A seminar designed to provide students with an opportunity to reflect on their classroom experiences and to refine their applications of their knowledge, decision-making, and skills in coordinating instruction, classroom organization, management, and discipline.

CRIN E22 - Characteristics of Exceptional Student Populations (Elementary)

Spring. (1). deFur.

This course, designed for graduate students concentrating in Elementary Education, provides an introduction to varying exceptionalities and characteristics of exceptional elementary age children (e.g., students who have disabilities, are at risk, are gifted/talented, come from culturally & linguistically diverse backgrounds) and provides an overview of applicable educational policies and services.

CRIN G60 - Master's Thesis in Gifted and Talented Education

Fall, Spring and Summer. (Var.) Cross and Tieso. Graded Pass/Fail. Prerequisite(s): Permission of the instructor.

CRIN G80 - Psychology and Education of the Gifted Learner

Fall. (3). Staff.

This course focuses on the nature of gifted learners and how they differ in cognitive, affective, developmental, and behavioral ways from more typical learners. It will emphasize general theories of intelligence, development, and learning and how they apply to gifted learners.

CRIN G82 - Social and Emotional Development and Guidance of the Gifted Learner

Spring. (3). Staff. Prerequisite(s): CRIN G80 or equivalent.

This course focuses on the social and emotional characteristics and needs of the gifted individual and various counseling and guidance strategies that can facilitate his/her development over the life span. The course will emphasize theories of emotional development and self-actualization and their implications for guiding the gifted.

CRIN G84 - Practicum in Gifted Education

Fall, Spring, and Summer. (3). Staff. Graded Pass/Fail. Prerequisite(s): CRIN G80 & EPPL 612

This practicum is designed to provide direct experiences with gifted education programs and services. Both seminar and field experiences focus on comprehensive articulated programs and services for this population.

CRIN G86 - Addressing the Individual Needs and Talents in the Regular Classroom

Spring and Summer. (3). Tieso.

This course will outline instructional and managerial techniques that can be used in the heterogeneous classroom to address the individual learning needs, strengths, styles, and preferences of all students, but specifically, those with gifts and talents. This course will also teach students the principles of Universal Design for Learning (UDL).

CRIN L03 - Elementary Reading and Language Arts Curriculum and Instruction

Fall. (1). Johnson. Graded Pass/Fail. Prerequisite(s): CRIN E05 / CRIN L05, CRIN E06 / CRIN L06, CRIN E07 / CRIN L07
Corequisite(s): CRIN E03

A course designed to provide opportunities for students to observe and participate in developmental/diagnostic reading instruction in an elementary school classroom.

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

Fall. (1). McEachron. Graded Pass/Fail. Corequisite(s): CRIN E05

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

CRIN L06 - Elementary Science Curriculum and Instruction (Practicum)

Fall. (1). Matkins. Graded Pass/Fail. Corequisite(s): CRIN E06

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

CRIN L07 - Elementary Mathematics Curriculum and Instruction (Practicum)

Fall. (1). Mason. Graded Pass/Fail. Corequisite(s): CRIN E07

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

CRIN L10 - Differentiating and Managing in Diverse Classrooms Practicum: Elementary

Spring. (1). Staff.

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

CRIN L20 - Supervised Teaching in Elementary Education

Spring. (7) Staff. Graded Pass/Fail. Prerequisite(s): First- and second-semester courses in elementary education program.

Corequisite(s): Third-semester courses in elementary education program.

A field-based experience designed to enable pre-service elementary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN L29 - Internship in Supervised Teaching (Social Studies)

Spring. (7). Staff. Graded Pass/Fail. Prerequisite(s): Permission of the instructor. *Corequisite(s):* CRIN S08, CRIN S09, CRIN S42, and CRIN S47

A field-based experience designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN L30 - Internship in Supervised Teaching (English)

Spring. (7). Staff. Graded Pass/Fail. Prerequisite(s): Permission of the instructor. *Corequisite(s):*

CRIN S08, CRIN S09, CRIN S38, and CRIN S43

A field-based experience designed to enable pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN L31 - Internship in Supervised Teaching (Modern Foreign Languages)

Spring. (7). Parker. Graded Pass/Fail. Prerequisite(s): Permission of the instructor. *Corequisite(s):*

CRIN S08, CRIN S09, CRIN S40, and CRIN S45

A field-based experience designed to enable graduate pre-service K-12 teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN L32 - Internship in Supervised Teaching (Mathematics)

Spring. (7). Staff. Graded Pass/Fail. Prerequisite(s): Permission of the instructor. *Corequisite(s):*

CRIN S08, CRIN S09, CRIN S39, and CRIN S44

A field-based experience designed to enable graduate pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN L33 - Internship in Supervised Teaching (Science)

Spring. (7). Staff. Graded Pass/Fail. Prerequisite(s): Permission of the instructor. *Corequisite(s):*

CRIN S08, CRIN S09, CRIN S41, and CRIN S46

A field-based experience designed to enable graduate pre-service secondary teachers to become competent at the entry level in the roles, functions, and skills of classroom teachers.

CRIN M01 - Current Trends and Issues in Mathematics Education: Leadership I for Mathematics Specialists

Occasionally. (3). Mason.

This course will provide an introduction to the role of the mathematics specialist and a survey of current issues and trends in mathematics education. Focus will be on learning theory, assessment, and issues of diverse learners; self-reflection and collaboration; and instruction, especially the design, teaching, and evaluation of inquiry based lessons.

CRIN M02 - Development and Evaluation of Educational Staff: Leadership II for Mathematics Specialists

Occasionally. (3). Mason.

This course will provide continued study of the role of the mathematics specialist and a survey of current issues and trends in mathematics education. Focus will be on developing and refining coaching skills and skills to work with adult learners, building a deeper understanding of mathematics content pedagogy, and becoming familiar with the body of research related to selected topics within the NCTM strands in mathematics education.

CRIN M03 - Advanced Curriculum Theory in Mathematics: Leadership III for Mathematics Specialists

Occasionally. (3). Mason.

This course will provide continued study of the role of the mathematics specialist and a survey of current issues and trends in mathematics education. Focus will be on developing and refining knowledge and skills used to identify problems in teaching or learning mathematics, to identify and use resources to address those problems, and to evaluate the results of an intervention. Participants will also develop and refine their knowledge and skills in grant writing and formal presentations.

CRIN M04 - Internship in Mathematics Leadership

Fall and Spring. (3). Mason. Graded Pass/Fail.

An internship is required of all master's students in the K-8 Mathematics Specialist Program. Individual arrangements are made by the student, internship supervisor, and faculty.

CRIN R07 - Language Development and English Language Learners

Fall and Summer. (3). Beers.

This course focuses on language development, stages of language acquisition, methods of evaluating language performance, and strategies for improving the quality and quantity of oral language for first and second language learners. The influence of dialect and exceptionalities and the impact of oral language on early literacy development are addressed.

CRIN R08 - Literacy Instruction for Diverse Learners

Fall. (3). Johnson.

A course designed to help teachers understand the foundations of children's literacy development. Focus is placed on the research-based best practices that promote student achievement in the teaching of reading and language arts to diverse groups of learners. Attention is given to the cultural context of literacy development.

CRIN R11 - Reading and Writing Across the Curriculum

Spring. (3). Beers.

A course intended for K-12 teachers who desire to improve their knowledge and skill in effectively integrating content reading into any subject area. Reading assessment and instructional strategies for content reading will be explored as well as instructional strategies for student who have reading difficulties in content areas.

CRIN R13 - The Teaching of Writing

Spring. (3). Johnson. Prereq/Corequisite(s):

This course is designed to help teachers learn current practices and theories of teaching. All aspects of the writing process will be explored as well as the role of grammar and spelling instruction within the context of student writing. Intervention strategies for writing will be demonstrated and implemented by teachers in the class.

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

Fall. (3). Beers. Graded Pass/Fail. Prerequisite(s): CRIN R07 and CRIN R08

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

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

Fall. (3). Beers. Graded Pass/Fail. Prerequisite(s): CRIN R07 and CRIN R08

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

CRIN R21 - Diverse Literature for Children

Spring of odd-numbered years. (3) Johnson.

This course provides a thorough look at the field of children's literature to include the value and usage of diverse children's literature across genres, criteria for evaluation and selecting books for all children, methods of extending children's literature through creative activities, and the discussion of current issues in the field of children's literature.

CRIN R22 - Word Knowledge: Phonics, Spelling and Vocabulary

Fall. (3). Beers.

This course examines the theoretical and practical context for word knowledge instruction for K-12 classrooms. This includes the developmental stages of word knowledge, methods of evaluating word knowledge and instructional strategies supporting children's understanding of phonics, spelling, and vocabulary development.

CRIN R26 - Trends and Issues in Literacy Instruction and Assessment

Summer (3). Denise Johnson.

This course is designed to develop students' familiarity with current trends and issues in literacy instruction and assessment across the content areas and in the administration and implementation of district, school, and classroom reading programs. Students will examine effective practices in literacy instruction, develop their expertise in assessment, and communicate research data to stakeholders.

CRIN R29 - Reading, Language, and Literacy Inservice Seminar

Summer. (3). Beers. Prerequisite(s): CRIN R07, CRIN R08, CRIN R11, CRIN R13, CRIN R15 and CRIN R17

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

CRIN R30 - Writing Workshop

Occasionally. (3 or 6). Beers. Graded Pass/Fail. Prerequisite(s): Selection as a Fellow of the Eastern Virginia Writing Project Summer Institute.

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

CRIN R31 - Literacy Leadership

Summer. (3). Staff. Prerequisite(s): CRIN R07 and EDUC F65 and CRIN R13 and CRIN R08 and CRIN R17 and CRIN R15

This course prepares the reading specialist as a school leader and expands knowledge of literacy gained in prerequisite courses and applies it to program organization, administration and professional development.. The course focuses on designing, implementing and evaluating reading programs and professional development activities at the classroom, school and district levels.

CRIN R85 - Literacy Coaching and Internship

Summer. (3). Staff. Prerequisite(s): CRIN R07 and CRIN R08 and CRIN R13 and CRIN R15 and CRIN R17 and EDUC F65

This course will examine research, principles and practices of effective literacy coaching. Emphasis will be given to theories of adult learning and teacher change, models of effective literacy instruction and assessment, and strategies for effective mentoring and peer collaboration. Emphasis will be given to the complexities of observing and modeling in classrooms and providing feedback to teachers.

CRIN S00 - Curriculum and Instructional Methods (Social Studies)

Fall. (3). Stoddard. Corequisite(s): CRIN S05, CRIN S07, CRIN S11

This course provides an introduction into prominent issues in history and social studies education and focuses on best practices in instructional methodology for the field. In addition, students will be engaged in critiquing and constructing curriculum and exploring issues of diversity and citizenship in social studies education.

CRIN S01 - Curriculum and Instructional Methods (English)

Fall. (3). Moore. Corequisite(s): CRIN S05, CRIN S07, CRIN S11

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

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

Fall. (3). Parker. Corequisite(s): CRIN S05, CRIN S07, CRIN S12

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

CRIN S03 - Curriculum and Instructional Methods (Mathematics)

Fall. (3). Mason. Corequisite(s): CRIN S05, CRIN S07, CRIN S11

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

CRIN S04 - Curriculum and Instructional Methods (Science)

Fall. (3). Matkins. Corequisite(s): CRIN S05, CRIN S07, and CRIN S14

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

CRIN S05 - Content Reading and Writing

Fall. (2). Beers. Prerequisite(s): Admission to the secondary education graduate program.

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

CRIN S05P - Content Reading and Writing–Practicum

Fall. (1). Beers. Graded Pass/Fail.

CRIN S07 - Designs for Technology-Enhanced Learning (Secondary)

Fall. (2). Hofer. Prerequisite(s): Open to teacher certification program or by permission of instructor.

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

CRIN S08 - Classroom Adaptations for Exceptional Students (Secondary Education)

Fall. (1). Staff. Prerequisite(s): Open only to secondary education concentrators.

A course designed to address academic and social learning needs of exceptional student populations (e.g., students with disabilities, at-risk, gifted, culturally diverse) in secondary level classrooms and appropriate interventions to meet these needs.

CRIN S09 - Classroom Organization, Management and Discipline (Secondary Education)

Fall. (1). Staff. Prerequisite(s): Admission to the secondary education teacher certification program.

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

CRIN S10 - Practicum in Secondary Schools -Social Studies

Fall. (1). Stoddard. Graded Pass/Fail. Prerequisite(s): Admission to the secondary education teacher certification program.

Corequisite(s): CRIN S00

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

CRIN S11 - Practicum in Secondary Schools-English

Fall. (1). Moore. Graded Pass/Fail. Prerequisite(s): Admission to the secondary education teacher certification program.

Corequisite(s): CRIN S01, CRIN S05, S06, CRIN S07

A course designed to provide prospective secondary English teachers with structured opportunities to observe, participate in, and reflect upon the school and community culture in which they will be student teaching in the following spring semester.

CRIN S12 - Practicum in Secondary Schools-Modern Foreign Languages

Fall. (1). Parker. Graded Pass/Fail. Prerequisite(s): Admission to the secondary education teacher certification program.

A secondary public school placement in which students have an opportunity to observe and participate in a classroom specific to their content area. Students will have specific assignments and experiences to help them relate their work in their subject area methods, content area reading and writing, classroom assessment and instructional technology.

CRIN S13 - Practicum in Secondary Schools – Mathematics

Fall. (1). Mason. Graded Pass/Fail. Prerequisite(s): Admission to the secondary education teacher certification program.

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

CRIN S14 - Practicum in Secondary Schools – Science

Fall. (1). Matkins. Graded Pass/Fail. Prerequisite(s): Admission to the secondary education teacher certification program. A field and university-based course designed to provide students with an opportunity to reflectively apply and refine their skills and knowledge about the teaching of science.

CRIN S38 - Instructional Planning in Secondary English

Spring. (2). Moore. Corequisite(s): CRIN S08, CRIN S09, CRIN S43, and CRIN L30

An intensive five-week campus and field-based course designed to provide students with opportunities to apply and refine skills and knowledge about teaching and learning English. Guided by College faculty and a public school mentor, students continue the work begun in the methods course, designing units of instruction for use during their internship in supervised teaching.

CRIN S38P - Instructional Planning in Secondary English Practicum

Spring. (1). Moore. Graded Pass/Fail. Corequisite(s): CRIN S38

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

CRIN S39 - Instructional Planning in Secondary Mathematics

Spring. (2). Mason. Corequisite(s):

CRIN S08, CRIN S09, CRIN S44, and CRIN L32

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

CRIN S39P - Instructional Planning in Secondary Mathematics Practicum

Spring. (1). Mason. Graded Pass/Fail. Corequisite(s): CRIN S39

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

CRIN S40 - Instructional Planning in Secondary Modern Foreign Language

Spring. (2). Parker. Corequisite(s): CRIN S08, CRIN S09, CRIN S45, and CRIN L31

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

CRIN S40P - Instructional Planning in Secondary Modern Foreign Language Practicum

Spring. (1). Parker. Graded Pass/Fail. Corequisite(s): CRIN S40

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

CRIN S41 - Instructional Planning in Secondary Science

Spring. (2). Matkins. Corequisite(s): CRIN S08, CRIN S09, CRIN S46, and CRIN L33

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

CRIN S41P - Instructional Planning in Secondary Science Practicum

Spring. (1). Matkins. Graded Pass/Fail. Corequisite(s): CRIN S41

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

CRIN S42 - Instructional Planning in Secondary Social Studies

Spring. (2). Stoddard. Corequisite(s): CRIN S08, CRIN S09, CRIN S47, and CRIN L29

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

CRIN S42P - Instructional Planning in Secondary Social Studies Practicum

Spring. (1). Stoddard. Graded Pass/Fail. Corequisite(s): CRIN S42

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

CRIN S43 - Secondary Curriculum & Instruction Seminar (English)

Spring. (1). Moore. Corequisite(s): CRIN S08, CRIN S09, and CRIN L30

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

CRIN S44 - Secondary Curriculum & Instruction Seminar (Mathematics)

Spring. (1). Mason. Corequisite(s): CRIN S08, CRIN S09, CRIN S39 and CRIN L32

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

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

Spring. (1). Parker. Corequisite(s): CRIN S08, CRIN S09, CRIN S40, and CRIN L31

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

CRIN S46 - Secondary Curriculum & Instruction Seminar (Science)

Spring. (1). Staff. Corequisite(s): CRIN S08, CRIN S09, CRIN S41, and CRIN L33

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

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

Spring. (1). Staff. Corequisite(s): CRIN S08, CRIN S09, CRIN S42, and CRIN L29

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

CRIN S50 - Characteristics of Exceptional Student Populations (Secondary)

Occasionally. (1). Staff.

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

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

Fall. (1). Staff. Graded Pass/Fail.

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

CRIN S77 - Literature for Adolescents

Fall. (3). Moore. Corequisite(s): CRIN S01, CRIN S05, S06, CRIN S07, and CRIN S11

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

CRIN T02 - Technology for Special Populations

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

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

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

Fall and Spring. (3-4). Staff. Graded Pass/Fail. Prerequisite(s): Permission of the instructor.

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

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

Fall and Spring. (3-4). Staff. Graded Pass/Fail. Prerequisite(s): Permission of the instructor.

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

CRIN X30 - Teaching Students with Learning and Behavior Problems in General Education Classrooms. (Elementary Education)

Fall and Spring. (2). Staff. Prerequisite(s): Admission to the Elementary Education Program.

Designed to acquaint elementary education students with the needs of exceptional children and the continuum of special services available. Students will also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

CRIN X31 - Teaching Students with Learning and Behavior Problems in General Education Classrooms (Secondary Education)

Spring. (2). Staff. Prerequisite(s): Admission to the Secondary Education Program. *Corequisite(s):* CRIN X32

Designed to acquaint secondary education students with the needs of exceptional learners and the continuum of special services available. Students will also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

CRIN X32 - Teaching Students with Learning and Behavior Problems in General Education Classrooms (Secondary Education Lab)

Spring. (1). Staff. Graded Pass/Fail. Prerequisite(s): Admission to the Secondary Education Program. *Corequisite(s):* CRIN X31

Designed to acquaint elementary education students with the needs of exceptional children and the continuum of special services available. Students also develop specific strategies for teaching exceptional individuals and managing behavior in regular classroom settings.

CRIN X33 - Teaching Mathematics to Special Populations

Fall. (1). deFur and Mason. Corequisite(s): CRIN X52 or permission of the instructor.

This course provides prospective special educators or math educators with an overview of the K-12 school mathematics general curriculum and examines manipulatives, models, materials, technology and instructional methods appropriate for remedial or tutorial support for children and youth with learning problems in the area of mathematics.

CRIN X47 - Psychopathology and Emotional Disorders of Children and Adolescents

Fall and Spring. (3). Staff.

This course deals with the emotional, psychological, genetic, neurobiological, behavioral, and socio-cultural bases for psychopathology in children and adolescents. Consideration is given to procedures for comprehensive assessment and intervention planning in the public schools. Research findings in child and adolescent psychopathology will be stressed.

CRIN X48 - Current Trends and Legal Issues in Educating Special Populations

Fall, Spring, and Summer. (3). deFur.

This is an introductory course which examines disabilities included in the Individuals with Disabilities Education Act (IDEA) and emphasizes relevant legislation and litigation which provides a foundation for current delivery of educational services. Course content also provides the opportunity to explore issues related to the education of other groups of exceptional students who might be at-risk for school failure because of special needs; i.e. gifted, limited English proficiency, culturally diverse, and socially maladjusted.

CRIN X50 - Characteristics and Psychology of Mental Retardation

Spring. (3). Staff.

A course which considers the nature and behavior of children and youth with mental retardation. Emphasis is placed upon new dimensions and recent advances in the fields of biochemistry, genetics, and special education.

CRIN X51 - Language Development and Reading Instruction for Exceptional Students

Fall. (3). deFur. Prereq/Corequisite(s): CRIN X48 or CRIN X53

A course which focuses on normal language development and language communication disorders in exceptional children and youth. Topics discussed include language acquisition in the normally developing child contrasted with developmentally disordered children diagnosed with mental retardation, emotional disturbance, visual and hearing impairments, aphasia, and autism. Emphasis is placed upon development, teacher assessment, and classroom techniques in teaching reading and written language.

CRIN X52 - Instructional Design/Methods for Students with Disabilities in the General Curriculum

Fall. (3). deFur. Prereq/Corequisite(s): CRIN X48 or CRIN X53

This course develops content knowledge in fundamental teaching methods (instructional assessment, instructional design, evidence-based instructional methodology, universally designed instruction, accommodations/modifications, data-based decision-making, and individualized planning) necessary for successful instruction and support of students with disabilities in the general standards-based K-12 curriculum.

CRIN X53 - Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum

Spring and Summer 3 Korinek.

Characteristics of students with learning and emotional disabilities, traumatic brain injury, and other health impairments participating in the general education curriculum: Definitions, terminology, contributing factors, support needs, and techniques for identifying children and youth with these disabilities are addressed. The impact of these conditions on learning and performance as well as instructional accommodations and service delivery options are examined.

CRIN X54 - Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorders

Spring. (3). Staff.

A comprehensive overview of the diagnoses and characteristics of developmental delay, autism spectrum disorder (ASD), and intellectual disability (ID) (i.e., mental retardation). The impact characteristics have on student participation and learning in the general education curriculum, and adaptations to enhance learning while emphasizing individual goals and objectives are addressed.

CRIN X55 - Teaching Students with Emotional/Behavioral Disorders

Fall. (3) Korinek. Prerequisite(s): CRIN X47 , CRIN X48 or permission of the instructor.

This course explores models, programs, and intervention strategies found effective in meeting the educational and related needs of students with emotional, behavioral, and social adjustment problems. Classroom community, functional behavioral assessment, positive interventions, and the role of the teacher (in collaboration with parents and other professionals) in designing, delivering, and evaluating programs provided in integrated settings are stressed.

CRIN X56 - Classroom Management and Positive Behavioral Supports for Students with Disabilities

Fall. (3). Korinek.

This course explores models, programs, and interventions for meeting the behavioral needs of students with disabilities in the general education curriculum. Classroom organization and management, functional behavioral assessment, behavioral interventions, social skills instruction, and the role of the teacher in designing and delivering classroom management and behavioral supports are stressed.

CRIN X59 - Assessment for Instructional Design

Spring. (3). Staff. Prerequisite(s): Admission to the Special Education graduate program and permission of the instructor.

This course will provide students with information needed to administer and interpret standardized and non-standardized assessments for a variety of purposes including eligibility, instructional design and decision-making. Consideration is given to ethical issues that guide assessment decisions of students with disabilities as well as culturally and linguistically diverse learners.

CRIN X83 - Individualized Education Program Transition Planning & Services

Spring. (3). deFur.

An examination of individualized education program (IEP) transition planning and services that promote positive post-school outcomes for youth and young adults with disabilities. Topics include legislative requirements, transition IEP assessment, writing measurable transition goals, infusing transition competencies into the general curriculum, identifying appropriate programs and transition services, and collaborating with community agencies.

CRIN X84 - Secondary Transition Issues

Summer. (3). deFur.

This course provides participants with an in-depth examination of issues facing secondary educators of special needs students and the role of secondary educators in preparing these students to successfully transition into productive adult lives. Topics include policy and programs supporting the transition of students with disabilities from school to adult life, transition assessment, transition program curriculum, working with and developing in-school prevention and transition programs, collaborating with adult service agencies, and the development and implementation of school employment partnerships and mentorships.

CRIN X85 - Collaboration with Families and Professionals

Summer. (3). Korinek.

A course designed to acquaint Resource/Collaborating Teaching (R/CT) students with fundamental communication and legal rights and basic support needs of families of students with disabilities. In addition, students will develop specific skills to facilitate effective communications and collaboration with families, school personnel, and representatives of community agencies who are involved in the development, implementation, and monitoring of appropriate programs for students with disabilities.

CRIN X86 - Advanced Teaching Strategies for Exceptional Students with Learning Problems

Fall. (3). Korinek. Prerequisite(s): CRIN X52 or permission of the instructor.

A course designed for students who desire an in-depth look at specialized teaching techniques used with exceptional students. Emphasis is placed on familiarizing the student with the techniques used to remediate specific learning problems, examining applied research to assess the effectiveness of methods, and integrating diagnostic data with instructional modes.

CRIN X87 - Collaboration for Teaching and Learning

Fall. (3). Staff.

This course focuses on skills and structures for effective collaboration to provide students with diverse learning needs appropriate educational opportunities within the context of the general education curriculum. Communication skills needed for successful collaboration with colleagues and families as well as various approaches to team problem solving, needs assessment, and collaborative planning and instruction will be explored.

CRIN X89 - Internship in Resource/Collaborating Teaching

Fall and Spring. (Var.) Korinek. Graded Pass/Fail. Prereq/Corequisite(s): CRIN X87, or permission of the instructor

A course designed to provide resource teaching, collaboration, and consulting experience. Interns are observed frequently by their cooperating teachers, peers, and college supervisors. Individual conference and group seminars are also scheduled regularly.

CRIN 518 - ESL Dual Endorsement Practicum

Fall/Spring. (1). Staff. Corequisite(s): One of the following courses--Elementary: CRIN L20; Special Education: CRIN X16, CRIN X17; Secondary: L29, L30, L31, L32, L33.

This course is designed to provide English as a Second Language (ESL) pre-service teachers with opportunities to teach ESL lessons and to reflect on those lessons through post-observation conferences with a qualified University Supervisor.

CRIN 550 - Assessment of Learning

Spring. (1). Gareis. Prerequisite(s): Completion of Student Teaching. *Corequisite(s):* CRIN L20 & CRIN E11; or CRIN L33 & CRIN S46; or CRIN L32 & CRIN S44; CRIN L29 & CRIN S47; or CRIN L30 & CRIN S43; or CRIN L31 & CRIN S45

A course designed to develop competence in constructing and employing valid and reliable assessments of student achievement at the classroom level.

CRIN 580 - Clinical Faculty: Roles and Responsibilities

Spring, Summer. (Var.) Gareis. Prerequisite(s): Permission of Instructor.

This course prepares experienced teachers for the role and responsibilities of clinical instructors who will supervise William and Mary pre-service teachers and mentor beginning teachers in their schools.

CRIN 590 - Collaborating with Families and School Personnel

Spring. (3). Korinek and deFur.

A course designed to help students develop specific professional skills to facilitate effective communication and collaboration with families, school personnel, and representatives of community agencies who are involved in the development, implementation, and monitoring of appropriate programs for school-age learners.

CRIN 591 - Current Issues in Curriculum, Instruction, and Assessment

Summer. (3). McEachron and Moore.

This course will be a capstone to the C&I program in that it will focus on important issues in implementing and managing curriculum in schools so that students may have the tools to become curriculum leaders. Central to becoming such leaders is learning how to collaborate effectively with fellow teachers and designing and developing standards-based curriculum that reflects differentiated best practice. Use of teaching-learning models that promote critical thinking and metacognition in students will also be employed as tools to help William and Mary students develop reflective practitioner habits of mind.

CRIN 592 - Creativity and Innovation in Education

Summer. (3). Staff.

This course focuses on the theory, research, and application of creativity in education and business. It engages students in understanding and mastering the tool skills and processes of divergent thinking in designing educational products.

CRIN 602 - Curriculum-Based Technology Integration K-12

Spring of odd-numbered years. (3). Hofer.

This course is designed to familiarize students with multiple models of effective curriculum-based technology integration in classrooms and schools, leading to proficiency in designing and evaluating technology-enhanced learning for K-12 students. The process of technology integration will be explored at multiple levels of education: lesson/learning activity, curriculum unit, grade level, school, and school division. Authentic curriculum-based examples of effective technology integration will be used throughout the course to illustrate ideas, models, challenges, and implementations. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

CRIN 603 - Research Seminar in Educational Technology

Occasionally. (3). Harris. Prerequisite(s): EDUC 663 and EDUC 664 or EDUC 694A

This seminar provides a forum for examining and sharing research perspectives in educational technology, exploring the processes involved in defining research problems in this field, and critically analyzing educational technology research and theory issues, problems, and methods. The course aims to heighten awareness of critical issues in educational technology, to examine how various research strategies have been used to study different issues, and to develop and refine a personal area of disciplined inquiry.

CRIN 604 - Digital Tools for Learning

Occasionally. (3). Hofer.

Students will be provided with a variety of opportunities to examine, apply, and critique the instructional affordances and constraints of a variety of digital learning tools, focusing upon how they can be utilized to support teaching and learning, professional development, communication and collaboration, and educational media production.

CRIN 605 - Educational Technology Professional Development

Occasionally. (3). Harris. Prerequisite(s): CRIN 602

This course is designed to help students understand and implement effective models of educational technology professional development for K-12 teachers, K-12 administrators and postsecondary faculty in education. To do so, students will explore, synthesize, and apply educational research and theory concerning the diffusion of innovations, adult education, and teacher learning.

CRIN 606 - Emerging Technologies in Education

Occasionally. (3). Staff.

Students will be provided with opportunities to explore and carefully examine past innovations, present applications, and future advances in educational technology. Study of emerging educational technologies will be done through multiple theoretical lenses, including change theories, diffusion of innovations, and learning theories. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

CRIN 607 - Teaching and Learning Online

Occasionally. (3). Harris.

This course is designed to help students actively explore multiple and varied ways to use online tools and resources to support learning in K-12 and higher education contexts. More importantly, students will read about, experience and reflect upon different ways to structure and facilitate learning that takes advantage of attributes specific to online media. This will help them to differentiate between advisable and inadvisable educational applications of online learning. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

CRIN 766 - Advanced Studies in Curriculum Leadership

Fall of odd-numbered years. (3). Staff. Prerequisite(s): EDUC 663, EDUC 664

This course allows doctoral students in Curriculum Leadership to work independently with faculty members in C&I. Topics may include, but are not limited to, curriculum development, subject-specific pedagogy, curriculum-based assessment, gifted education, special education, reading/literacy, and educational technology. Permission of the instructor is required, and the student is responsible for identifying, constructing, and completing the independent study under the instructor's tutelage.

EDUC 582 - New Science of Creativity

Occasionally. (3). Kyung-Hee Kim.

This course demonstrates that the creative process is a skill set that can be taught, fostered, and developed, and explores contemporary scientific theories regarding the nature, measurement, and development of creativity. It focuses on examining creative climate, attitude, and thinking (Creative CAT) from the perspectives of everyday and eminently creative artists, theorists, philosophers, scientists, politicians, businessmen, and leaders. It offers suggestions for enhancing Creative CAT in every endeavor.

EDUC 622 - Counseling Theories and Techniques

Spring. (3). Staff.

This course is designed to provide an overview of the theories and techniques of counseling that can be applied in diverse helping professions with school-aged and college-aged students. Emphasis will be placed on key concepts, therapeutic process and goals with respect to each theory/technique; and the application of skills.

SOE: Educational Policy, Planning, & Leadership (EPPL)

- Concentration Area
- Core Research Courses
- EPPL Doctoral Candidacy Examinations Policies and Procedures
- Policies Pertaining to Qualifying and Comprehensive Exams

Master's Degree Programs

The Master's Degree program in Educational Leadership blends elements of well-grounded theoretical perspectives with innovative practices in the preparation of educational leaders for entry-level positions in educational organizations. The program offers two concentrations: Pre-K-12 Administration & Supervision and Higher Education Administration.

Doctoral Degree Programs

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

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

Concentration Area

Each student will be required to declare a concentration in either General Education Administration, Gifted Education Administration, Curriculum Leadership, Curriculum and Educational Technology, or Higher Education Administration. The

purpose of the concentration is to enable the student to develop in-depth knowledge and understanding of principles, concepts, theories, and practices in a particular area of Educational Policy, Planning and Leadership.

Core & Research Courses

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

EPPL Doctoral Candidacy Examinations Policies and Procedures

The Candidacy Exam consist of two parts, 1) a Qualifying Exam that covers the four EPPL core courses and the required research courses, and 2) a Comprehensive Exam that is specific to the students' program emphasis. Students are required to take the Qualifying Exam within one year of completing the required EPPL core and research courses (excluding the advanced-level research electives, EDUC 700 and EPPL 765). Students are eligible for the Comprehensive Exam upon successful completion of the Qualifying Exam and coursework in their program of study. The EPPL Comprehensive Exam is taken during or immediately following the final semester of required coursework, or within six hours of completion of the courses listed on the doctoral program of study, excluding dissertation hours.

The Comprehensive Exam must be successfully completed within six years from the time a student is admitted to doctoral study. Note: All requirements for the degree must be completed within seven years from the date of admission to the program.

Part One: Qualifying Exam

The Qualifying Exam is a written exam designed as an opportunity for students to demonstrate the integration of knowledge of topics, issues, and resources in education reflecting successful completion of the EPPL program core and required research sequence. For Ph.D. students, the Qualifying Exam can be taken prior to completion of the advance-level research electives. The EPPL Qualifying Exam is a take-home exam made up of two sections: an essay written in response to a prompt meant to cover the content of the core courses, and a methodological critique of a scholarly article chosen from a set provided by the faculty.

In section one, student's select one question from two or more options based on topics and materials from the courses of the EPPL Core Curriculum. The focus is on integration of knowledge presented in the core courses.

In section two, students select a journal article from a small number provided by the faculty and respond to a question regarding the research design, application, and soundness of findings. Key to assessment of this portion is the student's level of critique of methodology, suggestions for improvement of the research process and analysis of the appropriate application of the methodology, and analysis of the relevance of the research process. Prior knowledge of the content matter in the articles is not required to write a successful exam response.

Part Two: Comprehensive Exam

The Comprehensive Exam is a take-home exam designed as an opportunity for students to demonstrate the integration of knowledge of topics, issues, and resources in education within the realm of their program area. Students will write a response to prompts that require synthesis across literature in the program area, selected from among two or more prompts. The prompts for EdD and PhD may differ as appropriate to differing career paths.

Policies Pertaining to Qualifying and Comprehensive Exams

Enrollment. A student must be enrolled at the time he or she is meeting any exam requirement. The student must apply with the School of Education Graduate Registrar to take the exam.

Preparation. Students may work together as well as on their own in preparing for the Qualifying and Comprehensive Exams. During the Exam period all work must be done individually.

Duration and Location. The Qualifying and Comprehensive Exams are offered twice annually: shortly after the start of the fall and spring semesters. Students have five days to write their exams. The Exams may be written anywhere under the auspices of the Honor Code.

Materials Permitted. Students are permitted the use of any materials in writing their Qualifying and Comprehensive Exams. The Exam essays should not include work previously submitted for academic credit. Exam takers will be asked to sign a statement certifying this requirement and that they had no assistance (regarding content or editing) during the Exam period.

Evaluation. The Qualifying and Comprehensive Exams will be read by three EPPL faculty members, with students assigned to a committee consisting of members from two or more program emphases. Exams will be evaluated using blind review. The faculty will evaluate the exam on a Pass/Fail/Honors basis. A unanimous vote is required for an Honors designation; a majority is necessary for all other evaluations. The review of the exam should be completed within three weeks. The designated committee chair will notify the Office of Academic Programs regarding the status of the student's evaluation; subsequently, the Office of Academic Programs will notify the student. Successful completion of the Comprehensive Exam moves a student to the level of doctoral candidacy.

In the event of an unsatisfactory evaluation of the Exam, the designated committee chair will provide feedback and make recommendations to address any deficiencies. A second exam will be scheduled during the next administration of the exam for the portion of the exam failed. If the candidate fails either the Qualifying Exam or the Comprehensive Exam twice, the candidate will be removed from the program.

SOE: Educational Policy, Planning & Leadership (EPPL) Programs

Master's Degree Programs

- Educational Leadership – Administration & Supervision PreK-12, MEd
- Educational Leadership – Higher Education Administration, MEd

Doctoral Degree Programs

- General (K-12) Administration, PhD
- Education Policy, Planning & Leadership, EdD
- Gifted Education, PhD
- Gifted Education, EdD
- Curriculum Leadership, PhD
- Curriculum Leadership, EdD
- Curriculum and Educational Technology, PhD
- Curriculum and Educational Technology, EdD
- Educational Policy, Planning and Leadership, Special Education Administration, PhD
- Educational Policy, Planning and Leadership, Special Education, EdD
- Higher Education, PhD
- Higher Education, EdD
- Executive EdD in K-12 Administration

Contact Information

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

- **General Education Administration**
Dr. Megan Tschannen-Moran (mxtsch@wm.edu)
- **Gifted Education Administration**
Dr. Tracy Cross (tlcross@wm.edu)
- **Curriculum & Educational Technology**
Dr. Judi Harris (jbharr@wm.edu)
- **Curriculum Leadership**
Dr. Leslie Grant (lwgran@wm.edu)
- **Higher Education Administration**
Dr. Jim Barber (jpbarber@wm.edu)
- **Executive Ed. D. in K-12 Administration**
Dr. Margaret Constantino (meconstantino@wm.edu)

Masters Degree Programs

Educational Leadership – Administration & Supervision PreK-12, MEd

The M.Ed. program in administration and supervision Pre-K-12 program emphasizes skills needed for leadership positions in Pre-K-12 educational organizations.

Track 1 is intended for students who hold a bachelor's degree, a valid Virginia teaching license and have three years of successful teaching experience. This degree leads to the addition of an endorsement in Administration and Supervision PreK-12 by the Virginia Department of Education. Track 1 is 36 semester hours.

Track 2 is intended for students who hold a master's degree, a valid teaching license, and have three years of successful teaching experience. This degree leads to the addition of an endorsement in Administration and Supervision PreK-12 by the Virginia Department of Education. Track 2 is 33 semester hours.

Students admitted to other graduate degree programs in the School of Education who hold valid teaching licensure may also pursue administrative licensure by working with their advisor to plan a program which includes all of the required licensure course work.

Introductory Core (6-9 Hours)

- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 502 - Educational Leadership: Concepts and Cases (3).
- EPPL 640 - Administration and Supervision of Special Education (3).

Organizational Leadership (12 Hours)

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

Instructional Leadership (9 Hours)

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

Culminating Experience (6 Hours)

(Not required for Track 2.)

- EPPL 586 - Internship in Administration and Supervision (PreK-12) I/II (3).
- EPPL 587 - Internship in Administration and Supervision (PreK-12) I/II (3).

Total Hours: 33-36

Note:

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

Educational Leadership – Higher Education Administration, MEd

The M.Ed. Program in Educational Leadership includes a concentration in Higher Education Administration. This program is designed to prepare students for leadership and service positions in colleges, universities, community colleges, government agencies, research agencies, educational associations, and other post-secondary educational settings. Graduates have pursued

careers in admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

In addition to a concentration on higher education, the program includes courses which introduce graduate students to the theories of administration, organization, and policies that characterize educational institutions in general. The professional focus area provides students an opportunity to individualize their program of study. The culminating courses include an internship and a significant research project as integral parts of a graduate student's professional development.

A graduate student enrolled in this M.Ed. program who wishes to acquire some background in counseling pertinent to student personnel settings may request to take additional electives or may include these courses in their professional focus area. A prospective student who already holds a master's degree and who is interested in advanced preparation for administrative, faculty, and research positions in higher education should consider applying directly to either the Ed.D. or Ph.D. Program in Educational Policy, Planning and Leadership with a concentration in Higher Education.

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

Core Component (12 Hours)

- EPPL 503 - The Administration of Higher Education (3).
- EPPL 525 - Assessment and Evaluation to Promote College Student Learning (3).
- EPPL 628 - The History of Higher Education (3).
- EPPL 635 - Organization and Governance of Higher Education (3).

Research Component (3 Hours)

- EDUC F65 - Research Methods in Education (3).

Professional Focus (15 Hours Minimum)

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

Culminating Courses (6 Hours)

- EPPL 585 - Internship in Higher Education (3).
- EPPL 599 - Master's Project (3).

Total Hours: 36

During the last semester of one's program of study, a student in the M.Ed. Program in Educational Leadership with a concentration in Higher Education must arrange their exit interview with the faculty advisor. The interview is conducted by faculty of the Higher Education Program to obtain feedback about a student's experiences in the program.

Doctoral Degree Programs

General (K-12) Administration, PhD

Core Component (12 Hours)

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

Research Component (15 Hours)

- EDUC 663 - Principles of Educational Research (3).
- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 694A - Qualitative Research Design & Methods, Part I (3).
- EDUC 694B - Qualitative Research Design & Methods, Part II (3).

Select One of the Following:

- EDUC 700 - Advanced Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

Select 7 of the following:

- CRIN 592 - Creativity and Innovation in Education (3).
- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 502 - Educational Leadership: Concepts and Cases (3).
- EPPL 534 - Instructional Leadership: Administering Educational Programs (3).
- EPPL 535 - Instructional Leadership: Assessment and Evaluation (3).
- EPPL 536 - Instructional Leadership: Supervision and Professional Development (3).
- EPPL 540 Topics in Educational Leadership—3
- EPPL 550 - The Principalship: Managing Instructional Resources (3).
- EPPL 561 - Leadership and Cultural Competence (3).
- EPPL 586 - Internship in Administration and Supervision (PreK-12) I/II (3).
- EPPL 587 - Internship in Administration and Supervision (PreK-12) I/II (3).
- EPPL 610 - Advanced Instructional Strategies (3).
- EPPL 611 - Theories of Curriculum Development and Evaluation (3).
- EPPL 633 - Planning and Management in School Finance and Facilities (3).
- EPPL 642 - Interpersonal and Public Relations in Education (3).
- EPPL 643 - Human Resources Administration (3).
- EPPL 645 - The Superintendency Team (3).
- EPPL 660 - Educational Law (3).
- EPPL 715 Public Schools and Public Policy—3
- EPPL 733 - Seminar on Legal Issues in Education (3).
- EPPL 734 - Seminar in Human Resource Leadership in Education (3).
- EPPL 760 - Independent Study in Educational Policy, Planning and Leadership (*Var.*)
- EPPL 770 - Advanced Internship in Administration (3).

Cognate(s) (12 Hours)

Each student will select one or more cognate areas to broaden his/her knowledge base and provide additional areas of specialization. Students with a concentration in K-12 General Education Administration may select 6 hours in two cognate areas

or 12 hours in one area. Courses listed in more than one cognate or concentration area can be used to satisfy only one requirement. Students should discuss their potential cognate area(s) with their faculty advisor.

Culminating Experience (3 Hours)

- EPPL 790 - Educational Policy, Planning and Leadership Research Seminar (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 69 (Minimum)

Education Policy, Planning & Leadership, EdD

This program is restricted to cohort students.

The General Education Administration doctoral concentration is designed to develop educational leaders who can communicate effectively with their publics in speech and writing; have command of and are contributors to the body of knowledge reflective of research and theory in the field; possess the skills and knowledge to make effective decisions, to manage organizations, and to motivate and lead people so that institutional and personal goals are met. Graduates are prepared intellectually, personally, and professionally to provide service to diverse communities through skillful leadership.

The Ed.D./Ph.D. programs provides initial preparation and continuing education for those who wish to serve in leadership positions in PK-12 educational programs. Students who wish to earn K-12 supervisory licensure while pursuing the doctorate should inform their advisors upon enrollment to ensure appropriate program planning. Through the rich sets of experiences provided in the William and Mary program, students leave well-prepared to offer dynamic and constructive leadership to meet the challenges facing education in the 21st century.

For more information please contact Dr. Megan Tschannen-Moran at 757-221-2187.

Doctoral Degree Programs

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

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

Concentration Area

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

Core & Research Courses

Doctoral students admitted into the EPPL Ed.D. and Ph.D. programs will be required to take their four core courses in an established sequence during the first two years of matriculation. (See the program of study on the School of Education website for the recommended scheduling of this sequence.) Higher education students are exempt from this requirement. Students in the

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

Core Component (12 Hours)

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

Research Component (9 Hours)

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

Concentration Area (21 Hours)

Select seven from the following:

- CRIN 592 - Creativity and Innovation in Education (3).
- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 502 - Educational Leadership: Concepts and Cases (3).
- EPPL 534 - Instructional Leadership: Administering Educational Programs (3).
- EPPL 535 - Instructional Leadership: Assessment and Evaluation (3).
- EPPL 536 - Instructional Leadership: Supervision and Professional Development (3).
- EPPL 550 - The Principalship: Managing Instructional Resources (3).
- EPPL 561 - Leadership and Cultural Competence (3).
- EPPL 586 - Internship in Administration and Supervision (PreK-12) I/II (3).
- EPPL 587 - Internship in Administration and Supervision (PreK-12) I/II (3).
- EPPL 610 - Advanced Instructional Strategies (3).
- EPPL 611 - Theories of Curriculum Development and Evaluation (3).
- EPPL 633 - Planning and Management in School Finance and Facilities (3).
- EPPL 642 - Interpersonal and Public Relations in Education (3).
- EPPL 643 - Human Resources Administration (3).
- EPPL 645 - The Superintendency Team (3).
- EPPL 660 - Educational Law (3).
- EPPL 733 - Seminar on Legal Issues in Education (3).
- EPPL 734 - Seminar in Human Resource Leadership in Education (3).

- EPPL 760 - Independent Study in Educational Policy, Planning and Leadership (*Var.*)
- EPPL 770 - Advanced Internship in Administration (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (*Var.*)

Total Hours: 48

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

Gifted Education, PhD

Core Component (12 Hours)

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

Research Component (15 Hours)

- EDUC 653 - Inquiry III: Program Evaluation (3).
- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 694A - Qualitative Research Design & Methods, Part I (3).
- EDUC 694B - Qualitative Research Design & Methods, Part II (3).

Select One of the Following (3 Hours):

- EDUC 700 - Advanced Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 660 - Educational Law (3).

Select Five (15 Hours):

- CRIN 592 - Creativity and Innovation in Education (3).
- EPPL 561 - Leadership and Cultural Competence (3).
- EPPL 612 - Curriculum and Instruction for Gifted Learners (3).
- EPPL 650 - Developmental Perspectives in Gifted Education (3).

- EPPL 670 - Programs and Models in Gifted Education (3).
- EPPL 712 - Administration and Policy Issues in Gifted Education (3).
- EPPL 750 - Current Trends and Issues in Gifted Education Administration (3).
- EPPL 770 - Advanced Internship in Administration (3).

Cognate(s) (12 Hours)

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

Culminating Experience (3 Hours)

- EPPL 790 - Educational Policy, Planning and Leadership Research Seminar (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 69 (Minimum)

Gifted Education, EdD

Core Component (12 Hours)

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

Research Component (9 Hours)

- EDUC 663 - Principles of Educational Research (3).

Select Two of the Following:

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

Concentration Area (21 Hours)

- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 660 - Educational Law (3).

Select Five (15 Hours):

- CRIN 592 - Creativity and Innovation in Education (3).
- EPPL 561 - Leadership and Cultural Competence (3).
- EPPL 612 - Curriculum and Instruction for Gifted Learners (3).

- EPPL 650 - Developmental Perspectives in Gifted Education (3).
- EPPL 670 - Programs and Models in Gifted Education (3).
- EPPL 712 - Administration and Policy Issues in Gifted Education (3).
- EPPL 750 - Current Trends and Issues in Gifted Education Administration (3).
- EPPL 770 - Advanced Internship in Administration (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 48 (Minimum)

Curriculum Leadership, PhD

Core Component (12 Hours)

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

Research Component (15 Hours)

- EDUC 663 - Principles of Educational Research (3).
- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 694A - Qualitative Research Design & Methods, Part I (3).
- EDUC 694B - Qualitative Research Design & Methods, Part II (3).

Select One of the Following:

- EDUC 700 - Advanced Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

Required Courses: (15 Hours)

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

Electives (6 Hours):

- CRIN R07 - Language Development and English Language Learners (3).

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

Cognate(s) (12 Hours)

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

Culminating Experience (3 Hours)

- EPPL 790 - Educational Policy, Planning and Leadership Research Seminar (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 69 (Minimum)

Curriculum Leadership, EdD

Core Component (12 Hours)

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

Research Component (9 Hours)

- EDUC 663 - Principles of Educational Research (3).

Select Two of the Following:

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

Concentration Area (21 Hours)

Required Courses (15 Hours):

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

Electives (6 Hours):

- CRIN R07 - Language Development and English Language Learners (3).
- CRIN R08 - Literacy Instruction for Diverse Learners (3).

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

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 48 (Minimum)

Curriculum and Educational Technology, PhD

Core Component (12 Hours)

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

Research Component (15 Hours)

- EDUC 663 - Principles of Educational Research (3).
- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 694A - Qualitative Research Design & Methods, Part I (3).
- EDUC 694B - Qualitative Research Design & Methods, Part II (3).

Select One of the Following:

- EDUC 700 - Advanced Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

- CRIN 602 - Curriculum-Based Technology Integration K-12 (3).
- CRIN 603 - Research Seminar in Educational Technology (3).
- EPPL 610 - Advanced Instructional Strategies (3).
- EPPL 611 - Theories of Curriculum Development and Evaluation (3).

Select 3 (9 Hours):

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

Cognate(s) (12 Hours)

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

Dissertation (9 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 69 (Minimum)

Curriculum and Educational Technology, EdD

Core Component (12 Hours)

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

Research Component (9 Hours)

- EDUC 663 - Principles of Educational Research (3).
- EDUC 664 - Qualitative Research Methods (3).

Select one of the following:

- EDUC 665 - Intermediate Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

- CRIN 602 - Curriculum-Based Technology Integration K-12 (3).
- CRIN 603 - Research Seminar in Educational Technology (3).
- EPPL 610 - Advanced Instructional Strategies (3).
- EPPL 611 - Theories of Curriculum Development and Evaluation (3).

Select 3 (9 hours):

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

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Doctoral Cognate in Special Education

Students who are interested in increasing knowledge and leadership competencies related to individuals with disabilities are encouraged to consider a 12-hour cognate in Special Education after admission to one of the EPPL Ph.D. emphasis areas.

Cognate courses should be selected with the academic advisor in the development of the original program of studies since most are offered every 2 years.

Total Hours: 48 (Minimum)

Educational Policy, Planning and Leadership, Special Education Administration, PhD

This program prepares leaders to direct special education programs in local school divisions, state education agencies, and other settings. It also addresses the critical shortage of Ph.D. faculty to meet special education needs in educator preparation programs by producing graduates for higher education faculty positions specializing in high incidence disabilities. The special education concentration focuses on improving outcomes for students with disabilities through access to general education curriculum with emphases on evidence-based and culturally responsive practices and collaborative service delivery. The program includes a strong foundation in law, policy, leadership, and organizational dynamics, as well as a rigorous research core. In consultation with their advisers, students also select one or two cognate sequences to support their career goals.

For more information please contact Dr. Ginnie McLaughlin, at 757-221-2337.

Core Component (12 Hours)

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

Research Component (15 Hours)

- EDUC 663 - Principles of Educational Research (3).
- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 694A - Qualitative Research Design & Methods, Part I (3).
- EDUC 694B - Qualitative Research Design & Methods, Part II (3).

One of the following:

- EDUC 700 - Advanced Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

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

Cognate(s) (12 Hours)

Each student will select one or more cognate areas to broaden his/her knowledge base and provide additional areas of specialization. Students may select 6 hours in two cognate areas or 12 hours in one area. Courses listed in more than one cognate

or concentration area can be used to satisfy only one requirement. Students should discuss their potential cognate area(s) with their faculty advisor.

Culminating Experience (3 Hours)

- EPPL 790 - Educational Policy, Planning and Leadership Research Seminar (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (*Var.*)

Educational Policy, Planning and Leadership, Special Education, EdD

The Special Education Administration concentration within the Educational Policy, Planning and Leadership area supports the mission of the School of Education by providing initial preparation and continuing education for those who wish to serve in leadership positions in the field of special education. The Ed.D./Ph.D. option expands the tradition of the School of excellence in professional education for educating school principals and superintendents to preparing leaders to serve education institutions in a variety of leadership, research, and instructional capacities. A primary goal is to enhance the education of individuals with disabilities, including those who are culturally and linguistically diverse.

The primary objectives of the Special Education Administration concentration in Educational Policy, Planning and Leadership are to: (a) recruit, enroll, and support highly qualified and diverse doctoral students who are capable of completing a competency based program with dual emphases in general education and special education policy, planning, and leadership; and (b) provide a comprehensive preparation program that will ensure proficiency in those competencies essential for collaborative planning, implementation, and evaluation of more inclusive programs for students with disabilities.

In addition to the development of skills and competencies traditionally required of effective educational administrators, program graduates will be able to conduct research; develop evidence based, innovative programs; advocate for organizational improvements; establish collaborative community and interagency networks to facilitate delivery of services in more inclusive settings; and conduct and/or facilitate experiences to support staff development and retention. Graduates will also demonstrate skill in policy development and analysis and educational planning.

For more information please contact Dr. Ginnie McLaughlin at 757-221-2337.

Core Component (12 Hours)

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

Research Component (9 Hours)

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

Concentration Area (21 Hours)

- EPPL 501 - Educational Leadership and Organizational Dynamics (3)
- EPPL 614 - Curriculum Development in Special Education (3).

- EPPL 640 - Administration and Supervision of Special Education (3).
- EPPL 660 - Educational Law (3).
- EPPL 735 - Legislation, Litigation and Special Education (3).
- EPPL 752 - Interdisciplinary and Interagency Service Delivery (3).
- EPPL 770 - Advanced Internship in Administration (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (*Var.*)

Higher Education, PhD

Core Component (12 Hours)

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

Research Component (15 Hours)

- EDUC 663 - Principles of Educational Research (3).
- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 694A - Qualitative Research Design & Methods, Part I (3).
- EDUC 694B - Qualitative Research Design & Methods, Part II (3).

Select One of the Following:

- EDUC 700 - Advanced Statistics in Education (3).
- EPPL 765 - Applied Field Research Project (3).

Concentration Area (21 Hours)

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

Select Three (9 Hours):

- CRIN 592 - Creativity and Innovation in Education (3).
- EPPL 525 - Assessment and Evaluation to Promote College Student Learning (3).
- EPPL 530 - Introduction to Student Affairs Administration in Higher Education (3).
- EPPL 561 - Leadership and Cultural Competence (3).
- EPPL 632 - The Community College (3).

- EPPL 638 - Comparative Higher Education (3).
- EPPL 639 - Educational Technology Planning (3).
- EPPL 661 - Law and Higher Education (3).
- EPPL 676 - The Financing of Higher Education (3).
- EPPL 713 - Higher Education and Public Policy (3).
- EPPL 714 - Adult and Continuing Education Practice and Policy (3).
- EPPL 751 - Colloquium in Educational Policy, Planning and Leadership (Var.)
- EPPL 760 - Independent Study in Educational Policy, Planning and Leadership (Var.)
- EPPL 770 - Advanced Internship in Administration (3).

Cognate(s) (12 Hours)

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

Culminating Experience (3 Hours)

- EPPL 790 - Educational Policy, Planning and Leadership Research Seminar (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 69 (minimum)

Higher Education, EdD

Core Component (12 Hours)

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

Research Component (9 Hours)

- EDUC 663 - Principles of Educational Research (3).

Select Two of the Following:

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

Concentration Area (21 Hours)

- EDUC 603 - The College Student: Developmental Themes and Social Contexts (3).

- EPPL 613 - The Academic Life (3).
- EPPL 628 - The History of Higher Education (3).
- EPPL 635 - Organization and Governance of Higher Education (3).

Select Three (9 Hours):

- CRIN 592 - Creativity and Innovation in Education (3).
- EPPL 525 - Assessment and Evaluation to Promote College Student Learning (3).
- EPPL 530 - Introduction to Student Affairs Administration in Higher Education (3).
- EPPL 561 - Leadership and Cultural Competence (3).
- EPPL 632 - The Community College (3).
- EPPL 638 - Comparative Higher Education (3).
- EPPL 639 - Educational Technology Planning (3).
- EPPL 661 - Law and Higher Education (3).
- EPPL 676 - The Financing of Higher Education (3).
- EPPL 713 - Higher Education and Public Policy (3).
- EPPL 714 - Adult and Continuing Education Practice and Policy (3).
- EPPL 751 - Colloquium in Educational Policy, Planning and Leadership (Var.)
- EPPL 760 - Independent Study in Educational Policy, Planning and Leadership (Var.)
- EPPL 770 - Advanced Internship in Administration (3).

Dissertation (6 Hours)

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

- EDUC 800 - Dissertation (Var.)

Total Hours: 48 (minimum)

Executive EdD in K-12 Administration

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

The Format

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

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

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

The Dissertation

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

The Program of Studies

Year One

Summer (3 Courses - 9 Hours)

- EPPL 602 - Educational Planning and Program Evaluation (3).
- EPPL 603 - Leadership in Education (3).
- EDUC 651 - Inquiry I: Data-Based Decision Making (3).

Fall (2 Courses - 6 Hours)

- EPPL 611 - Theories of Curriculum Development and Evaluation (3).
- EDUC 652 - Inquiry II: Action Research (3).

Spring (2 Courses - 6 Hours)

- EPPL 610 - Advanced Instructional Strategies (3).
- EDUC 653 - Inquiry III: Program Evaluation (3).

Year Two

Summer (3 Courses - 9 Hours)

- EPPL 601 - Educational Policy: Development and Analysis (3).
- EPPL 604 - Cross Disciplinary Perspectives in Educational Theory, Research and Practice (3).
- EPPL 734 - Seminar in Human Resource Leadership in Education (3).

Fall (2 Courses - 6 Hours)

- EPPL 645 - The Superintendency Team (3).
- EPPL 633 - Planning and Management in School Finance and Facilities (3).

Spring (2 Courses - 6 Hours)

- EPPL 751 - Colloquium in Educational Policy, Planning and Leadership (Var.)
- EPPL 733 - Seminar on Legal Issues in Education (3).

Year Three

Fall (6 Hours)

- EDUC 800 - Dissertation (Var.)

Total Hours: 48 (minimum)

Tuition and Fees

The projected cost for the entire program, which includes tuition, ALL materials, books, registration fees, and parking fees can be found on our website at <http://education.wm.edu/academics/eppl/degrees/ga/exedd/index.php>.

Contact Information

Executive Director
 Dr. Margaret Constantino (meconstantino@wm.edu)
 Phone: (757) 221-2323

Educational Policy, Planning & Leadership (EPPL) Course Descriptions

EPPL 501 - Educational Leadership and Organizational Dynamics

Fall (3) DiPaola.

An introduction to general organizational theories and their application in educational settings. Attention is given to developing the leadership competencies needed for entry-level administrative positions. Influences of local, state, and federal levels of government on school administration are examined.

EPPL 502 - Educational Leadership: Concepts and Cases

Fall. (3). Tschannen-Moran.

An application of administrative skills and organizational characteristics in educational settings. Attention is given to building and extending leadership concepts, and applying leadership competencies in school settings. This course is an extension of EPPL 501.

EPPL 503 - The Administration of Higher Education

Fall. (3). Barber. Prerequisite(s): Admission to graduate studies or consent of instructor.

This course is a basic introduction to the administration of higher education institutions in the U.S. Course material includes an overview of management functions, governance, authority, organizational arrangements, and administrative style and behavior. Students examine in detail several administrative operations, including offices of academic affairs, student services, business/financial affairs, university advancement, institutional research, registrar, admissions, athletics, building and grounds, facility planning and construction, continuing education, and communications. In addition, students study various agencies of the state and federal governments that are primarily concerned with higher education.

EPPL 504 - Universal Design for Learning

Occasionally (1) Mark Hofer. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

Students will explore Universal Design for Learning principles and how they are implemented at different levels of education. Students will learn how to apply these principles to assess the degree to which learner diversity is supported in learning materials, enabling them to make appropriate recommendations for making learning more accessible.

EPPL 505 - Multimedia Designs for Learning

Occasionally (1) Hofer. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

In this course, students will learn how multimedia design can influence learning. Specifically, students will explore relevant aspects of research on multimedia learning, Universal Design for Learning, and graphic design theory, developing skill in tailoring the design of multimedia materials to fit particular learning needs and preferences.

EPPL 506 - Multimedia Production for Learning

Occasionally (1) Hofer. Prerequisite(s): CRIN 5XX: Multimedia Designs for Learning.

In this course, students will draw on research-based principles to design, produce, and critique multimedia learning materials. Students will select and utilize appropriate multimedia tools including presentation, design, publishing, and production software.

EPPL 507 - Motivation, Engagement, and Educational Technologies

Occasional (1) Jason Chen.

This class provides students with opportunities to merge theory and practice to understand the relationships among motivation, engagement, and student learning with educational technologies. Students will be able to apply these principles and concepts in the identification and selection of technology-based activities for learning.

EPPL 508 - Collaborative and Cooperative Learning Online

Occasionally (1) Judi Harris. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

In this course students explore multiple ways to design and support online collaborative (interdependent) and cooperative (coordinated) learning in K-12 and/or higher education contexts. Students will read about, experience and reflect upon different ways to structure and facilitate collaborative and cooperative online learning experiences.

EPPL 509 - Blended Learning & Teaching

Occasionally (1) Judi Harris. Prerequisite(s): EPPL 516: Self-Paced Learning Online and EPPL 508: Collaborative and Cooperative Learning Online or permission of the course's instructor.

In this course students explore multiple and varied ways to design and support blended learning – that is, online and face-to-face learning used together – in K-12 and higher education contexts. Students will read about, experience and reflect upon different ways to structure and facilitate blended learning experiences.

EPPL 511 - Budget Policy and Practice in Higher Education

Occasionally (1) Pamela Eddy.

This course enables students to understand the budget process employed by colleges and universities. After examining the fundamental budgeting operational models, the annual planning operations, policy decisions and ramifications, and construction of an institutional budget are discussed and practiced through computer simulations.

EPPL 512 - Educational Technology Professional Development

Occasionally (1) Judi Harris. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

This course helps students identify and implement the full range of models for educational technology professional development for K-12 and postsecondary faculty in education. Students also explore and apply current research, theory, and practice concerning the efficacy of different designs and techniques that address instructors' technology integration knowledge and practice.

EPPL 513 - Educational Technology & Diversity

Occasionally (1). Judi Harris. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

This course familiarizes students with emerging literature addressing human diversity and technology use. Students explore and apply current research, theory, and practice that examine how racial/cultural/ethnic, economic, historical, political, gendered, ability and other biases can be both perpetuated and confronted constructively in K-12 and higher education contexts using educational technologies.

EPPL 514 - Diffusion of Innovations

Occasionally (1). Judi Harris.

This course helps students understand how news of innovations travels within and across social networks, and how communication patterns help to determine innovations' success or failure. Students explore and apply key concepts from Diffusion of Innovations (Rogers) research as they relate to innovation diffusion efforts in K-12 and/or higher education.

EPPL 515 - Media Literacies

Occasionally (1). Mark Hofer.

In this course, students explore the evolution of notions of media literacies in education in contemporary culture. Specifically, they trace the evolution of conceptions of and guidelines for media literacy development. Students then compare and contrast these different ways of viewing digital literacies, and explore relevant educational policy implications.

EPPL 516 - Self-Paced Learning Online

Occasionally (1). Judi Harris. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

In this course students explore multiple and varied ways to design and support self-paced learning online in K-12 and higher education contexts. Students will read about, experience and reflect upon different ways to structure and facilitate blended learning experiences.

EPPL 517 - College Teaching and Course Design

Occasionally (1). Pamela Eddy.

Students will review college classroom teaching methods and practices. The course topics include teaching and learning theory, classroom organization, curriculum and course syllabi construction, and exploration of teaching philosophy.

EPPL 518 - Instructional Planning for Technology-Enhanced Learning (Higher Education)

Occasionally (1). Mark Hofer & Judi Harris.

This course helps students to design effective approaches to integrating educational technologies into instruction to support teaching and learning in postsecondary settings. It will familiarize students with multiple instructional planning models that address content-based technology integration in higher education contexts, leading to proficiency in planning technology-enhanced learning.

EPPL 519 - Educational Technologies and Course Content (Higher Education)

Occasionally (1). Mark Hofer & Judi Harris. Prerequisite(s): Teaching experience in an adult/higher education context or enrollment in a School of Education higher education-focused graduate degree program.

This course is designed to familiarize students with multiple models of effective content-based technology integration in higher education. The process of technology integration will be explored at multiple postsecondary levels. Authentic content-based examples of effective technology integration will be used throughout the course to illustrate integration models, challenges, and implementations.

EPPL 520 - College Teaching Strategies

Occasionally (1). Pamela Eddy.

A variety of teaching strategies will be reviewed in this course, including, but not limited to: active learning techniques, small and large group discussion formats, collaborative learning, flipped classrooms, and problem based learning approaches.

EPPL 521 - Designing Inclusive Learning

Occasionally (1). Pamela Eddy.

This course provides an overview of the requirements for creating an inclusive classroom environment. Diverse student learning needs and the creation of learning opportunities to improve students' global competency are critical for today's graduates.

EPPL 522 - Assessing Educational Technology Use

Occasionally. (1). Judi Harris. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

This course familiarizes students with current models used to assess educational technology use in K-12 and higher education. Students will explore, compare, contrast, critique and apply current research, theory, and practice that address the quality of educational technology use, attending specifically to the unstated assumptions that undergird each model.

EPPL 525 - Assessment and Evaluation to Promote College Student Learning

Spring. (3). Barber.

This course is designed to explore the foundations of assessment and evaluation of undergraduate learning outcomes. It develops a historical and theoretical foundation for conceptualizing college student learning outcomes with a specific focus on how assessment and evaluation can be employed to promote student learning in higher education.

EPPL 527 - History of Presidents & Trustees

Occasionally (1). Eddie Cole.

This seminar explores the perspectives of the presidents and trustees at U.S. colleges and universities. Spanning across several decades, this seminar focuses on leaders at a variety of types of institutions and examines pivotal moments in their tenure.

EPPL 528 - History of Minority Serving Institutions

Occasionally (1). Eddie Cole.

This seminar explores the Minority-serving Institutions (MSIs) within the American higher education system. This includes Historically Black Colleges & Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities. This seminar takes a historical look at these diverse institutions' role in expanding access to higher education.

EPPL 529 - Fed Up: College Students and Activism

Occasionally (1). Eddie Cole

This seminar explores the long-standing history of student participation in activism. From the students boycotting to overturning college administrations of the 1930s to the Occupy Movement of recent years, students activism on college campuses had initiated many of the most influential changes in society.

EPPL 530 - Introduction to Student Affairs Administration in Higher Education

Spring of even-numbered years. (3). Staff. Prerequisite(s): Admission to graduate studies or consent of the instructor.

A course designed to provide appropriate experiences for the student who wishes to seek employment in the areas of admissions, student affairs, housing, and food service in institutions of higher education. The course consists of a study of (1) the nature, development, and current status of student personnel services in higher education, (2) major problem areas in the field, and (3) policies and procedures for effective management.

EPPL 531 - The Community and The College

Occasionally (1). Eddie Cole.

This seminar explores pivotal moments in the ongoing development of the relationship between colleges and universities and

their local communities that are external to campus. From campus expansion issues with emanate domain to student participation in off-campus protests, institutions of higher education have continuously had to revisit their relationship with their adjoining community.

EPPL 532 - Assessment of College Student Learning

Occasionally. (1). Pamela Eddy.

Students will acquire techniques to assess student learning. Both formative and summative approaches to assessment will be reviewed. Connections between teaching and learning outcomes provide the basis for the development of learning rubrics. Strategies for using technology in assessment will occur.

EPPL 533 - Scholarship of Teaching and Learning

Occasionally. (1). Pamela Eddy.

The scholarship of teaching and learning requires reflective evaluation of classroom pedagogy and student outcomes to improve practice and share with other faculty. This course will provide students with an opportunity to link their classroom practice and evaluation that creates scholarship for others.

EPPL 534 - Instructional Leadership: Administering Educational Programs

Spring. (3). Gareis and Grant.

A course for school principals and supervisors that focuses on leading and managing the school instructional program. Topics studied revolve around decision making regarding the school curriculum and instructional program.

EPPL 535 - Instructional Leadership: Assessment and Evaluation

Spring. (3). Gareis and Grant.

A course designed to provide individuals with the knowledge and skills required for assessing and evaluating educational programs. Emphasis is placed on the principles of classroom-level assessment practices and program-level evaluation methods.

EPPL 536 - Instructional Leadership: Supervision and Professional Development

Spring. (3). DiPaola. Prerequisite(s): EPPL 501 or permission of instructor.

This course explores the relationship among instructional supervision, professional development, and ongoing improvement of teaching and learning. Students examine the role of the educational leader in creating a culture of change that promotes the personal and professional growth for all members of the school community as well as fosters organizational success.

EPPL 537 - Professional Development for College Teaching

Occasionally. (1-3). Pamela Eddy.

This course is designed to apply teaching and learning content knowledge using facilitated instruction. Students will discuss and analyze a range of teaching strategies, learning contexts, and uses of technology to support teaching and learning. Evaluation of the influence of strategies on student learning will be covered.

EPPL 550 - The Principalship: Managing Instructional Resources

Spring. (3). Constantino. Prerequisite(s): EPPL 501

A course focused on administrative knowledge and skills related to the effective management of school sites. Attention is given to the role of the principal in planning, organizing, and monitoring the effective use of finance, facilities, and technology. Cases and concepts are applied to school improvement practices.

EPPL 561 - Leadership and Cultural Competence

Spring. (3). Staff.

This course is designed to present leadership, administrative and cultural knowledge, skills, and strategies in relations to improving the operation of educational institutions. A major focus of the course is to investigate and experience the concept of cultural competence as applied to leadership in educational organizational settings.

EPPL 585 - Internship in Higher Education

Fall and Spring. (3). Staff. Graded Pass/Fail.

An internship is required of all master's students in the higher education emphasis. Individual arrangements are made by the student, internship supervisor and faculty.

EPPL 586 - Internship in Administration and Supervision (PreK-12) I/II

Fall; Spring; Summer. (3). Constantino, Sebastian. Graded Pass/Fail. Prerequisite(s): 21 hours in Educational Policy, Planning and Leadership coursework or permission of instructor.

This internship offers intensive, field-based experiences for aspiring educational leaders. Interns encounter authentic challenges in various educational settings and develop leadership abilities, administrative competencies, and personal confidence to work with and through all members of the schools community to bring about improved teaching and learning. The internship must be completed over 2 consecutive semesters. Internship sites, in cooperating school divisions, will be identified by a team consisting of the student, university intern supervisor, and a practicing administrator or supervisor. An internship plan is then developed which involves the student in an integrated internship experience which includes regular leadership seminars, portfolio refinement and presentation, transitional planning for professional growth, and career advisement and outplacement support.

EPPL 587 - Internship in Administration and Supervision (PreK-12) I/II

Fall; Spring; Summer. (3). Constantino, Sebastian Graded Pass/Fail. Prerequisite(s): 22 hours in Educational Policy, Planning and Leadership coursework or permission of instructor.

This internship offers intensive, field-based experiences for aspiring educational leaders. Interns encounter authentic challenges in various educational settings and develop leadership abilities, administrative competencies, and personal confidence to work with and through all members of the schools community to bring about improved teaching and learning. The internship must be completed over 2 consecutive semesters. Internship sites, in cooperating school divisions, will be identified by a team consisting of the student, university intern supervisor, and a practicing administrator or supervisor. An internship plan is then developed which involves the student in an integrated internship experience which includes regular leadership seminars, portfolio refinement and presentation, transitional planning for professional growth, and career advisement and outplacement support.

EPPL 590 - College Teaching Certificate Capstone

Occasionally. (1-3). Pamela Eddy.

This course is designed to provide a culminating experience of synthesis and application for those pursuing a College Teaching Certificate. Projects will involve direct application of content knowledge in the field and will require a written summary and summary evaluation of capstone outcomes.

EPPL 599 - Master's Project

Spring. (3). Barber, Cole and Eddy.

A seminar in which graduate students prepare a research paper in a field related to their area of emphasis. The seminar constitutes the final three semester hours in the master's program.

EPPL 601 - Educational Policy: Development and Analysis

Fall. (3). Staff.

This course provides the opportunity for students to have a clear understanding of how policy works in education, how to analyze and formulate educational policies, and who the key interest groups and players are in the making of policy.

EPPL 602 - Educational Planning and Program Evaluation

Spring, Summer. (3). Grant.

This course is designed to present knowledge, skills, strategies, and applications of planning and program evaluation for educational organizations. Major foci of the course include methodologies for educational planning and program evaluation to include determining present status, determining future direction, charting a course of action, and assessing progress toward and achievement of desired outcomes.

EPPL 603 - Leadership in Education

Fall, Summer. (3). DiPaola.

This course provides the opportunity to examine theoretical and practical applications of leadership in order to develop the knowledge, skills and attributes required of an effective leader in contemporary educational settings.

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

Spring. (3). Barber and Tschannen-Moran.

This course explores the structure of knowledge, focusing in particular on the social sciences and humanities, and engages students in the process of conceptualizing educational research problems that are based in social science and humanities theory and models. Considering basic conventions and principles from anthropology, sociology, social psychology, political science, and the humanities, students explore and apply various theoretical perspectives to potential research topics in education.

EPPL 605 - Digital Tools for Learning

Spring of Odd years. (1). Mark Hofer

Students will be provided with a variety of opportunities to examine, apply, and critique the instructional affordances and

constraints of a variety of digital learning tools, focusing upon how they can be utilized for teaching and learning, professional development, communication, collaboration, and educational media production in K-12 and/or university contexts.

EPPL 606 - Emerging Technologies in Education

Occasionally. (1). Judy Harris. Prerequisite(s): Teaching experience in K-12 or higher education or enrollment in a School of Education graduate degree program.

Students will explore, analyze, and critique current trends and predicted advances in educational technology. The proliferation and educational use of emerging technologies will be studied through various theoretical lenses, including change theories, innovation diffusion, and learning theories. The specific focus for study will change each time the course is offered.

EPPL 607 - Educational Technologies and Curriculum (K-12)

Spring of Odd years. (1). Mark Hofer. Prerequisite(s): Teaching experience in K-12 contexts or enrollment in a School of Education K-12-focused graduate degree program.

This course is designed to familiarize students with multiple models of effective curriculum-based technology integration in schools. The process of technology integration will be explored at multiple levels of education. Authentic curriculum-based examples of effective technology integration will be used throughout the course to illustrate models, challenges, and implementations.

EPPL 608 - Instructional Planning for Technology-Enhanced Learning (K-12)

Spring of Odd years. (1). Mark Hofer. Prerequisite(s): Teaching experience in K-12 or adult education or enrollment in a School of Education graduate degree program.

This course helps students to design effective approaches to integrating educational technologies into instruction to support teaching and learning. It will familiarize students with multiple instructional planning models that address curriculum-based technology integration in classrooms and schools, leading to proficiency in planning technology-enhanced learning for K-12 students.

EPPL 610 - Advanced Instructional Strategies

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

A course in which basic teaching procedures are studied in-depth. Students examine and construct teaching models, learn a system for analyzing teaching and study various teaching methods.

EPPL 611 - Theories of Curriculum Development and Evaluation

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

A course which involves in-depth study of the foundations, theories, and procedures of curriculum development and evaluation.

EPPL 612 - Curriculum and Instruction for Gifted Learners

Fall. (3). Tieso. Prerequisite(s): CRIN G80 or equivalent.

This course involves the study of differentiated curriculum and instruction for gifted learners. The course will focus on key content, process, product, concept and implementation issues in working with the gifted in various domains of inquiry.

EPPL 613 - The Academic Life

Spring. (3). Eddie Cole.

Collegiate curriculum and faculty are intimately intertwined. This course explores how the logic of faculty socialization and career development relates to the evolution of teaching and learning environments in colleges and universities. Career issues and the institutional roles of the faculty and curricular forms, functions, processes, content and contexts are examined.

EPPL 614 - Curriculum Development in Special Education

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

A course involving advanced study of issues, philosophies, and models of special education curriculum, as well as systematic approaches for evaluating, modifying, and designing curricula for exceptional students.

EPPL 617 - Institutional Advancement

Summer of Odd years. (3). Staff.

Institutional Advancement is a large part of the higher education enterprise. It encompasses all aspects of fund raising, alumni relations, and public relations. Participants will learn to think and plan critically using data based decision making as they view campus issues, problems and relationships through the lens of institutional advancement.

EPPL 618 - Large Scale National Data Sets: IPEDS

Summer. (3). Staff.

This course provides an overview of an array of quantitative information about higher education, including a sampling of some of the data resources available and their relative strengths and weaknesses. In addition, students are introduced to different methods of analyzing and presenting quantitative research to critically analyze data.

EPPL 625 - Current Issues in Higher Education

Occasionally. (3). Eddy. Prerequisite(s): Admission to graduate studies or consent of instructor

A study of contemporary higher education in the United States as a specialized field of inquiry and as a professional area in which to work. Attention is centered on current issues emphasizing organization and administration, curriculum, college students, faculty, non-teaching professionals, and finance.

EPPL 628 - The History of Higher Education

Fall. (3). Cole. Prerequisite(s): Admission to graduate studies or consent of instructor.

This graduate course presents critical analysis and interpretation of historical developments in higher education from the medieval to modern periods. Emphasis is on key institutions, episodes, and social trends which illustrate the continuities, complexities, and changes in colleges and universities. Students are introduced to the use of historical documents and the logic of historical analysis.

EPPL 632 - The Community College

Spring Even Years. (3). Staff.

The focus of this course is on the development and structure of the community college: its history, purpose, characteristics, social function, organization and administration, curriculum, faculty, and students. The open access mission of community colleges results in more diverse populations of students being served, which provides a model internationally for countries creating two-year institutions.

EPPL 633 - Planning and Management in School Finance and Facilities

Fall. (3). Staples.

A study of the historical development, design, and management of school facilities and systems of financing education. Topics include forecasting need, potential sources of revenue, state and local systems of finance, financial management, budget development, and construction management. Selected state models for funding education and facilities will be examined. (This course replaces EPPL 631 and EPPL 675.)

EPPL 635 - Organization and Governance of Higher Education

Spring. (3). Staff.

This course reviews the organization and governance of institutions of higher education. Attention is given to understanding higher education organizational development, structure, characteristics, settings, and internal and external influences, both domestically and internationally. In addition, administrative roles, decision making problem solving, and political realities are examined from diverse perspectives.

EPPL 638 - Comparative Higher Education

Spring of even-numbered years. (3). Finnegan.

This course explores diverse post-secondary systems, structures, and organizational issue across the globe and outside of the traditional American system. After gaining an understanding of various distinct models of national tertiary systems, attention will turn to the general topics of history, curriculum, faculty, access, governance, and finance. Students will pursue a research topic of choice and share their scholarship in a colloquium format.

EPPL 639 - Educational Technology Planning

Occasionally. (3). Roche.

This seminar provides a forum for students to explore the impact of information technology on contemporary educational systems and to develop the skills necessary to serve as leaders in incorporating educational technology into the teaching and learning process. A major focus of the course is determining how the human and technical resources of an institution can be focused on creating a coherent and effective technological architecture. Minimal course entry expectations are for students to be comfortable and competent with word processing, electronic mail, Web browsing, database searching, and the basic functions of one computer operating system.

EPPL 640 - Administration and Supervision of Special Education

Summer of even-numbered years. (3). Constantino.

A study of the role of the administrator of special education programs. Emphasis is placed on planning implementation, and assessment of programs in rural, urban, and suburban settings.

EPPL 642 - Interpersonal and Public Relations in Education

Spring. Summer of even-numbered years. (3). Constantino.

A course focused on the principles, knowledge, and skills related to effective interpersonal and public relations in educational organizations. Special emphasis is given to the study of communication theory and practice, the social ecology of organizations, conflict and crisis management, community relations, strategic marketing in educational organizations, and legal and ethical considerations.

EPPL 643 - Human Resources Administration

Fall. (3). Stronge.

A study of personnel services for educational and public agency administrators. Selected personnel functions including planning, recruitment, selection, induction, compensation and evaluation are discussed.

EPPL 645 - The Superintendency Team

Fall. (3). Staff. Prerequisite(s): Master's degree in educational leadership, admission to EPPL doctoral program or permission of instructor.

This course is concerned with applying and synthesizing functions and responsibilities of executive-level central office personnel and the school superintendent within the context of dynamic educational organizations.

EPPL 650 - Developmental Perspectives in Gifted Education

Fall. (3). Cross.

This course focuses on the issues associated with the development of gifted individuals over the lifespan from a cognitive, psychosocial, and physiological perspective. Emphasis will be placed on exploring positive deviance in early childhood, middle childhood, adolescence, and adulthood. The role of institutions, individuals, and intrapersonal influences on the developmental process of talented learners will be explored and implications for program development and administration stressed.

EPPL 660 - Educational Law

Summer. (3). Stronge.

An examination of principles of school law by use, in part, of the case study approach. Legal foundations of public and non-public schools are studied with consideration given to the Virginia School code. Basic legal principles and guidelines for assisting teachers, administrators, and professional support personnel are developed.

EPPL 661 - Law and Higher Education

Spring. (3). Staff.

A course for advanced graduate students that examines constitutional, statutory, and case law relevant to higher education and the implications of this body of law for policies and practices affecting students, faculty, administrators, and staff. Students will learn basic legal concepts and become familiar with relevant legal terminology.

EPPL 662 - Sociology of Higher Education

Summer. (3). Staff.

The course will analyze issues central to the study of higher education through frameworks that consider social and cultural processes at work in higher education, structural and contextual factors that impact practice and participation, and implications for educational policy rising out of sociological approaches to higher education.

EPPL 670 - Programs and Models in Gifted Education

Spring. (3). Tieso. Prerequisite(s): CRIN G80

This course focuses on the fundamental principles of program design and development for gifted learners. Role functions and reference groups are emphasized as well as general educational administration and supervision theories. Program evaluation models are also stressed.

EPPL 676 - The Financing of Higher Education

Fall. (3). Staff.

Students will obtain an overview of the financing of higher education, both nationally and internationally. Students will review the main issues in finance, develop the ability to examine and analyze financial statements, assess the budget as an instrument of control, and relate the budget to the educational program. Cross-listed with (PUBP 644)

EPPL 712 - Administration and Policy Issues in Gifted Education

Spring of even-numbered years. (3). Cross. Prerequisite(s): EPPL 670

This course focuses on the in-depth study of issues and competencies related to administration and policy in gifted education at local, state, regional and national levels. Research and development concerns and practical applications of the state-of-the-art knowledge-base in the education of the gifted are emphasized.

EPPL 713 - Higher Education and Public Policy

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

A seminar for advanced graduate students in which the general topic of the relationship between the government and higher education is developed. Major attention is given to developments since World War II. Cross-listed with (PUBP 645)

EPPL 714 - Adult and Continuing Education Practice and Policy

Occasionally. (3). Roche.

A course designed to assist students in the development of perspective and insight in adult and continuing education policy and practice. Specific topics include a survey of programs for personal and professional growth, mass media delivery systems, experiential learning, distance education, and public policy. As a seminar for advanced students, it will place particular emphasis on developing research questions and methods for understanding the evolution, implementation, and assessment of educational policy. This course should be preceded by EPPL 601 - Educational Policy: Development and Analysis or equivalent.

EPPL 733 - Seminar on Legal Issues in Education

Spring of even-numbered years. (3). Stronge. Prerequisite(s): EPPL 660, EPPL 735, or a comparable course.

An advanced seminar on school law designed to explore legal issues of interest to graduate students.

EPPL 734 - Seminar in Human Resource Leadership in Education

Summer. (3). Stronge. Prerequisite(s): EPPL 643 or consent of instructor.

A seminar in the study of human resource leadership with a particular focus on school improvement. The intersection among, theory, research, and practice relative to the issues of educational change, quality-based recruitment and selection, innovative compensation packages, performance evaluation, and legal policy will be featured. The framework for review, discussion, debate, and development of these issues is decision-making relative to teacher quality.

EPPL 735 - Legislation, Litigation and Special Education

Occasionally. (3). Staff. Prerequisite(s): EPPL 660; admission to advanced graduate studies in Educational Policy, Planning and Leadership with emphasis in special education or permission of the instructor.

A study of the impact of legislation and litigation on the field of special education.

EPPL 750 - Current Trends and Issues in Gifted Education Administration

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

This course will focus on the most current trends and issues in the field of gifted education for leadership personnel to address. Major emphasis will be placed on: (1) new conceptions of giftedness; (2) research and development emphases for special populations of gifted learners; (3) exemplary identification, program development and evaluation practices in school practice; and (4) planning and administration of gifted education.

EPPL 751 - Colloquium in Educational Policy, Planning and Leadership

Occasionally. (Var.) Staff.

This course description is developed each time the course is offered to describe the areas to be investigated.

EPPL 752 - Interdisciplinary and Interagency Service Delivery

Fall of even-numbered years. (3). McLaughlin. Prerequisite(s): Admission to the doctoral program or permission of the instructor.

An advanced course to examine models for interdisciplinary teamwork in the design, delivery, and evaluation of services for students with disabilities and at-risk. Both school-based and interagency collaborative services are emphasized.

EPPL 760 - Independent Study in Educational Policy, Planning and Leadership

Fall; Spring; Summer. (Var.) Staff. Prerequisite(s): Permission of the instructor.

This course provides the opportunity for an advanced graduate student to pursue a topic of personal interest or need with the guidance and supervision of a member of the faculty.

EPPL 765 - Applied Field Research Project

Spring. (3). Stronge. Graded Pass/Fail. Prerequisite(s): EDUC 663, EDUC 664, EDUC 665, successful completion of comprehensives.

This course is designed to provide advanced graduate students with opportunities to apply their research knowledge to a research study in their area of interest in either educational administration, special education, gifted education or higher education. Emphasis is on conducting research in collaborating with faculty or graduate students.

EPPL 770 - Advanced Internship in Administration

Fall. (3). Staff. Graded Pass/Fail. Prerequisite(s): Doctoral status or consent of instructor.

A full-time supervised clinical experience in the administration of educational programs. The internship focuses on the development of an understanding of administration in various educational settings depending on the selected concentration area and provides the opportunity for field-based problem solving and the demonstration of emerging leadership skills.

EPPL 790 - Educational Policy, Planning and Leadership Research Seminar

Fall and Spring. (3). Staff. Graded Pass/Fail. Prerequisite(s): EDUC 663, EDUC 664, EDUC 665, successful completion of comprehensives or permission of the instructor. *Note: Students may be exempted from the EPPL 790 requirement and instead substitute 3 hours of EDUC 800 with prior permission of the advisor and dissertation chair.*

This seminar enables students to explore the current literature associated with their research interests and resources for doing research, and to confront problems in conducting original investigations in higher education, general education administration, gifted education administration, and special education administration. Attention is given to the investigation of a research problem of each student's interest.

SOE: School Psychology & Counselor Education (SPACE)

- Licensure in Counseling
- Doctoral Comprehensive Examinations - SPACE
- The Counseling Clinics
- Honors Designation

School Psychology

The school psychology program incorporates a developmental course of study that ensures students' learning is appropriately sequenced and coordinated with relevant practical experiences. The school psychology program curriculum has been structured with three major emphases: (1) psychological and educational foundations; (2) clinical training in assessment linked to intervention, consultation & collaboration, and prevention & intervention; and (3) effective application of skills in school settings.

Counseling Programs

The M.Ed. Program in Counseling is organized into a series of required educational and research foundation courses, basic counseling courses, and specialized courses that enable a student to concentrate in Community Counseling, Community & Addictions Counseling, School Counseling or Family Counseling. All programs include a Culminating Experience, which is comprised of various internship experiences. Students in all emphasis areas of the M.Ed. program in Counseling must arrange an exit interview during the last semester of their program of study. The interview is conducted by the faculty of the Counseling program to obtain evaluative feedback about a student's experiences in the program.

The Doctoral program in Counselor Education is designed to evaluate the theory and practice of counseling through quantitative and qualitative research and to prepare educators and leaders in the field of counseling. Students take doctoral seminars in selected counseling research topics, courses in statistics and research, a counseling practicum, a counselor education internship, and electives approved by their advisors. The goal of the doctoral program is to encourage students to extend their abilities in creative didactic and experiential activities, while developing critical thinking skills and a focused research agenda.

Licensure in Counseling

Professional Counselor in Virginia (LPC)

At this time in Virginia, licensure as a Professional Counselor requires a master's degree in counseling, 60 hours of graduate course work in counseling, a 4000-hour, post-master's clinical residency, and successful completion of the licensure examination. The program of studies for all of the M.Ed. degrees in Counseling at the College of William & Mary includes all the required

areas of classroom and clinical instruction needed for licensure as a Professional Counselor in Virginia and most other states. The entire 60 hours need not be taken during the M.Ed. program for licensure in Virginia.

Substance Abuse Treatment Practitioner in Virginia (LSATP)

The program of studies for the Community & Addictions Counseling program also meets the coursework and clinical instruction requirements for licensure in Virginia as a Substance Abuse Treatment Practitioner.

Marriage & Family Therapist in Virginia

The program of studies for the Family Counseling program also meets the coursework and clinical instruction requirements for licensure in Virginia as a Marriage & Family Therapist and most other states.

For more information about licensing requirements by the state of Virginia, please visit their website at: Virginia Board of Counseling: <http://www.dhp.virginia.gov/counseling/>.

The Counseling Clinics

The Counseling Program features a teaching clinic offering state-of-the-art clinical training for students and providing two vital services to the William & Mary and surrounding communities. The New Horizons Family Counseling Center is the product of the collaborative efforts of New Horizons Regional Educational Center and the School of Education at The College of William & Mary. The Center provides free services to families of children attending public schools in the region. For more information, contact Dr. Victoria Foster. The New Leaf Clinic provides brief counseling (6-10 sessions), two session assessment and feedback sessions, and group counseling to students at William & Mary with issues related to the use of alcohol or other drugs. Counselors at the New Leaf assess students' behaviors and attitudes relating to alcohol and other drugs with research-validated instruments and conduct interventions using Motivational Interviewing techniques. Motivational Interviewing is a "cutting edge," evidence-based intervention program that has proved effective for motivating change in substance use. It emphasizes clients' choice. For more information about the New Leaf Clinic, contact Dr. Rick Gressard at (757) 221-2352.

Doctoral Comprehensive Examinations- SPACE

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

Program Requirements

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

Eligibility

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

Comprehensive Examination Format

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

Step One: The Standard Examination

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

Exam Evaluation

Each Doctoral Program Area is responsible for developing written criteria for the evaluation of the standard exam. These written criteria must be shared with students prior to the exam. The Committee will evaluate the standard exam on a Pass/Fail/Honors basis. A unanimous vote is required for an Honors designation; a majority vote is necessary for all other evaluations. The review

of the standard exam should be completed within two weeks. Each member of the Committee will summarize his or her evaluation in a memo to the Chair. The Chair of the Committee will notify the Office of Academic Programs regarding the status of the student; subsequently, the Office of Academic Programs will notify the student. In the event of an unsatisfactory evaluation of the standard exam, the Chair will make recommendations and set a timetable to remedy any deficiencies. A second standard exam may be scheduled through the Office of Academic Programs. If a failing grade is received twice, the candidacy is denied.

Step Two: The Candidacy Paper

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

Paper Evaluation

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

Step Three: The Oral Examination

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

Oral Examination Evaluation

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

Honors Designation

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

SOE: School Psychology & Counselor Education (SPACE) Programs

Counseling

- Community Counseling, MEd
- Community & Addictions Counseling, MEd
- School Counseling, MEd
- Family Counseling, MEd

School Psychology

- School Psychology, MEd
- School Psychology, EdS

- Counselor Education, PhD

Program Contacts

For more information about the School Psychology or Counselor Education Programs, please send an e-mail message to:

- Community Counseling Program; Dr. Rip McAdams (crmcad@wm.edu)
- Community & Addictions Counseling Program; Dr. Rick Gressard (crgres@wm.edu)
- Family Counseling Program; Dr. Victoria Foster (vafost@wm.edu)
- School Counseling Program; Dr. Ann Shillingford-Butler (mashillingford@wm.edu)
- School Psychology Program; Dr. Lea Theodore (ltheodore@wm.edu)
- Counselor Education Ph.D. Program; Dr. Victoria Foster (vafost@wm.edu)

Counseling

Community Counseling, MEd

Recommended Sequence for Full-Time Students

Semester 1 (15 Hours)

- EDUC C32 - Theories of Counseling and Psychotherapy (3).
- EDUC C33 - Techniques of Counseling (3).
- EDUC C34 - Group Theory and Techniques (3).
- EDUC C43 - Professional, Ethical and Legal Issues in Counseling (3).
- Required Elective (3).

Semester 2 (12 Hours)

- EDUC F65 - Research Methods in Education (3).
- EDUC 627 - Marriage and Family Counseling (3).
- EDUC C42 - Supervised Practicum in Counseling (3).
- Required Elective (3).

Summer, Year 1 (9 Hours)

- EDUC C46 - Contemporary Issues in Clinical Mental Health Counseling (3).
- EDUC 625 - Couples Counseling and Sex Therapy (3).
- EDUC 645 - The Counselor and Psychopathology (3).

Semester 3 (12 Hours)

- EDUC F67 - Psychological and Educational Measurement (3).
- EDUC C29 - Substance Abuse and Society (3).
- EDUC C47 - Internship in Clinical Mental Health Counseling (3).
- Required Elective (3).

Semester 4 (12 Hours)

- EDUC F09 - Human Growth and Development: A Life-Span Perspective (3).
- EDUC C47 - Internship in Clinical Mental Health Counseling (3).
- EDUC 624 - Theory and Practice of Multi-Cultural Counseling (3).
- EDUC C31 - Career Development (3).

Total Hours: 60

Community & Addictions Counseling, MEd

Recommended Sequence for Full-Time Students

Semester 1 (15 Hours)

- EDUC C29 - Substance Abuse and Society (3).
- EDUC C32 - Theories of Counseling and Psychotherapy (3).
- EDUC C33 - Techniques of Counseling (3).
- EDUC C34 - Group Theory and Techniques (3).
- EDUC C43 - Professional, Ethical and Legal Issues in Counseling (3).

Semester 2 (12 Hours)

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

Summer, Year 1 (9 Hours)

- EDUC C46 - Contemporary Issues in Clinical Mental Health Counseling (3).
- EDUC 636 - Addictions and Family Systems (3).
- EDUC 645 - The Counselor and Psychopathology (3).

Semester 3 (12 Hours)

- EDUC C45 - Transpersonal Counseling: Theory, Research and Practice (3).
- EDUC C47 - Internship in Clinical Mental Health Counseling (3).
- EDUC F67 - Psychological and Educational Measurement (3).

Semester 4 (12 Hours)

- EDUC C31 - Career Development (3).
- EDUC C47 - Internship in Clinical Mental Health Counseling (3).
- EDUC F09 - Human Growth and Development: A Life-Span Perspective (3).
- EDUC 624 - Theory and Practice of Multi-Cultural Counseling (3).

Total Hours: 60

School Counseling, MEd

Recommended Sequence for Full-Time Students

Semester 1 (15 Hours)

- EDUC C32 - Theories of Counseling and Psychotherapy (3).
- EDUC C33 - Techniques of Counseling (3).
- EDUC C34 - Group Theory and Techniques (3).
- EDUC C35 - Introduction to Professional School Counseling (3).
- EDUC C43 - Professional, Ethical and Legal Issues in Counseling (3).

Semester 2 (12 Hours)

- EDUC C31 - Career Development (3).
- EDUC C42 - Supervised Practicum in Counseling (3).
- EDUC 624 - Theory and Practice of Multi-Cultural Counseling (3).
- EDUC 638 - Prevention and Intervention within Public Schools (3).

Summer, Year 1 (9 Hours)

- EDUC F09 - Human Growth and Development: A Life-Span Perspective (3).
- EDUC F65 - Research Methods in Education (3).
- EDUC 645 - The Counselor and Psychopathology (3).

Semester 3 (12 Hours)

- EDUC F67 - Psychological and Educational Measurement (3).
- EDUC C49 - Supervised Internship in School Counseling (3).
- EDUC 675 - Theories & Strategies for Counseling School-Aged Children (3).
- EDUC C29 - Substance Abuse and Society (3).

Semester 4 (12 Hours)

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

Total Hours: 60

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

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through national emergency care organizations such as the American Heart Association and the American Red Cross. Documentation of training (typically in the form of a current certification card) must be provided to the Office of Teacher Education and Professional Services as part of the licensure application packet.

Family Counseling, MEd

Recommended Sequence for Full-Time Students

Semester 1 (15 Hours)

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

Semester 2 (12 Hours)

- EDUC C42 - Supervised Practicum in Counseling (3).
- EDUC F65 - Research Methods in Education (3).
- EDUC 624 - Theory and Practice of Multi-Cultural Counseling (3).
- EDUC 627 - Marriage and Family Counseling (3).

Summer, Year 1 (15 Hours)

- EDUC C46 - Contemporary Issues in Clinical Mental Health Counseling (3).
- EDUC 625 - Couples Counseling and Sex Therapy (3).
- EDUC 636 - Addictions and Family Systems (3).
- EDUC 645 - The Counselor and Psychopathology (3).
- EDUC 646 - Internship in Family Counseling (3–6).

Semester 3 (12 Hours)

- EDUC C29 - Substance Abuse and Society (3).
- EDUC F67 - Psychological and Educational Measurement (3).
- EDUC 635 - Advanced Family Counseling: Theories and Techniques (3).
- EDUC 646 - Internship in Family Counseling (3–6).

Semester 4 (9 Hours)

- EDUC C31 - Career Development (3).
- EDUC F09 - Human Growth and Development: A Life-Span Perspective (3).
- EDUC 646 - Internship in Family Counseling (3–6).

Total Hours: 63

Counselor Education, PhD

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

research agenda. Each faculty member is committed to an active mentoring process that promotes professional identity and personal achievement.

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

In addition to meeting national accreditation standards, the PhD program at William & Mary offers unique opportunities for specialized experiences. Through the New Horizons Family Counseling Center, students can receive advanced clinical training in couples, family and sexuality counseling, learn and conduct supervision, and serve in administrative leadership roles. The New Leaf Clinic affords students the opportunity to provide brief counseling interventions (6-10 sessions) to William & Mary students with issues related to use of alcohol or other drugs and to supervise masters students in this setting. The program further offers singular opportunities for studying, developing and applying community-based models for treating children and adolescents and their families.

Topics for doctoral seminars include:

- Advanced study in contemporary counseling theories and integrated theoretical approaches;
- Cognitive and constructivist developmental theory and application;
- Transpersonal psychology;
- Contemporary research in counselor education;
- Advanced study of group work and theory and integrative teaching frameworks for group counseling;
- Current issues in the role and identity of the counselor educator;
- Critical issues in counselor supervision and the development and assessment of non-academic professional performance review standards.

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

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

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

Doctoral Program Full-time Sequence

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

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

Fall Semester 1 (9 Hours)

- EDUC 663 - Principles of Educational Research (3). **
- EDUC 632 - Advanced Theories of Counseling and Psychotherapy (3).
- EDUC 639 - Theory and Process of Counselor Supervision (3).

Spring Semester 2 (9 Hours)

- EDUC 664 - Qualitative Research Methods (3).
- EDUC 647 - Internship in Counselor Supervision (3).
- EDUC 629 - Individual Appraisal (3).

Summer Year 1 (3 Hours)

- EDUC 601 - Advanced Group Work and Theory (3).

Fall Semester 3 (9 Hours)

- EDUC 665 - Intermediate Statistics in Education (3).
- EDUC 762 - Doctoral Seminar in Counseling (3).
- EDUC 763 - Doctoral Practicum (3).

Spring Semester 4 (9 Hours)

- EDUC 700 - Advanced Statistics in Education (3).
- EDUC 703 - Research in Counselor Education (3).
- EDUC 764 - Seminar in Counselor Education (3).

Summer Year 2

Variable

Fall Semester 5 (9 Hours)

- EDUC 765 - Doctoral Internship (3).
- EDUC 800 - Dissertation (Var.)

Spring Semester 6 (6 Hours)

- EDUC 765 - Doctoral Internship (3).
- EDUC 800 - Dissertation (Var.)

Total Hours: 66 (Minimum)

School Psychology

School Psychology, MEd

The M.Ed. degree in School Psychology is the first phase of a graduate program designed for individuals who plan careers in school psychology. The Master's degree is not sufficient for licensure. In order to meet fully the Virginia DOE licensure requirements for school psychologists, students must complete the second phase of the program, which culminates in the Educational Specialist degree.

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

Program Prerequisite

- EDUC F65 - Research Methods in Education (3).

Note:

***EDUC F65 is a pre-requisite for this program. Students should have their course credits evaluated prior to the Fall semester to insure they meet the requirement. Students with no background in Research Methods should take EDUC F65 during the summer session.*

First Semester (16 Hours)

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

- EDUC F67 - Psychological and Educational Measurement (3).
- CRIN X52 - Instructional Design/Methods for Students with Disabilities in the General Curriculum (3).
- * EDUC P20A - Psycho-educational Assessment for School Psychologists (4).
- EDUC P23 - Introduction to Professional School Psychology (1).
- CRIN X51 - Language Development and Reading Instruction for Exceptional Students (3).

Second Semester (16 Hours)

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

- CRIN X53 - Characteristics and Accommodations for Students with Mild/Moderate Disabilities in the General Curriculum 3
- CRIN X54 - Characteristics and Adaptations for Students with Developmental Disabilities and Autism Spectrum Disorders (3).
- * EDUC P20B - Psycho-educational Assessment for School Psychologists II (4).
- EDUC 669 - Neuropsychological Bases of Behavior (3).
- EDUC F12 - Advanced Educational Psychology & Development (3).

Total Hours: 32-35

School Psychology, EdS

The Educational Specialist degree is the entry-level credential in school psychology. To be recommended for licensure to the Virginia Department of Education, students must complete all program requirements.

The total program must be completed within four years after admission. For students who have completed the M.Ed. Program in School Psychology, the Ed.S. Program involves an additional thirty-nine hours of coursework, including a full-time year-long internship for twelve semester hours. The Ed.S. School Psychology Program at The College of William & Mary is accredited by the National Association of School Psychologists (NASP).

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

CPR/AED/First Aid Training - Candidates seeking initial license in Virginia are required to complete training in cardiopulmonary resuscitation, the use of an automated external defibrillator, and first aid. Training courses are available through

national emergency care organizations such as the American Heart Association and the American Red Cross. Documentation of training (typically in the form of a current certification card) must be provided to the Office of Teacher Education and Professional Services as part of the licensure application packet.

Summer Session

- EDUC 626 - Seminar in Professional School Psychology: Ethical and Legal Issues (3).

Fall Semester

- EDUC P24 - Practicum in School Psychology (3).
- EDUC 675 - Theories & Strategies for Counseling School-Aged Children (3).
- CRIN X56 - Classroom Management and Positive Behavioral Supports for Students with Disabilities (3).
- EDUC 644 - Developmental Psychopathology (3).

Spring Semester

- EDUC P24 - Practicum in School Psychology (3).
- EDUC P56 - Consultation in the Schools (3).
- EDUC 638 - Prevention and Intervention within Public Schools (3).
- One elective course to be selected with consultation of advisor—3

Culminating Experience

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

- EDUC 659 - Internship in School Psychology (1-6).

Total Hours: 39

Graduation Requirements

1. Submission of a completed electronic Professional Portfolio. See Appendices D and E for School Psychology Competency Rubric and Rubric for Comprehensive Portfolio, respectively.
2. Submission of scores on the National Teachers Examination Praxis II for School Psychology.

School Psychology & Counseling Education (SPACE) Course Descriptions

EDUC C28 - Prevention Strategies in Schools and Communities

Spring. (3). Staff.

This course focuses on procedures and techniques for the prevention of and intervention in substance abuse, violence, unwanted pregnancy, school dropout and other behaviors that interfere with academic performance, health and well-being in schools and organizations. Students will acquire knowledge about models of prevention, policies, practices, and resources that are available. Students will also develop beginning prevention skills in working with individuals and groups and in the development and administration of programs.

EDUC C29 - Substance Abuse and Society

Fall. (3). Staff.

This course examines substance use and abuse in contemporary society. Topics are treated from a multi-disciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic, and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse also are analyzed. Assessments of the costs, options, and alternatives to addiction along with educational efforts toward prevention are examined.

EDUC C31 - Career Development

Spring. (3). Trice-Black.

A study of the occupational structure of our society, of factors influencing career development, and of techniques for providing educational and occupational information. Both individual and group activities are stressed.

EDUC C32 - Theories of Counseling and Psychotherapy

Fall. (3). Trice-Black.

A study of the major concepts and practices of contemporary therapeutic systems as well as an overview of developmental and psychopathological issues presented by clients.

EDUC C33 - Techniques of Counseling

Fall. (3). Staff. Prerequisite(s): Permission of the instructor.

An intensive study of techniques utilized in individual counseling. Extensive use is made of case data and role playing.

EDUC C34 - Group Theory and Techniques

Fall. (3). Shillingford, Brendel.

Group Theory & Techniques provides both theoretical and experiential understandings of group purpose, development, dynamics, techniques and skills, and various group approaches. The course focuses on helping beginning group leaders apply their new knowledge to working in groups with children, adolescents, and adults across diverse settings. Counseling theories and their application to working with groups are given consideration throughout the course. Through the use of experiential activities, both in and outside the classroom, students will acquire experience in conducting counseling, psychoeducational, and task/work groups.

EDUC C35 - Introduction to Professional School Counseling

Fall. (3). Shillingford.

This course is designed to give prospective school counselors: (a) an understanding of the historical impetus which led to the development of counselors and counseling programs in schools; (b) a means to make practical use of the counseling and guidance theories and techniques as they apply in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements; (c) exposure to administrative activities which provide the framework for school counseling services; (d) prevention and intervention strategies which contribute to students' academic career, and personal social growth and development; and (e) an understanding of proactive leadership as it relates to student advocacy as well as the challenge of developing new paradigms for the future

EDUC C42 - Supervised Practicum in Counseling

Spring. (3). Brendel. Graded Pass/Fail. Prerequisite(s): EDUC C32 EDUC C33 and EDUC C34

The Counseling Practicum course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a pre-determined number of hours of individual and group counseling in laboratory and field settings under supervision by doctoral-level Practicum Supervisors, the counseling faculty, and qualified field placement site supervisors.

EDUC C43 - Professional, Ethical and Legal Issues in Counseling

Fall. (3). Gressard.

This course will provide students with a foundation in issues that affect the profession of counseling. Students will examine: (1) professional issues, including professional identity, history and systems of counseling, professional organizations, counseling settings and counselor functions, and research issues affecting the conceptual base of the profession, (2) counseling ethics and ethical dilemmas, and (3) legal decisions that affect the practice of counseling. The course will emphasize active student participation in the exploration of these issues.

EDUC C44 - Addictions Counseling

Spring. (3). Gressard. Prerequisite(s): EDUC C29, EDUC C32, EDUC C33 and EDUC C34

This course is designed to cover those counseling theories and techniques utilized with clients suffering from addictions or substance abuse. Treatments will be discussed from the perspective of the medical, recovery, and transpersonal models of addiction.

EDUC C45 - Transpersonal Counseling: Theory, Research and Practice

Fall. (3). Gressard.

This course offers an analysis of the field of transpersonal counseling; theory, research, and practice. The relationship of

transpersonal theories to traditional theories will be examined. Special attention will be devoted to the use of transpersonal approaches in addictions counseling and substance abuse prevention.

EDUC C46 - Contemporary Issues in Clinical Mental Health Counseling

Summer. (3). McAdams.

This course provides counselors who will work as licensed practitioners in clinical mental health settings with an understanding of the historical and philosophical background of clinical mental health counseling. It will cover the forces that influence the development of clinical mental health counseling, the role of the clinical mental health counselor, professional issues unique to clinical mental health counseling, client characteristics, principles of clinical mental health counseling, community needs assessment, and counseling program development.

EDUC C47 - Internship in Clinical Mental Health Counseling

Fall and Spring. (3). McAdams. Graded Pass/Fail. Prerequisite(s): EDUC C32, EDUC C33, EDUC C34, EDUC C42, and EDUC C43

The internship practicum is designed to give students the opportunity to demonstrate and improve their counseling skills in an agency setting. Students complete a minimum of 300 hours of counseling experience in a community agency setting under both university and field supervision. In addition, participation in a weekly group supervision session and an experience log are required.

EDUC C49 - Supervised Internship in School Counseling

Fall and Spring. (3). Brendel. Graded Pass/Fail. Prerequisite(s):

EDUC C32, EDUC C33, EDUC C34, EDUC C42, and EDUC C43

This counseling internship is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 600 hours of counseling experience in a school setting under both college and field supervision. In addition, participation in a weekly group supervision session on campus is required.

EDUC C50 - Internship in Addictions Counseling

Fall and Spring. (3-6). Gressard. Prerequisite(s):

EDUC C29, EDUC C32, EDUC C33, EDUC C34, EDUC C44 and permission of instructor.

This counseling internship provides advanced training, supervision and skill development in addictions counseling with individuals; addictions counseling with groups; and special topics in addictions counseling at the Counselor Education Clinic. All interns must attend two hours of weekly group supervision and a minimum of one hour of weekly individual supervision.

EDUC C91 - Advanced Issues in Professional School Counseling

Spring. (3). Trice-Black.

Designed as a "bookend" course to complement "Introduction to School Counseling" and to serve as a capstone to the school counseling track, this course acquaints students with the planning, development, implementation, and evaluation of comprehensive school guidance and counseling programs

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

Spring, and Summer. (3). Chen and Kim. Prerequisite(s): Admission to a graduate program or permission of the instructor.

An investigation of the nature of developmental themes and tasks across human life span from infancy through the late adult years. The life-span developmental approach used incorporates knowledge from multiple disciplines to describe and explain developmental processes in their many contexts: physical, familial, psychological, historical, and socio-cultural. A major focus is the application of theory and research to the promotion of healthy development through education and human services.

EDUC F11 - Social, Philosophical, Cultural, and Historical Foundations of Education

Summer. (3). McEachron and Donnor.

Inquiry into the historical, philosophical, cultural and educational and social context of schools in our diverse society. Broad, interdisciplinary perspectives on educational and social issues to guide reflective, professional practice.

EDUC F12 - Advanced Educational Psychology & Development

Summer. (3). Kim and Chen.

A course that examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice.

EDUC F65 - Research Methods in Education

Fall, Spring, and Summer. (3). Bracken, T. Ward and Kim. Prerequisite(s): Admission to a graduate program or permission of the instructor.

A study of the methods and techniques generally employed in research. Emphasis is placed on understanding the research literature which forms the basis of professional education. The course includes the study of some selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.

EDUC F67 - Psychological and Educational Measurement

Fall. (3). Bracken, T. Ward. Prerequisite(s): Completion of or concurrent enrollment in EDUC F65 or permission of the instructor.

An introduction to the use of educational and psychological assessment procedures used by educators and other helping professionals. The course deals with the selection, administration, and scoring of psychological assessment techniques and the interpretation and application of their results.

EDUC P20A - Psycho-educational Assessment for School Psychologists

Fall. (4). S. Ward. Prerequisite(s): Admission to the M.Ed. Program in School Psychology and concurrent enrollment in EDUC F67

This year-long course sequence is designed to introduce students to a problem-solving model of assessment for addressing children's educational and behavioral problems. The model defines educational problems situationally as the difference between what is expected and what occurs. These difficulties do not reside solely within the individual child, but result from the interaction between student behavior, curriculum, and instruction. The model defines 'effective assessment' as assessment which evaluates the situation as well as the child and which produces effective interventions. Effective assessment employs standardized tests, rating scales, structured interviews, record review, systematic observation, and curriculum-based measurement. Training and practice in the assessment techniques and application of this problem-solving model will be the focus of this course. Specifically, students will develop competencies in the following areas of assessment: intellectual ability, academic achievement, processing skills, personality and behavior problems, observations and interviews. Students will communicate assessment findings and recommendations clearly and concisely in jargon-free, family-friendly reports. A practicum is an essential and necessary component of this course. Students must achieve a grade of 'B' or above each semester.

EDUC P20B - Psycho-educational Assessment for School Psychologists II

Spring. (4). S. Ward.

This course is the second half of a year-long course sequence designed to introduce master's-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.

EDUC P23 - Introduction to Professional School Psychology

Spring. (1). Hardinge. Prerequisite(s): Admission to the M.Ed. Program in School Psychology.

This course provides an introductory survey of school psychology as a specialty of professional psychology. The roles and functions of the school psychologist will be explored as they relate to Virginia and the nation; political and legal implication of these roles are identified. This introduction encompasses numerous topics including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; licensure and certification; special education laws relevant to the practice of school psychology; diversity of practice settings; and diversity of client populations served. The course includes an experiential component in which students are required to visit local schools and observe a variety of educational and psychological programs and practices.

EDUC P24 - Practicum in School Psychology

Fall and Spring. (3). S. Ward, Hardinge, and Theodore. Graded Pass/Fail. Prerequisite(s): Enrollment in the School Psychology Program.

A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.

EDUC P56 - Consultation in the Schools

Spring. (3). S. Ward and Theodore.

The course assists students in developing their skills in consultation with particular emphasis upon working with parents and teachers.

EDUC S37 - Writing Workshop

Occasionally. (6). Beers. Graded Pass/Fail. Prerequisite(s): Selection as a fellow of the Eastern Virginia Writing Project Summer Institute.

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

EDUC V63 - Problems in Education

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

EDUC V91 - Independent Study in Education

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

EDUC 500 - Global Studies

Summer. (1-6). Staff.

This course involves travel to an international site location and immersion in a foreign culture to allow for study of educational topics in context. The course sites for this course vary over time. Pre-trip and post-trip work is common.

EDUC 601 - Advanced Group Work and Theory

Occasionally. (3). Foster. Prerequisite(s): EDUC C34 or an equivalent introductory course in Group Counseling.

This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course may examine contemporary trends and developments in group counseling as well as ethical, legal, and professional issues affecting the practice of group counseling.

EDUC 603 - The College Student: Developmental Themes and Social Contexts

Fall. (3). Barber. Prerequisite(s): Admission to a graduate program or permission of the instructor.

This course examines the college student experience from the life-span developmental sociological and cultural perspectives. Students examine and compare major theories and empirical findings in the areas of college student development, the college environment, and the needs and characteristics of various subgroups within the college population. While the primary focus is on the traditional college age group (18-23), the course also addresses the characteristics and needs of older students.

EDUC 624 - Theory and Practice of Multi-Cultural Counseling

Spring. (3). Staff. Prerequisite(s): EDUC C32

This course is designed to familiarize the student with the cultural differences of the major racial/ethnic minorities in the United States. Through self-disclosure, individual experiences, group presentations and lectures, the students will gain a better knowledge of these groups and the cross-cultural counseling methods to work with them.

EDUC 625 - Couples Counseling and Sex Therapy

Summer. (3). Foster and McAdams.

A course to give students an increased awareness of sexual issues and problems so that they can be sensitive and helpful to the people they counsel who have sexual difficulties or questions. It is also for counselors, teachers, or administrators who will be involved in implementing or teaching programs of sex education. The course includes presentation of factual information, and curricula and theories of sex education and therapy, as well as an opportunity for students to explore their own sexual attitudes, feelings, and values.

EDUC 626 - Seminar in Professional School Psychology: Ethical and Legal Issues

Summer. (3). S. Ward and Theodore. Prerequisite(s): Enrollment in the School Psychology Program.

This course, designed for students in the School Psychology Program, provides students with the opportunity to become familiar with the roles and functions of fellow professionals in educational and agency settings. This course also examines professional issues in school psychology including principles of professional ethics, ethical dilemmas, and relevant legislation and litigation. Emphasis is placed on active student participation in the exploration of these issues.

EDUC 627 - Marriage and Family Counseling

Spring. (3). McAdams. Prerequisite(s): EDUC C32 and EDUC C33 or permission of instructor.

A survey course that examines the origin and dynamics of family systems theory and its application to the practice of marriage and family counseling. Students are introduced to various theoretical explanations for why people behave the way they do in marital and family relationships, to verbal and nonverbal interaction patterns operating within family relationships, and to multiple approaches to therapeutic intervention with families.

EDUC 628 - Group Practicum

Summer, Occasionally. (3). Staff. Graded Pass/Fail. Prerequisite(s): EDUC C34 or equivalent and permission of the instructor. A course for advanced graduate students in which the students gain advanced group work skills and explore group theory and techniques.

EDUC 629 - Individual Appraisal

Spring of odd-numbered years. (3). Gressard.

This course is intended to provide doctoral counselor education students with advanced training in assessment. The course design is consistent with the goals training counselor educators to be leaders, scholars who will contribute to the advancement of knowledge in the profession. In order to fulfill these roles, William & Mary counselor education doctoral students must be familiar with and skilled in the development of valid and reliable research instruments that can be used to answer research questions that will advance our profession.

EDUC 630 - Family Development and Processes

Fall. (3). Staff.

This class is designed to inform students about family life cycle development, conceptualizations of normalcy from a systems perspective, and assessment of family functioning. Students will learn to recognize family strengths within a variety of family forms, and explore the impact of contemporary values on families and their communities.

EDUC 632 - Advanced Theories of Counseling and Psychotherapy

Fall of even-numbered years. (3). McAdams. Prerequisite(s): Permission of the instructor.

A doctoral course that critically examines select, contemporary, theoretical orientations to counseling and psychotherapy in order to facilitate informed understanding through critical analysis of contemporary literature, to promote insight into current clinical applications, and to promote students' ability to articulate an identifiable, integrated, and defensible theoretical approach to clinical practice and research.

EDUC 635 - Advanced Family Counseling: Theories and Techniques

Fall. (3). Foster.

This class is an advanced seminar designed to critically examine conceptual models, clinical practices, and assumptions that organize work with families. The texts, selected readings, class discussions, and writing assignments will address modernist and post-modernist theoretical paradigms, as well as relevant ethical codes, with emphasis on application to clinical practice.

EDUC 636 - Addictions and Family Systems

Summer. (3). Foster.

This course is intended to merge the conceptualization and practice of two areas, family systems and addictions. The course is designed to explore these two areas, their impact on each other, and to present an integrated view of family systems and the process of addiction and recovery.

EDUC 638 - Prevention and Intervention within Public Schools

Fall. (3). Theodore.

This course informs school psychology graduate students about effective prevention and intervention programs and strategies that can be implemented within public school settings. The course highlights empirically supported methods for promoting school success through both preventative and remedial strategies across the grade levels. School-based strategies for enhancing academic achievement, fostering social competence, and preventing behavior and adjustment problems will be presented. Students will begin to develop expertise in designing, implementing, and evaluating prevention and intervention programs within public school settings.

EDUC 639 - Theory and Process of Counselor Supervision

Fall. (3). McAdams. Prerequisite(s): Admission to the Doctoral program.

This course will cover theories and techniques of counselor supervision. It will include major theories of counselor development, the counselor-supervisor relationship, major approaches to supervision, supervision methods, and supervision ethics. The course is open to doctoral students and is a prerequisite to the Doctoral Internship.

EDUC 644 - Developmental Psychopathology

Fall. (3). Theodore.

This course is designed to familiarize students with the psychological disorders of children and adolescents that are most frequently encountered by school psychologists. The content of the course will focus on developmental issues, defining characteristics, associated features, etiologic factors, assessment and diagnostic classification, and evidence-based interventions for effective treatment.

EDUC 645 - The Counselor and Psychopathology

Summer. (3). Gressard.

This course covers the types of psychopathology most often encountered in counseling settings. Students are introduced to the diagnostic categories of the most current Diagnostic and Statistical Manual with particular emphasis placed on making appropriate diagnoses and the use of these diagnoses for treatment planning and intervention strategies.

EDUC 646 - Internship in Family Counseling

Fall, Spring, and Summer. (3-6). McAdams. Graded Pass/Fail. Prerequisite(s): Permission of instructor.

This internship provides advanced training, supervision and skill development in marriage and family counseling; family, counselor, and school collaboration; and family counseling clinic administration. Students provide family counseling services to client families referred to the New Horizons Family Counseling Center by participating public school systems, and have an opportunity to learn from each other and from licensed clinical faculty and staff during weekly supervision.

EDUC 647 - Internship in Counselor Supervision

Spring. (3). Brendel. Graded pass/fail Prerequisite(s): Admission to Doctoral Program and EDUC 639

This internship serves as the clinical component of the four-semester sequence in the theory and practice of counselor supervision that begins with EDUC 639. The course provides advanced training and skill development in supervision, and requires each intern to apply supervision theory and skills in actual supervisory processes with supervisees from the Masters Practicum in Counseling - EDUC C42.

EDUC 651 - Inquiry I: Data-Based Decision Making

Fall, Summer (Executive EdD). (3). Megan Tschannen-Moran, Jim Barber, Judi Harris.

The central focus of this course is to assist students gain an understanding of the use of data to guide decision making. The nature of various types of data will be explored, as will important design components of inquiry. Students will learn to use a variety of analytic tools that will assist them to address problems of practice.

EDUC 652 - Inquiry II: Action Research

Fall (Executive EdD), Spring (3). Megan Tschannen-Moran, Jim Barber, Judi Harris.

This course prepares students to use action research as a strategy for program improvement. Students will learn and practice the generation and analysis of qualitative data. Further, students will practice methods for sharing research findings with interested stakeholders.

EDUC 653 - Inquiry III: Program Evaluation

Spring. (3). Megan Tschannen-Moran, Jim Barber, Judi Harris.

This course addresses the systematic assessment of the merit and/or worth of an educational program. Emphasis is placed on identifying key evaluation questions, defining criteria, data collection and analysis, applying program evaluation standards, and using and communicating findings appropriately and effectively.

EDUC 659 - Internship in School Psychology

Fall and Spring. (1-6). S. Ward and Theodore. Graded Pass/Fail. Prerequisite(s): Completion of all other coursework in the Ed.S. Program in School Psychology.

The culminating evaluation experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. Evaluation of performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship year.

EDUC 662 - Prevention and Intervention in Early Childhood Education

Occasionally. (3). Staff. Prerequisite(s): Enrollment in School Psychology Program or permission from the instructor.

This graduate seminar overviews current issues in early childhood education. Course content focuses on strategies for preventing school failure through early literacy support, family-school partnerships, and teacher professional development in PK-3 educational settings. Students interact weekly with young children and their teachers and implement assessments and interventions in PK-1 classrooms.

EDUC 663 - Principles of Educational Research

Fall; Spring; Summer (occasionally). (3). Kim and Chen. Prerequisite(s): EDUC F65 or equivalent and admission to doctoral study.

This course examines the principles of historical, correlation, causal-comparative, descriptive, and experimental research design

to facilitate students' ability to read and evaluate their professional literature. This course also prepares students to plan educationally valuable and methodologically valid research projects.

EDUC 664 - Qualitative Research Methods

Fall and Spring. (3). Harris and Donnor. Prerequisite(s): EDUC 663

An intermediate research course that introduces qualitative methods of research for the study of educational issues. Readings and class discussions will emphasize the theoretical underpinnings of these methods, while assignments focus on the practical experience with these methods in the field of education. This course is offered in the form of a doctoral level seminar and as such requires considerable reading, writing, critiquing, and reflection.

EDUC 665 - Intermediate Statistics in Education

Fall and Spring. (3). Bracken. Prerequisite(s): EDUC 663

A course that builds on the introductory elements of research design and analysis presented in Ed 663 and covers the following topics: (1) the basis of statistical inference, (2) sample variance, (3) analysis of variance and factorial analysis, (4) simple correlation, and (5) multiple regression. Computer assisted instruction is used to teach the fundamentals of data preparation so as to speed the computation of statistical problems.

EDUC 667 - Young Child: Psychosocial Assessment and Clinical Methods

Fall. (3). Black. Prerequisite(s): EDUC F04 or EDUC F09. Open to students in school psychology, counseling, or by permission of the instructor.

A course designed to review the literature on the emotional growth of preschool and elementary-aged children. Major emphasis is on relating psychological intervention to the child's individual developmental needs. A variety of psychological interventions frequently utilized with children will be studied, including individual and group techniques. Students are expected to work with a child during the semester.

EDUC 668 - Psychodiagnostics: Projectives

Fall. (3). Staff. Prerequisite(s): EDUC P66, EDUC F67 and P69. Open only to students in school psychology or by permission of the instructor.

In this course, the research concerning projective personality assessment is studied. Human figure drawings and thematic apperception measures are studied in detail. An important part of the course is the compilation of all assessment materials—objective and projective—into a well-integrated, comprehensive, evaluation and remediation report.

EDUC 669 - Neuropsychological Bases of Behavior

Spring. (3). Staff.

This course provides the advanced level graduate student with an overview of research emanating from such representative disciplines of the neurosciences as anatomy, physiology, psychology, chemistry, and medicine.

EDUC 675 - Theories & Strategies for Counseling School-Aged Children

Fall. (3). Trice-Black.

The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.

EDUC 691 - Independent Study in Education: Advanced

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

EDUC 692 - Problems in Education: Advanced

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

EDUC 694A - Qualitative Research Design & Methods, Part I

Fall. (3). Harris. Prerequisite(s): EDUC 665 or consent of instructor.

Intermediate-level research design course that focuses upon distinguishing among and combining non-positivistic paradigms, perspectives, strategies, and methods appropriately to address research foci. Students become familiar with qualitative data generation and analysis methods while designing a full-scale non-positivistic study with a research team. Requires considerable reading, writing, revising, reflection, and collaboration.

EDUC 694B - Qualitative Research Design & Methods, Part II

Spring. (3). Harris. Prerequisite(s): EDUC 694A or consent of instructor.

Advanced-level research methods course that builds upon previous knowledge of non-positivistic research design, focusing first upon enhancing qualitative data generation and analysis skills, then upon developing facility with thematic emergence and interpretation, as teams of students complete full-scale non-positivistic studies. Requires considerable reading, writing, reflection, data generation/analysis, and collaboration.

EDUC 700 - Advanced Statistics in Education

Spring. (3). Staff. Prerequisite(s): EDUC 663, EDUC 664, EDUC 665

A course which builds on the introductory elements of analysis as presented in EDUC 665. EDUC 700 covers the following topics: models of data, regression analysis, factorial ANOVA, multivariate ANOVA, factor analysis, path analysis, cluster analysis, and discriminant analysis. Emphasis is placed on the analysis by computer.

EDUC 703 - Research in Counselor Education

Spring. (3). Staff.

The purpose of this course is preparation for the dissertation through the exploration of current literature in counselor education. This seminar enables students to confront problems in conducting original investigations in counselor education and to become familiar with resources for doing research. The primary activity will be the construction of the dissertation proposal prospectus.

EDUC 761 - Clinical Applications of Neuropsychology

Occasionally. (3). Staff.

This course assists students in the counseling/School Psychology Programs with the necessary skill to: (1) perform basic assessment of children who may have neurological problems in order to make appropriate referrals to neuropsychologists and/or neurologists, (2) interpret reports submitted by neurologists and neuropsychologists, and (3) assist other school personnel to translate major findings from neuropsychologists' evaluations into effective educational intervention techniques.

EDUC 762 - Doctoral Seminar in Counseling

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

The course will review current theory and program application within the cognitive/constructivist developmental paradigm to offer an organizing framework for the analysis and development of counselor education, supervision, clinical practice and research, and application to the field through the development of a research project on a current topic.

EDUC 763 - Doctoral Practicum

Fall, Spring and Summer. (3). Foster. Graded Pass/Fail. Prerequisite(s): Admission to the Doctoral Counselor Education Program.

The Doctoral Practicum provides advanced counseling practice in a supervised setting to PhD students on Counselor Education and Supervision. Students complete 100 hours of hours of counseling practice in a field setting under weekly supervision by counseling faculty and qualified field placement site supervisors.

EDUC 764 - Seminar in Counselor Education

Spring of even-numbered years. (3). Gressard.

This course is an advanced seminar for doctoral students in counselor education. It covers theory, practice, and research in counselor education. Specific topics covered include: instructional theory and methods relevant to counselor education, ethical and legal issues in counselor education and supervision; publishing, grant writing, faculty service, program accreditation, life in academia, the academic job search, program evaluation, and implications of socio-cultural, demographic, and lifestyle diversity for counselor education and supervision.

EDUC 765 - Doctoral Internship

Fall and Spring. (3). Staff. Graded Pass/Fail.

The doctoral internship provides supervised experiences in clinical settings, teaching, supervision and service to the profession and public. Each student develops the internship program according to areas identified by the student and advisor that are necessary to comprehensive preparation as a counselor educator & supervisor and that are relevant to the specific career goals of each student. The Doctoral Internship requires 300 hours of work experience and weekly group and individual meetings with the faculty supervisor. The internship further offers psychosocial support, role modeling, and professional development in counselor education and supervision.

EDUC 799 - Continuous Enrollment

Fall and Spring. (1-6). Staff. Graded Pass/Fail.

This course allows for maintenance of continuous enrollment for students not taking academic credits or dissertation credits, who have not completed their program of study.

EDUC 800 - Dissertation

Fall, Spring, and Summer. (Var.) Dissertation chairperson. Graded Pass/Fail. Prerequisite(s): Permission of the instructor.
Note: Students must register for a minimum of 3 semester hours.

School of Marine Science

Virginia Institute of Marine Science School of Marine Science

Office of Academic Studies
Post Office Box 1346
1375 Greate Road
Gloucester Point, Virginia 23062-1346
Phone: 804.684.7105
Fax: 804.684.7097

SMS Graduate Program Website -
<http://www.vims.edu/education/graduate/>

Additional Information

- Academic Calendar
- Policies
- Administration & Faculty
- Student Life
- Departments
- Graduate Program Description
- Degree Programs
- Degree Requirements
- Course Descriptions

The School of Marine Science (SMS), along with Arts & Sciences, School of Education, Mason School of Business and W&M Law School, is one of five graduate and professional programs of the College of William & Mary. As the second oldest college in the nation, William & Mary is known as both a "Public Ivy" and a leading research university. The School of Marine Science, which is also an integral part of the Virginia Institute of Marine Science (VIMS), is located in Gloucester Point, only 16 miles from the main campus in Williamsburg and across the York River from historic Yorktown. The Chesapeake Bay ecosystem is literally "just outside the door" for students who come to study at the VIMS campus. The VIMS commitment to its three-part mission - to conduct interdisciplinary research in coastal ocean and estuarine science, educate students and citizens, and provide advisory service to policy makers, industry, and the public - creates a unique and dynamic training ground for students who want to interface science and its application in service to the global community. The first VIMS marine science master's was awarded in 1943 and the doctoral program was inaugurated in 1964. With the VIMS 75th anniversary just around the corner, we celebrate over 900 VIMS alumni, many of whom have gone on to distinguished careers in academia and research-focused institutions, government agencies at the local, state and federal levels, and corporate and private sectors.

The School of Marine Science offers the M.S. and Ph.D. in Marine Science, with a concentration in one of the core marine science disciplines. Students entering without a M.S. are offered a M.S. bypass option. A subconcentration in Marine Policy and the opportunity to earn a concurrent Master of Public Policy are other options. The programs are fully accredited by the Southern Association of Colleges and Schools. Students select a faculty advisor and department prior to matriculation and are required to complete departmental requirements in addition to the SMS core curriculum and electives, and a thesis or dissertation. Interdisciplinary studies are encouraged and students may have co-advisors in different departments. Interested students also have a wealth of opportunities to participate in areas of applied research and advisory service to government and other organizations.

An undergraduate minor in marine science is jointly offered and administered by the School of Marine Science and Arts & Sciences. Courses are offered both on the main William & Mary campus and on the VIMS campus. The nearby Chesapeake Bay gives students the ability to explore a unique ecosystem firsthand, while distant field courses allow students to experience an even broader spectrum of environments. More information on undergraduate courses and the marine science minor is available at: <http://www.wm.edu/as/marinescience/>

SMS: Mission

- Graduate Program
- Undergraduate Program
- Public Education and Outreach

Graduate Program

The primary mission of the School of Marine Science is to provide graduate students with education and training that will allow them to achieve their full intellectual potential and pursue successful careers in marine science.

To accomplish this, the SMS Faculty:

- provides instruction in the fundamentals of marine science so that students gain a general understanding of oceanic, coastal and estuarine systems,
- offers advanced courses tailored to each student's area of research specialization, and
- encourages students to develop a specialization that is informed by basic and applied principles of marine science and facilitates the development of independent, as well as collaborative and interdisciplinary research perspectives.

Within the Virginia Institute of Marine Science's tripartite mission of research, education and advisory service, the SMS offers exposure to a variety of career options while providing students with the education and research skills necessary to meet present and future societal needs. In addition, SMS graduate students perform or assist with research and teaching activities that directly benefit the Commonwealth of Virginia, the nation and the global community.

Undergraduate Program

Building on the successes of our graduate education program, the School of Marine Science entered a partnership with Arts and Sciences to offer undergraduates the opportunity to minor in marine science. The undergraduate minor in marine science provides interested students a coherent experience in this interdisciplinary subject. More information on the minor is available at: <http://www.wm.edu/as/marinescience/>

Public Education and Outreach

The Virginia Institute of Marine Science offers marine science education for a wide variety of audiences and age levels. VIMS and its co-located federal partners (NOAA and Sea Grant) work closely with schools, businesses, government agencies, and individuals to provide information and guidance on a wide range of marine-related programs and activities. The School of Marine Science encourages its faculty and students to engage in outreach activities that serve to strengthen marine science education at all levels.

Additional information on VIMS' education and public outreach activities of can be found at: <http://www.vims.edu/education/>

SMS: Academic Calendar

NOTE: *Additional dates and deadlines of importance may also be found on the Academic Calendars & Exam Schedules pages of the University Registrar's web site www.wm.edu/registrar. Calendar dates are subject to change.*

Fall Semester 2014

May 5 - Aug 26 Fall Schedule Adjustment for Continuing Students

Aug 1 Tuition and Fees Due for Fall 2014 (Friday)

Aug 1 – 26 Registration for New Degree-Seeking Graduate Students

Aug 25-26 New Student Orientation (Monday-Tuesday)

Aug 27 Registration for Non-Degree Seeking Students (Wednesday)

Aug 27 Classes Begin: 8 a.m. (Wednesday)
Add/Drop Begins

Sept 1 Labor Day: Classes in Session (Monday)

Sept 5 Last Day to Add/Drop (Friday)

Sept 6 Withdrawal Period Begins (Saturday)

Oct 1 Online Filing Deadline for Graduation in May or August 2015 (Wednesday)

Oct 11-14 Fall Break (Saturday-Tuesday)

Oct 24 Last Day to Withdraw (Friday)

Oct 27 – Nov 9 Advance Spring Registration for Continuing Students

Nov 10 - Jan 20	Spring Schedule Adjustment for Continuing Students
Nov 26-30	Thanksgiving Break (Wednesday-Sunday)
Dec 5	Classes End: 5 p.m. (Friday) Last Day to Submit Grades for Spring 2014 Incomplete Coursework (I)
Dec 6-7	Reading Period I (Saturday-Sunday)
Dec 8-12	Examinations (Monday-Friday)
Dec 12	Last Day to Submit Theses and Dissertations for January 2015 Graduation (Friday)
Dec 13-14	Reading Period II (Saturday-Sunday)
Dec 15-17	Examinations (Monday-Wednesday)
Dec 23 - Jan 1	Winter Break: Administrative Offices Closed
Jan 2	Fall 2014 Semester Grades Due by 9 a.m. (Friday)
Jan 16	Winter Degree Conferral Date (Friday; No Ceremony)

Spring Semester 2015

Nov 3 – Jan 20	Spring Schedule Adjustment for Continuing Students
Jan 2-20	New Student Registration
Jan 16	Winter Degree Conferral Date (Friday; No Ceremony)
Jan 19	MLK Holiday; No Classes (Monday)
Jan 21	Registration for Non-Degree Seeking Students
Jan 21	Classes Begin: 8 a.m. (Wednesday) Add/Drop Begins
Jan 30	Last Day to Add/Drop (Friday)
Jan 31	Withdrawal Period Begins (Saturday)
Feb 15	Online Filing Begins for Graduation in January, May or August 2016 (Sunday)
Mar 7-15	Spring Break (Saturday-Sunday)
Mar 20	Last Day to Withdraw (Friday)
Mar 16-29	Advance Summer Registration for Continuing Students
Mar 23 - Apr 5	Advance Fall Registration for Continuing Students
Mar 23	Summer Schedule Adjustment for Continuing Students Begins (Monday)
Apr 6 - Jun 30	Fall Schedule Adjustment for Continuing Students
May 1	Classes End: 5 p.m. (Friday) Last Day to Submit Grades for Fall 2014 Incomplete Coursework (I) Last Day to Submit Theses and Dissertations for May 2015 Graduation
May 2-3	Reading Period I (Saturday-Sunday)
May 4-8	Examinations (Monday-Friday)

May 9-10	Reading Period II (Saturday-Sunday)
May 11-13	Examinations (Monday-Wednesday)
May 13	Spring 2015 Graduate Student Grades Due for May Graduates by Noon (Wednesday)
May 15	Spring 2015 Undergraduate Student Grades Due for May Graduates by 9:00 a.m. (Friday)
May 16	May Commencement (Saturday)
May 20	Remaining Spring 2015 Grades Due by 9 a.m. (Wednesday)

Summer Sessions 2015

** Calendar dates are subject to change.*

Overall Important Dates

Jul 1	Online Filing Deadline for January 2016 Graduation (Wed)
Aug 7	Last Day to Submit Theses and Dissertations for August 2015 Graduation (Fri)
Aug 22 *	August Graduation Date (Friday; No Ceremony)

Session I: Jun 1 - Jul 3 *

Jun 1-4 *	Add/Drop Period for Summer Session I
Jun 5 *	Withdrawal Period Begins for Summer Session I (Fri)
Jul 10 *	Summer Session I Grades Due by Noon (Fri)

Session II: Jul 6 - Aug 7*

Jul 6-9 *	Add/Drop Period for Summer Session II
Jul 10 *	Withdrawal Period Begins for Summer Session II (Friday)
Aug 14 *	Summer Session II Grades Due by Noon (Friday)

Session III: Jun 1 - Aug 7 *

Jun 1 - Jun 12 *	Add/Drop Period for Summer Session III
Jun 13 *	Withdrawal Period Begins for Summer Session III (Saturday)
Aug 14 *	Summer Session III Grades Due by Noon (Friday)

SMS: Policies

- SMS: Academic & General Policies
- SMS: Admission Policies
- SMS: Financial Policies

SMS: Academic & General Policies

Students enrolled in the graduate program of the School of Marine Science are students of the College of William and Mary and must abide by academic and general policies set forth by the College. Students are also eligible for services provided by the College of William and Mary on the main campus in Williamsburg.

Academic Standing

Admission to the SMS graduate program implies a significant commitment on the part of the student, the student's advisor and the department, as well as VIMS and the SMS. To remain in good academic standing a student must maintain a cumulative GPA of B or better (≥ 3.0) with no core course grade lower than B-, and continue to make satisfactory progress as defined by College degree requirements and regulations of the School of Marine Science.

The Academic Status and Degrees Committee, SMS Registrar, and the Associate Dean of Academic Studies regularly review student transcripts and milestone progress to ensure the timely completion of degree requirements at the individual and School of Marine Science levels. A student who fails to remain in good academic standing may lose funding or be terminated from the degree program.

Academic Probation

1. A student with a cumulative grade point average less than a B will be placed on academic probation. In the case of a grade deficiency in a SMS core course, the student must make up the deficiency by retaking the course and passing with a grade of B- or better, by taking another course from the core group of Fundamentals courses (outside of specialty) or by taking an Advanced Principles core course (outside of specialty) which must also be passed with a grade of B- or better. Probation will last until a student's cumulative average is raised to at least a B (3.0) and/or the core course requirement is satisfied, but will not exceed one calendar year. Failure to raise the cumulative grade average to B or address a core course grade deficiency within one calendar year will result in dismissal from the School of Marine Science. Reinstatement is possible only with the approval of the Academic Status and Degrees Committee and the Associate Dean of Academic Studies.
2. A student who fails to complete the qualifying exam milestone within 6 months of the program due date for M.S. students, or 12 months of the program due date for Ph.D. students will be placed on academic probation. A student on academic probation will have one year to satisfy any outstanding milestone deficiencies in order to prevent automatic termination of the degree program.
3. A student who fails to adhere to degree program milestones may be placed on academic probation.

Academic Residency

To fulfill the full-time academic residency requirement of the SMS, students must:

1. Successfully complete the core course requirements;
2. Be a full-time student in academic standing for two consecutive semesters.

Appeals

The School of Marine Science informs graduate students of their degree requirements at the time of matriculation, through the Graduate Catalog and the SMS Student Handbook. The SMS Academic Status and Degrees Committee is charged with reviewing most requests for exceptions related to policies and procedures of the academic program, and makes recommendations to the Academic Council and the Associate Dean of Academic Studies. The overall evaluation of a graduate student's progress in the degree program is, and must be, dependent in large part on the judgment of the student's Advisor and augmented by the collective judgment of the members of the Advisory Committee. For that reason, it is assumed that most issues involving graduate education will be discussed informally and reconciled at the faculty-student or departmental level. Discussions will most commonly occur among the student, the Advisor, and the department chair or member(s) of the student's Advisory Committee. Should a serious issue arise that places the student's status in jeopardy a request for mediation or a formal appeal may be made to the Associate Dean of Academic Studies. The Associate Dean of Academic Studies will attempt to reconcile the matter in a timely fashion by whatever mechanism seems most appropriate for the particular case. In all cases, the School of Marine Science will provide full opportunity for the student's concerns or grievances to be heard and reviewed in a judicious manner.

Grade Appeal: If a student feels that a grade has been incorrectly assigned, the student should discuss the matter with the instructor. If discussion between the instructor and the student cannot resolve the issue, the student may appeal to the Associate Dean who will attempt to reconcile the matter. A grade appeal must be made by the student as soon as possible but no later than the end of the student's subsequent term of enrollment after the grade in question has been assigned.

Auditing a Course

Any graduate student may register to audit a graduate or undergraduate course with permission of the instructor, the student's advisor and the Associate Dean of Academic Studies. An audit form is required and may be obtained from the SMS Registrar. Before beginning the audit, the student and the instructor must agree on what is required for the audit to be successful. The audited course is listed on the student's official transcript as either a grade of 'O' for a successful audit, or 'U' for an unsuccessful audit.

Core Course Exemption

With the exception of MSCI 503, students who have had comparable course work elsewhere may petition for exemption from any of the SMS core courses. The application for core course exemption must be approved by the core instructor(s) of the SMS course for which exemption is sought. Prior to consulting the core instructor, the student must attach the following to the application for exemption: (1) a syllabus of the student's applicable prior course work and (2) a transcript showing the grade/credits of the student's prior course work. The SMS instructor must indicate on the application that he/she has reviewed the student's previous studies and is satisfied that those studies are sufficient to permit exemption from the applicable core course. The application and attachments must be submitted in entirety to the Academic Status and Degrees Committee, in care of the SMS Registrar (Registrar@vims.edu). Credits for exempted courses will not be transferred to a student's record until the student petitions the Academic Status and Degrees Committee for credit transfer and the Associate Dean of Academic Studies approves the request. There are no exemptions from MSCI 503.

Degree Program Time Extension

A student who fails to meet the graduation milestone must apply for an extension to the Academic Status and Degrees Committee. The milestone for graduation is 36 months for a M.S. student and 48-72 months for Ph.D. students (read more). Adequate justification for the extension is required, as is the permission of the student's advisor and committee members. In addition, the student and student's advisor may be required to meet with the Associate Dean of Academic Studies to discuss reasons for delay and remediation plans. If an extension is recommended by the Academic Status and Degrees Committee and approved by the Associate Dean of Academic Studies, the student must complete all requirements for the degree program within a maximum of one year for the M.S. or two years for the Ph.D. Students who exceed the first extension may continue in the degree program with the recommendation of the Academic Status and Degrees Committee and the approval of the Associate Dean of Academic Studies, but will be required to cover their own tuition costs out of pocket (i.e., grant or contract funds, or other institutional support, regardless of source, may not be used). A student who exceeds the graduation milestone by 2 years for M.S., or 3 years for Ph.D., will be terminated from the degree program. A student who exceeds the time limit for degree completion and who has not been granted a time extension will not be permitted to register in the School of Marine Science.

Grading and Quality Points

The grades A, B, C, P (pass, in certain courses), D and F are used to indicate the quality of work in a course. Also used are '+' and '-' notations, except that there is no 'A+'. 'W' indicates that a student withdrew from the College before the end of the ninth week of classes or dropped a course between the end of the ninth week of classes and the last day of class and was passing at the time that the course was dropped.

For each semester credit in a course in which a student is graded A, 4 quality points are awarded; A-, 3.7; B+, 3.3; B, 3; B-, 2.7; C+, 2.3; C, 2; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7. P carries credit but is not included in a student's quality point average. A course graded D+, D, D-, or F is included in the student's quality point average but carries no credit towards the graduate degree.

In addition to the grades A, B, C, P, D, F, and W, the symbols 'G' and 'T' are used on grade reports and in the College records. 'G' is given to work in progress towards M.S. (MSCI 599) or Ph.D. (MSCI 699) research, since there is insufficient evidence upon which to base a grade. The 'G' is not used as an alternative to 'T' when the student is the cause for the non-completion. Unlike the deferred grade 'T', 'G' does not automatically revert to 'F' after one semester.

'T' indicates that because of illness or other major extenuating circumstances the student has postponed, with the explicit consent of the instructor, the completion of certain required work. 'T' automatically becomes 'F' at the end of the next semester if the postponed work has not been completed, unless the instructor requests an extension for another semester. An 'T' may not be extended more than once without the approval of the SMS Associate Dean of Academic Studies.

Graduation

Filing for Graduation

Students filing for graduation must complete an Online Graduation Application in Banner. Instructions are found at: <http://www.wm.edu/offices/registrar/graduation/onlinegraduation>.

There is a one-time graduation fee, currently \$75.00, payable for the initial filing date. Only first-time filers can use the on-line filing process. If a student is unable to complete the requirements for graduation by the date specified, he/she must notify the SMS Registrar and complete a paper form to re-file for a new graduation date. There is no graduation fee charge for re-filing.

Submission of Theses and Dissertations

All graduating students are required to submit copies of their theses or dissertations, ready for binding, to both the Swem and Hargis Libraries no later than 5:00 p.m. on the deadline date listed in the calendar in this catalog. A receipt of payment of binding fees from the SMS Cashier also must be presented to the respective libraries. One copy of the thesis or dissertation is required for archiving in Swem Library and two copies for Hargis Library. Additional copies will be required for advisors and personal use.

In addition, each graduating student must deposit an electronic (PDF) copy of his/her thesis or dissertation with the Hargis Library. Authors will retain all copyrights for their work.

Ph.D. students must submit to Swem Library one additional copy of their dissertation abstract for UMI Dissertation Publishing. This may be the abstract prepared by the student for his/her dissertation, however, the abstract for UMI should not be numbered. At the bottom of the last page of the abstract for UMI, the author's full name, name of school or department, name of college, the advisor's name, and the advisor's title should be centered on separate lines. The additional abstract and the student's Agreement Form will be submitted to ProQuest's UMI Dissertation Publishing for production of an archival microform copy and inclusion in the ProQuest dissertation database.

Conferral of Degrees

The College confers degrees in August, January and May of each year. The commencement ceremony is in May. Degree recipients of the previous August and January are recognized and invited to attend the May ceremony. Students who will complete requirements in August rather than May may participate in the spring commencement with permission of the Associate Dean of Academic Studies and the Vice President for Student Affairs.

Leave of Absence

Under unusual circumstances, and following consultation with a student's advisor, the Associate Dean of Academic Studies may grant a leave of absence. An approved leave of absence is limited to a maximum of one calendar year during the student's degree program, and relieves the student of the obligation of paying tuition. It is understood that a student on leave of absence is not present on campus, not receiving financial support and not drawing upon campus resources. A student must terminate the leave of absence and be a registered student in the semester in which his/her degree requirements are completed or in which he/she graduates.

The milestone timeline and time limit for degree completion requirements will be stopped for a student with an approved leave of absence. Upon return from approved leave, the student's milestone timeline and time limit to degree completion will resume.

Registration

Full-time students: All continuing full-time degree-seeking students who have not been granted leave must register for a minimum of nine credit hours each semester, and a minimum of two credit hours during the summer session. The exception is students who have been granted Research Graduate (RG) status. Full-time enrollment during the summer is defined as three credit hours in any combination of summer terms, and enrollment at the level of two credit hours is considered half-time. A student must be registered in the semester during which he or she intends to graduate. After having achieved candidacy, a student may be eligible for one semester (M.S. students) or two semesters (Ph.D. students) of Research Graduate Status, depending on availability of funds and approval of the Associate Dean of Academic Studies.

Note: Only students enrolled full-time during the academic year are eligible for the college-endorsed Student Health Plan (see www.wm.edu/offices/healthcenter/studentinsurance). Full-time students are eligible to access services at the Student Health Center during the fall and spring semester. The Student Health Center fee for the summer sessions is optional; you must pay it separately to use the health center over the summer (see www.wm.edu/offices/healthcenter/fees-and-charges).

Off-site students: Off-site degree-seeking students are defined as those who do not receive any funding (assistantship, fellowship, workshop) or make use of on-site resources of VIMS or the W&M campus in Williamsburg. Students who have achieved candidacy and completed course and research requirements are allowed to finish their degree programs in a special part-time registration status. An off-site student pays for one credit at the out-of-state rate or three credits at the in-state rate during fall and spring semesters, based on his/her domicile status. Students enrolled for the summer are required to register for a minimum of two credit hours during the summer session.

Employment: Students who decide to take a job before completing the degree, or those employed at the time they enter the graduate program, are required to meet milestones and complete all requirements for graduation within the same time limits given for M.S and Ph.D. students. The same degree program milestones and SMS rules and regulations apply unless permission to change degree program milestones has been recommended by the Academic Status and Degrees Committee and approved by the Associate Dean of Academic Studies.

VIMS and W&M Employees: Employees of VIMS or W&M are eligible for the W&M Tuition Waiver Program and may take up to two classes each term, not to exceed four classes per year. Each course may not exceed 4 credit hours, for a total of 16

credits hours per year. Employees who wish to take SMS courses must be approved by the Associate Dean of Academic Studies. Upon approval, employees must submit a completed VIMS/SMS non-degree-seeking student application along with written approval from the SMS course instructor(s) to the SMS Graduate Registrar prior to course registration.

Changes in Registration

All changes in student schedules must be done in accordance with relevant deadlines as indicated in the Academic Calendar. Any changes requested after the close of registration require approval of the instructor(s) involved and the Associate Dean of Academic Studies. Students may not add courses after the last day for changes in registration. If a student drops a course or courses before add/drop ends, the course or courses dropped will be removed from the student's record. If the student drops a course or courses after the add/drop period ends through the last day of classes, the grade of "W" or "F" will be awarded by the instructor in the course depending upon whether or not the student was passing at the time the course was dropped. A student may not drop a course after the last day of classes. If a student does not complete a course, the grade of "W" or "F" will be awarded by the instructor in the course, and with the approval of the Associate Dean of Academic Studies and the appropriate authorities at the College, depending upon whether or not the student was passing at the time the course ended.

A student wishing to withdraw from a course (or courses) because of medical reasons after the add/drop period ends may apply to the Associate Dean of Academic Studies for approval. If approved, a grade of "W" will appear on the transcript for each course.

Retaking a Course

In order for a core course to satisfy the core course requirements, a grade of B- or above must be earned in the course. A deficiency in a core course may be made up by:

1. retaking the course and passing with a grade of B- or better;
2. completing another course from the core group (outside of specialty) with a grade of B- or better;
3. completing an Advanced Principles core course (outside of specialty) with a grade of B- or better.

In the case of non-core coursework, degree credit is granted only for coursework in which a student earns a grade of 'C' or above. A graduate student may repeat one course outside of the core curriculum in which a grade of 'C' or lower is received. When a course is repeated, both the initial and new grades earned are included in computations of quality point requirements. Any student receiving more than one 'D' or 'F' in a program of study will be dismissed from the degree program.

Transfer of Academic Credit

On the recommendation of the Academic Status and Degrees Committee and the approval of the Associate Dean of Academic Studies, a student admitted to a degree program may apply up to 15 hours of graduate credit for graduate courses equivalent to the SMS core courses earned at another accredited institution. Credit may be transferred only for courses in which the student received a grade of 'B' or better and will not be counted in compiling his/her quality point average at William and Mary.

To petition for acceptance of transfer credits, the approved application must be submitted to the Academic Status and Degrees Committee in care of the SMS Registrar, (Registrar@vims.edu). The application must include documentation for the course(s) proposed to supplant the core course(s), and a statement from each School of Marine Science faculty teaching the course for which transfer credits are sought. The faculty member's statement must indicate that he/she has reviewed the student's previous studies and is satisfied that those studies are sufficient to permit acceptance of the applicable transfer credits.

Students may petition for up to six additional credit hours of graduate work not already applied toward another degree, but the total transfer credits cannot exceed 15 hours. The credits must have been earned in courses appropriate to the student's program in the SMS and must fall within the time specified by the general college requirements for degrees.

Withdrawal from the Program

Withdrawal from the program constitutes termination of the student's program of study in the School of Marine Science. Withdrawal may be voluntary on the part of the student or be imposed by the SMS for reasons of academic deficiency, failure to make satisfactory progress in research, or other reasons pursuant to the W&M Student Handbook and the W&M Honor Code (see section General Statements of Policy above). The Associate Dean of Academic Studies will place a student on a leave of absence for one semester if they fail to register for a regular semester (Fall or Spring) and have not requested a leave of absence or permission to withdraw. If the student has not applied for a leave of absence prior to the end of registration for the next regular semester, or if the Associate Dean of Academic Studies is not able to justify continuing the leave of absence, the student's record will be marked "withdrawn unofficially."

A student who withdraws from the College after the add/drop period, will be awarded a 'W' or 'F' by the faculty member teaching each course in progress at the time of withdrawal.

A student who withdraws from the program after the beginning of the school year should obtain appropriate faculty signatures on a Change in Graduate Student's Registration form, a Withdrawal form and a Student Check-out Sheet. All forms should be returned to the Associate Dean of Academic Studies.

Reinstatement after Withdrawal

A student wishing to be considered for reinstatement after withdrawal must reapply to the School of Marine Science under the procedures in effect at the time of reapplication.

SMS: Admission

- General Requirements for Admission
- Degree Seeking Students
- Non Degree-Seeking Students

Within the limits of its facilities and its obligations as a state university, the College of William & Mary offers the possibility of admission to all qualified students without regard to sex, race, color, age, religion, national origin, sexual orientation, or disability.

General Requirements for Admission

Students interested in pursuing marine science as a profession should consult with their academic advisors, or the School of Marine Science, Office of Academic Studies (AD-AS@vims.edu), early in their college careers to identify an academic program that will prepare them for graduate study in marine science. All applicants should have a strong background in basic science, including physics and chemistry (through organic), mathematics through calculus, and contemporary biology courses. The prospective chemical, geological or physical oceanography student should have an undergraduate degree with appropriate course work in chemistry, geology or related geophysical science, physics, meteorology, mathematics or engineering, and a solid quantitative background. Course work in statistics is recommended for all students.

For additional School of Marine Science admission information and the on-line application, please visit our website at: <http://www.vims.edu/education/graduate/>

Degree-Seeking Students

Students are admitted as Regular or Provisional graduate students in either the M.S. or Ph.D. program. For matriculation as a Regular graduate student, an applicant must have completed the requirements for a bachelor's degree at an accredited college, with a record of high performance, and must have the recommendations of the SMS Admission Committee and a faculty advisor, and be approved by the Associate Dean of Academic Studies of the School of Marine Science.

A student without a master's degree enters the program as a master's student; however, those wishing to continue directly to the Ph.D. degree may apply to bypass the M.S. degree, provided the student meets the criteria for the bypass (see M.S. Bypass Option). Bypass requires the recommendation of the student's advisory committee, department chair, the Academic Status and Degrees Committee, and approval by the Associate Dean of Academic Studies.

An applicant judged deficient in preparatory studies or other areas may be admitted as a Provisional student. A Provisional student may petition for Regular student status after successful completion of those requirements stipulated in his/her notification of admission. Petition for change in status shall be reviewed by the Academic Status and Degrees Committee, using as criteria overall academic performance and performance standards previously specified on the student's notification of admission. If recommended by ASDC, the petition must be approved by the Associate Dean of Academic Studies. Graduate credit earned by a Provisional student will be applied toward the graduate degree upon successful conversion to Regular student status.

Non Degree-Seeking Students

The School of Marine Science accepts non-degree seeking applications from individuals who have earned a bachelor's degree from an accredited college or university. Permission to enroll in a graduate marine science course as a non-degree seeking student must be applied for every semester and does not imply admission to any graduate program at the College of William and Mary. With permission of the Associate Dean of Academic Studies, graduate credit earned in a marine science course as a non-degree seeking student may be applied toward a marine science degree if the student is admitted to a SMS degree program.

SMS: Financial Policies

- Domicile
 - Graduate Tuition
 - Tuition Bills for SMS Students
 - Eligibility for In-State Tuition for Graduate Assistants
 - Research Graduate Student Status
 - Graduate Assistantships & Fellowships
 - Student Health Insurance Requirement
- Additional W&M Information:
- Billing, Payment of Accounts and Financial Penalties
 - Students Who Withdraw from the College
 - Withholding of Transcripts and Diplomas in Cases of Unpaid Accounts

Domicile

A student domiciled in Virginia is eligible for in-state tuition rates. To obtain the in-state rates, a complete *Application for Virginia In-State Tuition Privileges* form must be submitted by the first day of classes of the semester for which in-state eligibility is sought.

For more information on establishing domicile, refer to the catalog section Eligibility for In-State Tuition Rate. All questions about eligibility for domiciliary status should be addressed to the Office of the University Registrar, (757) 221-2808.

A full-time, degree-seeking graduate student of the School of Marine Science may be eligible for a waiver of the out-of-state (non-resident) tuition rate to the in-state (resident) rate, but out-of-state domicile status is not changed.

Graduate Tuition

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

SMS Tuition & General Fees Academic Year 2014-15	
Full-time (per semester)	
In-State (Resident)	\$6,250
Out-of-State	\$14,000
Part-time or Summer (per credit hour)	
In-state (Resident)	\$430
Out-of-State	\$1,100

SMS students are required to register for a minimum of 2 credit hours over the summer sessions (see below). A \$25 registration fee and \$55 comprehensive fee is also required for the summer session.

Full-time degree-seeking students of the School of Marine Science must register for 9 credit hours or more during the Fall and Spring semesters. Any student registered for nine hours or more per semester for any course level (graduate or undergraduate courses) is considered to be a full-time student and will be charged the full-time rates unless qualified for Research Graduate Student status. The tuition charged will be based on a student's established domiciliary status.

Note: Most full-time non-resident degree-seeking graduate students who are employed as teaching assistants, research assistants, or graduate assistants of SMS qualify for in-state tuition (see below).

Degree-seeking graduate students will be charged the part-time rates for part-time enrollment (eight hours or less per semester) based on their established domiciliary status. For the School of Marine Science, part-time enrollment by degree-seeking students must be approved by the Associate Dean of Academic Studies.

All degree-seeking students of SMS must register for a minimum of 2 credits during the summer sessions and will be charged based on their established domiciliary status unless they otherwise qualify for in-state tuition (see below). Full-time enrollment in the summer is defined as a total of 3 credit hours or more in one summer session or in any combination of summer sessions, and half-time enrollment is defined as 2 credit hours in one summer session or in any combination of summer sessions.

Note: Enrollment for a minimum of 3 credit hours during the summer sessions is required to maintain eligibility for the college-endorsed Student Health Insurance Plan or for reduced summer tuition as a Research Graduate Student.

Part-time students who are not degree-seeking students (non-degree seeking post-baccalaureate students), must complete the *Application for Virginia In-State Tuition Privileges* to determine eligibility for in-state tuition. Students determined to be domiciled outside of Virginia will pay out-of-state rates. Those determined to be residents will pay according to the in-state rates.

Off-site students will be charged tuition per credit hour based on their established domiciliary status.

Auditing fees are the same as those specified for part-time students, unless the auditor is a full-time student. A student must register for the course and permission to audit must be obtained from the instructor prior to registration.

For more information on tuition and domicile, please see W&M's statement regarding Eligibility for In-State Tuition Rate. Please contact the SMS Registrar for additional information.

Senior citizens of Virginia who wish to attend School of Marine Sciences courses are invited to contact the Associate Dean of Academic Studies for full details.

Tuition Bills for SMS Students

A SMS student who has a commitment of tuition support from the Office of Academic Studies or the major professor will receive a tuition eBill from the W&M Bursar for each semester and for summer sessions. It is the student's responsibility to forward tuition bills to the department business manager for payment. Please read W&M's billing and account payment policies, including the policy on financial penalties such as late fees. Failure to receive a bill does not waive the requirement for payment when due and will not prevent the application of a late fee. In addition, when a student is prevented from registering (hold on account) for failure to pay a campus parking ticket or due to other outstanding balances that are the student's responsibility, the student will be responsible for any financial penalties.

Eligibility for In-State Tuition for Graduate Assistants (Waiver of Out-of-State Tuition Rate)

Full-time non-resident degree-seeking graduate students of SMS who are employed as teaching assistants, research assistants, or graduate assistants may qualify for in-state tuition if they receive at least \$4,000 of stipend during the academic year. Eligibility will be determined by the Associate Dean of Academic Studies and submitted to the Provost for final approval.

Research Graduate Student Status

Upon the recommendation of the major professor, a student who has achieved candidacy may apply to the Associate Dean of Academic Studies for either a single semester (M.S. students) or two semesters (Ph.D.) of Research Graduate status. During this period the student registers for at least 9 credit hours, but will be charged reduced tuition (3 billable credit hours). Awarding of Research Graduate status is contingent on the availability of funds. The following conditions must be met:

1. The student has completed all SMS and departmental required coursework.
2. The student has passed the Qualifying Examination and the prospectus has been approved.
3. A Ph.D. student has passed the Comprehensive Examination
4. The student is not employed significantly in any activity other than research and writing in fulfillment of degree requirements.
5. The student is present on campus or is engaged in approved fieldwork related to his/her thesis or dissertation.

Research Graduate status enables a student to register for a maximum of 12 credit hours of thesis or dissertation credit for fall or spring semester upon payment of the part-time rate (3 credit hours). The student may elect to utilize up to two (2) of the three paid credit hours for formal coursework and may register for additional coursework only upon payment of the generally

applicable additional part-time tuition. The student who is approved for Research Graduate Status should check with the SMS Registrar about proper registration procedures.

A student with Research Graduate status is eligible for services (e.g., student health and athletic events) only if required fees are paid.

Graduate Assistantships and Fellowships

Financial aid in the form of graduate research assistantships, teaching assistantships and fellowships is available to full-time students in degree programs of the School of Marine Science. Most full-time graduate students in the School of Marine Science receive full financial support, which includes an assistantship or fellowship and tuition. The assistantship or fellowship includes an allowance for health insurance. Continuity of student funding is accomplished through a combination of grants and contracts to individual faculty, teaching assistantships, external fellowships, and institutional general and endowment funds, as available.

To receive available funding, a student must remain in good academic standing and demonstrate satisfactory progress as defined by College degree requirements and regulations of the School of Marine Science. This includes meeting the milestones for normative progress in the degree program. The student may not hold any other employment or appointment of a remunerative nature without approval of the Associate Dean of Academic Studies.

The School of Marine Science places strong emphasis on student involvement in research activities. All students who receive financial aid through SMS are expected to participate an average of twenty hours per week in their advisor's group activities and in a research project or program as determined jointly with their faculty advisor. For graduate research assistants, every effort will be made to ensure that assistantship duties are relevant to the student's course of study and research program.

More information regarding funding for SMS graduate students is available below and on the website:
www.vims.edu/education/graduate/funding/

Fellowships

The School of Marine Science, with funding from the VIMS Foundation and the Office of Academic Studies, awards fellowships to approximately 25% of SMS students each year.

Teaching Assistantships

Teaching assistantships support student professional development and the classroom or laboratory activities of SMS faculty. The time commitment for all assistantships is approximately the same (i.e., twenty hours per week). All students on teaching assistantships are eligible for consideration for in-state tuition rates.

Graduate Workshops

Graduate workshops allow SMS students to expand the breadth and depth of training while supporting the operational needs of the Virginia Institute of Marine Science. A particular workshop assignment may be recurring, but is generally considered to be short-term in duration.

With the approval of advisors, students typically work up to 100 workshop hours per fiscal year. No student may work more than 29 hours each week, averaged over an annual period.

Student Health Insurance Requirement

The College of William & Mary requires all full-time undergraduate, graduate and all F-1 & J-1 international students to have adequate health insurance coverage throughout the school year. An allowance sufficient to cover the cost of the College-endorsed Student Health Insurance plan is included in the stipend of full-time degree-seeking students of SMS who receive a full support package that is administered through VIMS or W&M.

Note: Only full-time students are eligible for the college-endorsed Student Health Plan (see www.wm.edu/offices/healthcenter/studentinsurance). Full-time students are also eligible to access services at the health center during the fall and spring semester. The Student Health Center fee for the summer sessions is optional; a student must pay it separately to use the health center over the summer (see www.wm.edu/offices/healthcenter/fees-and-charges).

Students who already have health insurance must submit a waiver request by the posted deadline each academic year. The waiver must be approved to avoid being enrolled in and billed for the College-endorsed plan. Visit www.wm.edu/health/insurance for more information about the insurance requirement or the College-endorsed insurance plan. If you have any questions, please email the Student Insurance Coordinator at student.insurance@wm.edu or call (757) 221-2978.

For additional information on the Student Health Center and health insurance requirement, please refer to W&M: Student Services.

SMS: Administration & Faculty

Administrative Officers - College of William & Mary

W. Taylor Reveley, III President
 Michael R. Halleran Provost
 Anna B. Martin Vice President for Administration
 Samuel E. Jones Vice President for Finance
 James R. Golden Vice President for Strategic Initiatives
 Virginia M. Ambler Vice President for Student Affairs
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Office of Academic Studies

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The Office of Academic Studies is located in Watermen's Hall on the VIMS Gloucester Point Campus (Rooms 251-253). Please contact us at AD-AS@vims.edu if you need additional information.

For questions relating to Admission, please contact us at Admissions@vims.edu.

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This SMS Graduate Catalog lists the key guidelines, milestones, requirements and regulations for the program. Catalogs prior to 2013 - 2014 can be viewed on the web at: <http://www.vims.edu/education/graduate/coursecatalog>

The W&M Graduate Studies Student Handbook can be viewed at:

http://www.vims.edu/education/graduate/student_handbook

General information on the Graduate Program of the School of Marine Science can be found at:

<http://www.vims.edu/gateways/prospectivestudents>

<http://www.vims.edu/gateways/currentstudents>

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SMS: VIMS Campus and Student Activities

School of Marine Science students participate in graduate studies at an active, year round research facility with approximately 450 scientists, support technicians and staff. The 35-acre main campus of the Virginia Institute of Marine Science is located in Gloucester Point at the mouth of the York River, a major tributary and natural passageway to the Chesapeake Bay and Atlantic Ocean.

The Graduate Student Association (GSA)

The Graduate Student Association (<http://wmpeople.wm.edu/site/page/marsci>) is a voluntary organization open to all graduate students in the School of Marine Science. The purpose of the GSA is to advance the academic and social interests of its members. Students will find information on the GSA website about funding opportunities and housing availability. Officers are elected each spring for the following academic year.

Cultural Life at VIMS and William and Mary

Many activities on the College's campuses and in the local communities enrich the lives and career development of students enrolled in SMS. Students have the opportunity to interact with top national and international marine scientists during an annual seminar series. Luncheons with the speaker and social gatherings also allow students to interact with these scientists in less formal settings. After Hours Lectures feature experts from VIMS and main campus who shed light on the natural history of Chesapeake Bay and the current issues it faces. Marine Science Day, which takes place in May is biggest public event at VIMS. Many members of the VIMS community, including faculty, staff, and students get involved -- it's a great way for scientists to engage with the public and discuss current the implications of current research for the local community and the globe. The GSA also offers many social opportunities to students and the VIMS campus. Parties during the fall and spring are open to all members of the VIMS community and their families. The annual GSA Community Yard Sale is a great way to buy and sell household items and to mingle with locals.

Gloucester Point and Yorktown's Riverwalk Landing are the areas closest to the VIMS campus. They boast popular beaches that attract local citizens. Gloucester Point and other areas along the York River are great locations for water sports including kayaking, sailing, and windsurfing. VIMS staff and students are in charge of a William & Mary's Sail and Paddle Club. The club has kayaks, windsurfers, and sailboats that are available to its members. Lessons and weekend trips are offered many times a year.

Farmer's markets and local produce and seafood stands on both sides of the York River offer local foods and are a great way to network with local community members. Local venues display art and hold concerts featuring local and national artists. Live music is regularly accessible at the Crab Deck in Gloucester Point and at Yorktown's Riverwalk Landing.

Gloucester and Yorktown hold many celebrations of local and national pride. In Gloucester, the Daffodil Festival in spring is a large celebration of Gloucester's history of flower cultivation. Seafood festivals in Gloucester, Poquoson, and Urbanna celebrate traditional lifestyles centered around the Chesapeake Bay. Yorktown holds wonderful fireworks displays and the VIMS campus at Gloucester Point is a prime location for viewing.

Many cities in Virginia are easily accessible from Gloucester, including Richmond, Williamsburg, Norfolk, and Virginia Beach. These cities each provide an array of businesses and cultural and entertainment events throughout the year. Washington, D.C. is a three hour drive and is also accessible by train from Williamsburg. As part of the William & Mary community, School of Marine Science students have access to all of the amenities and events offered at William & Mary. Students have access to Swem Library, the Rec Center, theatric performances, art exhibits, concerts, sporting events and lectures. All SMS students also have a William & Mary email address, through which important information about student requirements and upcoming events are disseminated. Look for student happenings emails to find out about upcoming events. With a William & Mary ID card, SMS students also have free access to the buildings at Colonial Williamsburg.

Housing

There is no student housing on the VIMS campus, and most students live in Gloucester Point or in surrounding communities. Rental housing is somewhat limited in the Gloucester Point area, but apartments in nearby Gloucester, Mathews, Yorktown, and Newport News are more plentiful if one is willing to commute a short distance. One bedroom apartments generally range from \$500 to \$1000, while multiple bedroom apartments will generally cost about \$300 to \$500 per occupant. These figures do not include utilities or amenities. Students often elect to share housing in order to keep costs to a minimum. A limited number of apartments for graduate students are available on the Williamsburg campus. Located next to the Marshall-Wythe School of Law, the Graduate Housing Complex is within walking distance of the College's main campus and historic Colonial Williamsburg.

Information and application forms can be obtained from the Office of Residence Hall Life located on the main campus (757) 221-4134, or email living@wm.edu.

Recreational Sports

The Recreational Sports Department at the College of William and Mary provides a variety of recreational opportunities to all students, faculty and staff through intramural, sports clubs, informal recreation, fitness/wellness and outdoor programs. Facilities include the Student Recreation Center, Adair Gymnasium, William and Mary Hall and various outdoor facilities. Facilities are open seven days per week during most of the year with a modified schedule during the break periods. Facility schedules and procedures for checking out equipment are available at the Student Recreation Center. See the Recreational Sports website at <http://www.wm.edu/rec> for building hours, intramural schedule, sports club listings, and fitness/wellness services.

The Recreation Center offers 40 fitness classes throughout the year for students, faculty, and staff at the College. Sold at very low rates are Semester and Year Passes. Classes include Body Pump, Cardio Dance, Pilates, Yoga, Spinning, Step and more! Also held at the Rec Center, Personal Training and Massage Services Center. Check for prices on the website.

Intramural play held for each of over 25 sports/activities during the year. Informal or open recreation, generally considered "free play," is offered in swimming, racquetball, squash, basketball, volleyball, weightlifting and cardio machines. The Sport Club program consists of 46 clubs, each self-governing and self-supporting and dictated simply by participants' interest in the activity. Clubs includes: Badminton, Ballroom Dance, Baseball, Men's Basketball, Women's Basketball, Brazilian Jiu-Jitsu, Croquet, Cycling, Equestrian, Fencing, Field Hockey, Golf, Gymnastics, Ice Hockey, Judo, Kendo, Men's Lacrosse, Women's Lacrosse, Martial Arts, Outdoor Club, Racquetball, Rock Climbing, Rowing, Men's Rugby, Women's Rugby, Running, Sail and Paddle (VIMS), Sailing (Racing), Scuba, Shotokan Karate, Men's Soccer, Women's Soccer, Softball, Swimming, Synchronized Swimming, Table Tennis, Tae Kwon Do, Tennis, Triathlon, Men's Ultimate Frisbee, Women's Ultimate Frisbee, Men's Volleyball, Women's Volleyball, Water Polo, Wrestling and Yoga.

The use of W&M's Recreational Sports facilities is included in the payment of fulltime tuition. Graduate students who pay for fewer than 9 credit hours per semester may use the facilities by paying an annual activities fee. For information on the annual fee, any activity program or service offered by Recreational Sports, please call (757) 221-3310.

Parking

All motor vehicles, including motorcycles and motorbikes, parked on VIMS property must be registered with Parking Services. Registration includes the purchase of a College of William and Mary or VIMS-only parking decal or temporary pass, which must be displayed on or in the vehicle. Illegally parked or unregistered vehicles are subject to citation. The VIMS-only decal is valid only at the William & Mary Hall lot when visiting the main campus in Williamsburg. Students with unresolved citations will not be allowed to register a vehicle on campus until the debt is resolved. Outstanding debt to Parking Services may result in an administrative hold in Banner, which will limit registration for classes or to receive degrees. At the end of the semester outstanding debt will be forwarded to the Bursar's office and will be posted to student accounts. A full description of campus motor vehicle regulations is contained in a brochure available from Parking Services or online at www.wm.edu/parking. You may also contact Parking Services at telephone (757) 221-4764 or email parked@wm.edu.

SMS: Departments

- Department of Biological Sciences
- Department of Aquatic Health Sciences
- Department of Fisheries Science
- Department of Physical Sciences

Department of Biological Sciences

Areas of Research Continued:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Preparatory Studies • Typical Course of Study | <ul style="list-style-type: none"> • Macrophyte Ecology • Microbial Ecology and Nutrient Cycling • Biological Oceanography / Plankton Processes • Antarctic Oceanography • Metagenomics |
|--|--|

Areas of Research:

- Marine and Benthic Ecology
- Ecosystem Modeling

www.vims.edu/research/departments/bio

The faculty of the Department of Biological Sciences includes a diverse group of estuarine and coastal marine ecologists and biological oceanographers who work in a wide range of research areas, such as biogeochemical cycling; physiological, population, and community ecology; and whole ecosystem modeling, using state-of-the-art approaches. Scientists in the department study benthic, planktonic and nektonic organisms and the temporal and spatial patterns and processes that control their distribution, diversity and ecological functioning in estuarine, coastal and open ocean regimes.

Preparatory Studies

A strong background in modern biology and basic science is required. This should include college math through calculus, chemistry through organic, and physics. Courses in statistics may be helpful, but are not prerequisites. Students should have

strong writing and verbal communication skills. Past research experience and training are highly desirable. Students are strongly encouraged to contact and discuss plans with prospective advisor(s) before applying to the graduate program.

Typical Course of Study

In addition to the core courses required of all SMS graduate students, Biological Sciences students are required to take MSCI 526 - Principles of Marine Ecology unless exemption is granted by instructor and approved by the Associate Dean of Academic Studies. Students are strongly encouraged to take MSCI 501D - Fundamentals of Marine Science, Biological Oceanography unless they can demonstrate to their advisory committee that they have successfully taken a similar course as part of earlier graduate studies. Students are required to enroll in MSCI 515A - Biological Sciences Seminar each spring semester. Additionally, appropriate courses related to the student's area of specialization will be included, in consultation with the student's advisory committee. These might include Plankton and Microbial Ecology for students specializing in plankton biology and Marine Benthos, Seagrass Ecology, or Secondary Production for those specializing in benthic systems. Theoretical Ecology, Ecological Modeling and computer applications are recommended for students whose research will rely on modeling or theoretical mathematical formulations.

Areas of Research

Marine and Benthic Ecology

Studies focus on the processes governing structure and functioning of communities and ecosystems. Current research includes: experimental and observational studies of recruitment, growth, and production; role of benthic organisms and communities in the fate and transfer of nutrients, organic matter, energy and sediments; effects of natural and anthropogenic disturbances on benthic community structure and functioning; consumer-prey relationships and benthic support of higher trophic levels; systematics and biodiversity of benthic animals and evolutionary ecology. Faculty members employ diverse research approaches including field and mesocosm experimentation, biogeochemical analyses, remote sensing, molecular genetics and a range of modeling techniques. Most research focuses on benthic systems of the land-sea margins, including tidal freshwater, estuarine and coastal regions and coral reefs.

Ecosystem Modeling

The ecosystem modeling program develops and employs numerical simulation models as integrative and synthetic tools for ecosystem analysis to address basic science and applied management questions. Current efforts include modeling studies of coastal and watershed carbon and nutrient cycling, estuarine eutrophication, submerged aquatic vegetation, multispecies trophic interactions, regional ocean ecosystem models and climate-related ecosystem changes. Studies involving optimal methods for combining in situ and satellite-based biological data with numerical models are also ongoing. Working with hydrodynamic, fisheries, and water quality modelers, an over-arching goal of the program is to develop cross-disciplinary models that address both basic and applied ecological research questions.

Macrophyte Ecology

Studies in this program concentrate on submerged and emergent macrophyte species that dominate shallow subtidal and intertidal marine, brackish, and freshwater areas. Current research includes studies on plant distribution and abundance, restoration ecology, plant dispersal mechanisms, plant responses to environmental variability, plant growth and productivity, carbon and nitrogen cycling, plant-herbivore interactions and ecosystem simulation modeling. The program encourages multi-investigator and multi-institutional collaborative efforts.

Microbial Ecology and Nutrient Cycling

Studies focus on the role of microbes and microbially-mediated biogeochemical processes in estuarine, coastal and marine environments, the fate of nutrients in benthic and pelagic ecosystems, and the roles microbes and nutrients play in regulating aquatic food webs and primary and secondary production. Microbial ecology and microbially-mediated biogeochemistry are studied in habitats ranging from intertidal marshes and mudflats to shallow subtidal, littoral zone systems, coastal embayments, riverine systems, large estuaries such as Chesapeake Bay, and the coastal ocean including areas adjacent to Antarctica.

Biological Oceanography/Plankton Processes

Research is focused on biological populations and processes as integral components of the dynamic, interconnected marine biosphere that provides half the food and absorbs half the anthropogenic carbon dioxide on the planet. The emphasis is on lower trophic levels in estuarine, coastal and oceanic food webs, including bacteria, phytoplankton, micro-, meso- and gelatinous zooplankton, harmful algal blooms and marine snow. Processes studied in all ecological provinces of the global ocean include fluxes of carbon and nitrogen between the various organic and inorganic pools, nutrient limitation, organic matter (dissolved and particulate) cycling, and biogenic trace gas production and consumption. The biotic processes regulating these transformations, the physical mixing and circulation mechanisms affecting their transport and redistribution, and the linkages and feed backs between the water column and all its boundaries (benthos, atmosphere, land margins) are emphasized. Collaborative research

aimed at understanding the links between plankton dynamics and recruitment of economically important fisheries populations is also pursued.

Antarctic Oceanography

The Antarctic continent and the Southern Ocean together regulate the Earth's weather, and the Southern Ocean, a major component of the planetary carbon cycle, is a key engine of global climate change, a source of rich fisheries, and haven for marine birds and mammals. VIMS programs provide an opportunity for graduate and undergraduate students to live and work in the Antarctic and on icebreakers; and to carry out research on production, nutrient cycling, organic matter diagenesis and ecosystem change. VIMS researchers work primarily in the Ross Sea (McMurdo Station) and the West Antarctic Peninsula (Palmer, Antarctica Long Term Ecological Research site). These programs also emphasize public education and outreach as important components of our work.

Metagenomics:

Studies focus on the genes and genomes of uncultured microbiomes in various ecosystems including sediment, soil, water and host organisms. Metagenomics transforms our views in microbial diversity and promotes to discover novel metabolisms. Next generation sequencing technologies facilitate direct sequencing of microbial DNA. New bioinformatic methods are developed and used to analyze massive numbers of sequences and to determine metabolic potentials of microbial communities. Current research focuses on the microbiomes in sediments, soils, groundwater and oyster.

Department of Aquatic Health Sciences

- Preparatory Studies

- Typical Course of Study

Areas of Research:

- Environmental Chemistry
- Environmental Microbiology

Areas of Research Continued:

- Toxicology
- Diseases of Marine Animals
- Molecular Genetics
- Environmental Risk Assessment

www.vims.edu/research/departments/eaah

Research within the Department of Environmental and Aquatic Animal Health emphasizes understanding the fates of contaminants and pathogens in estuarine and marine environments and their effects on important species as well as humans. A diverse faculty consisting of environmental chemists, toxicologists, ecotoxicologists, biochemists, immunologists, microbiologists, molecular geneticists, and pathobiologists collaborate to achieve these goals. A key mission of the department is to identify and detect toxicological, pathobiological and biochemical agents in the Chesapeake Bay and its watershed that affect the health of important aquatic organisms and surrounding human populations. Research questions are pursued at all levels of biological organization from the molecular and cellular to the organismal and population levels. Activities reflect a strong commitment to provide technical support to environmental managers and stakeholders who regulate and protect the waters and natural resources of the Commonwealth regional and federal management agencies, and marine-related industries.

Preparatory Studies

Successful Environmental and Aquatic Animal Health students typically possess a degree in a natural science and should have strong written and oral communication skills. Depending on research interests, advanced course work in biology (e.g., biochemistry, molecular biology, and genetics), chemistry (organic or inorganic), physics, calculus and statistics is expected. Students lacking these courses are strongly advised to complete them before matriculation rather than while in graduate school. Before applying, students should contact prospective mentors in the department to discuss their research interests and experiences, academic background, training, and career objectives.

Typical Course of Study

The program prepares students for careers as environmental scientists, educators and managers. Since departmental research and educational programs are interdisciplinary, incoming students are expected to have strong backgrounds in biology and chemistry. Following satisfactory completion of the SMS core curriculum, students may pursue courses and research in any of the major program areas (environmental chemistry, toxicology, environmental risk assessment, environmental microbiology or pathobiology). The department offers a number of relevant courses including MSCI 559 - Parasitology, MSCI 560 - Fundamentals of Ecotoxicology, MSCI 562 - Water Pollution, MSCI 563 - Environmental Chemistry, MSCI 565 - Principles of Pathobiology, MSCI 566 - Diseases of Marine Organisms, MSCI 583 - Molecular Genetic Data Analysis, Bioinformatics, MSCI 640 - Quantitative Ecotoxicology, MSCI 641 - Identifying, Quantifying and Communicating Environmental Risk, MSCI 642 - Practical Environmental Statistics, MSCI 673 - Marine Molecular Genetics and MSCI 674 - Marine Molecular Genetics

Laboratory. Students are expected to select at least two departmental offerings and typically complement their curriculum with additional courses offered by this and other departments. Students in the department are also required to enroll in MSCI 515B - AHS Dept. Seminar each fall and spring semester.

Areas of Research

Environmental Chemistry

Departmental research includes elucidating sources, transport, fate, bioavailability and impacts of synthetic and natural contaminants in coastal watersheds. Recent efforts have focused on characterizing the behavior of antifoulants and microplastics in marine and estuarine systems, investigating links between anthropogenic nutrient pollution and environmental health, identifying the sources of emerging contaminants, isolating and characterizing novel algal toxins, and applying geographic information systems (GIS) for modeling spatial distributions of environmental data. EAAH faculty, staff, and students collaborate with international researchers, federal and state agencies (e.g., EPA, NOAA, DOE, and VA Dept. of Environmental Quality VA Dept. of Health) and private industry, allowing our research to have real-world applications in environmental and public health. Recent student research has examined the binding of pesticides to natural organic matter and subsequent impact on bioavailability and toxicity; bioremediation of tributyltin-contaminated sediment in a created wetland; factors influencing the degradation rate of crop protectants in natural waters; the development of rapid and deployable immunology-based contaminant detection systems; the fate of brominated flame retardants in birds of prey and the fate of biosolid constituents in ecosystems; and the utility of stable isotope chemistry in determining the source of nutrients, natural or anthropogenic, driving algal toxin production and growth of harmful algal blooms.

Environmental Microbiology

This program focuses on studies of pathogenic microorganisms in environmental waters. A particular strength is multidisciplinary research on microorganisms that pose a significant threat to human and aquatic animal health, the aquaculture industry, commercial fisheries, tourism and recreational water use. Research includes studies aimed at understanding environmental influences on pathogenic microbes, genetic characterization and evolution of strains, and development and validation of new methods for detection of pathogens.

Toxicology

Effects of toxic chemicals are measured from organismal to ecosystem levels. Research focuses on examining: 1) uptake and elimination of toxicants by individual organisms, 2) the impact of toxicants on vital processes (mortality, growth, reproduction), and 3) mechanisms of internal distribution, biotransformation, and clearance of xenobiotic and natural products. Organismal responses are being evaluated as a basis for predicting population effects at sublethal concentrations.

Diseases of Marine Animals

Members of the department have significant expertise in this field ranging from virology, protistology and parasitology, to disease ecology and the evolutionary consequences of disease. Research in this field 1) focuses on infectious and noninfectious diseases of fish and shellfish, 2) determines the mechanism(s) by which pathogens cause disease in the host organisms, 3) examines pathological consequences of exposures of estuarine animals to contaminants, 4) studies etiology and epidemiology of pathogens in estuarine and marine organisms, 5) investigates host defense mechanisms in order to develop diagnostics, therapeutics and vaccines for use in aquaculture, and 6) seeks to understand the impact of toxic materials on disease processes. The pathobiology group uses modern histological, microbiological, immunological, and molecular techniques to study diseases in shellfish and fish. The department has developed a curriculum to train students in modern laboratory and field techniques to study diseases in marine organisms.

Molecular Genetics

Studies focus on genomic analyses of marine and estuarine animals and pathogenic organisms. Environmental water quality studies involve molecular detection, identification and examination of the effects of environmental parameters on harmful algal bloom (HAB) organisms and human pathogens. Phylogenetic, population genetic, and genomic research targets shellfish, finfish, as well as parasites and aquatic pathogens.

Environmental Risk Assessment

Risk assessment tools are applied to evaluate the risk associated with exposure to hazardous chemicals, pathogens, bacterial agents, both individually and collectively in complex mixtures. The goal is to provide a conceptual framework that will improve environmental management by allowing resource agencies to focus their limited resources on those issues of greatest importance.

Department of Fisheries Science

- Preparatory Studies
- Typical Course of Study

Areas of Research

- Anadromous Fishes
- Aquaculture Genetics & Breeding Technology
- Molluscan Ecology
- Invasive Species Biology
- Crustacean Ecology

Areas of Research Continued

- Fisheries Ecosystem Modeling & Assessment
- Fisheries Genetics
- Marine Conservation Biology
- Marine Finfish Dynamics
- Marine Resource Policy & Fisheries Mgmt.
- Stock Assessment Methodology
- Systematics & Taxonomy
- Biology of Larval Fishes

www.vims.edu/research/departments/fisheries

Research within the Department of Fisheries Science is focused on understanding the population dynamics and biology of fish, crustacean, and molluscan species of commercial, recreational, ecological, and evolutionary significance. Also included within the research framework of the department is the Aquaculture Genetics and Breeding Technology Center. Collaborative research and teaching efforts are common among department faculty. In addition to furthering knowledge through peer-reviewed publications, members of the department advise local, regional and national resource management agencies and involve students directly in fisheries management. The department also maintains an internationally recognized collection of alcohol-preserved and skeletal specimens of fishes that are available for student research.

Preparatory Studies

Students interested in graduate study in Fisheries Science should have substantial undergraduate coursework in biology including: physiology, biochemistry, comparative morphology or developmental biology, genetics, ecology and related topics, and evolutionary biology. College physics, chemistry (through organic) and math through calculus are required. Courses in statistics, marine biology and fishery biology may be helpful but are not prerequisites.

Typical Course of Study

In addition to the core courses required of all SMS graduate students, Fisheries students are required to take MSCI 528 - Marine Fisheries Science as the advanced (3 credit) course in their core course curriculum. Fisheries students are required to take an additional quantitative course, chosen from the following menu: MSCI 625 - Multivariate Analysis and Time Series, MSCI 667 - Experimental and Quantitative Ecology, MSCI 670 - Stock Assessment Methods, or MSCI 669 - Linear and Generalized Linear Models in Ecology. Fisheries students are required to enroll in MSCI 515C - Fisheries Science Seminar each spring semester. Other upper-level courses offered by the Fisheries faculty include MSCI 649 - Modeling Biological and Ecological Systems, MSCI 658 - Larval Ecology, MSCI 664 - Marine Conservation Biology, MSCI 666 - Ichthyology, MSCI 668 - Malacology, MSCI 671 - Fisheries Population Dynamics, MSCI 673 - Marine Molecular Genetics, MSCI 674 - Marine Molecular Genetics Laboratory and MSCI 698 - Special Topics in Marine Science.

Areas of Research

Anadromous Fishes Program:

Research and monitoring of the abundance, reproductive ecology, life history and exploitation of highly migratory species, such as striped bass, Atlantic sturgeon, river herrings and American shad, that spawn in fresh water. Studies include monitoring commercial and recreational landings, monitoring stock status with fishery-independent surveys, developing novel approaches to stock assessment, conducting surveys of juvenile abundance, mark/recapture and telemetry methods for estimation of fishing rates and description of migratory behavior.

Aquaculture Genetics and Breeding Technology Center

Research includes development of brood stocks in shellfish species of interest to Virginia and the region, including selective breeding (especially for disease resistance), chromosome set manipulation, and evaluation of non-native species.

Molluscan Ecology

Studies focus on ecology and stock assessment of estuarine and continental shelf molluscs. Broad program interests include ecology and behavior of molluscan larvae, life history and population dynamics, restoration culture for commercial purposes, and molluscs as indicators of climate and environmental change.

Invasive Species Biology

Research focuses on history and pathways of invasions, the characteristics of invasive species ecosystem impacts, and mechanisms of control, national and international policy relating to introductions, and evaluation and implementation of intentional introductions for ecological and economic purposes.

Crustacean Ecology

Investigations address the ecology, population dynamics, and conservation of the blue crab in Chesapeake Bay and spiny lobster in the Caribbean.

Fisheries Ecosystem Modeling and Assessment Program

Areas of interest in this program include monitoring of the abundance, predator-prey, and competitive interactions among fish populations within Chesapeake Bay. Primary objectives of the program are the development of multispecies stock assessments for the purpose of understanding the joint impact of harvesting and biological interactions on these populations. Information derived from these assessments is designed to yield advice for ecosystem-based approaches to fisheries management.

Fisheries Genetics

This program examines the application of molecular genetic techniques to address problems in fisheries science. Studies focus on analysis of stock structure, use of molecular characters to identify early life history stages of marine organisms, and the evaluation of taxonomic and biogeographic hypotheses with molecular genetic information.

Marine Conservation Biology

Areas of interest include the ecology and conservation of the blue crab, diamondback terrapin, sea turtles (loggerhead and Kemp's Ridley), Caribbean spiny lobster, queen conch, eastern oyster, and other marine bivalves. Emphasis is placed on metapopulation and source-sink dynamics, marine reserves and dispersal corridors, habitat fragmentation, degradation and loss effects on marine invertebrates, recruitment processes, and predator-prey interactions.

Marine Finfish Dynamics

Investigations focus on the recruitment dynamics of finfish in coastal ecosystems based on data from long-term bottom-trawl and beach seine surveys in Chesapeake Bay. A primary goal of these studies is to calculate recruitment indices to gauge the strength of the current year class and permit informed management of coastal fisheries. Another goal is to integrate observations from the surveys with field and laboratory research to understand large-scale patterns in the distribution and habitat use of coastal fishes. Such research may include individual-based behaviors as evidenced by acoustic tagging studies or physiological responses to habitat change.

Marine Resource Policy and Fisheries Management

Research is performed to support determination of socially optimal rates of exploitation and optimum allocation of marine resources among competing user groups. Studies emphasize assessment and estimation of net social benefits to society and the economic impacts of proposed management and regulatory options. Additional research focuses on numerous international aspects of marine resource management, including, but not limited to, reducing the capture of sea turtles and other undesirable outputs, enhancing technical and economic efficiency of fishing gear, designing capacity reduction programs, and promoting ecosystem-based management.

Stock Assessment Methodology

This program involves the systematic evaluation of stock assessment procedures and the development of new mathematical models and statistical methods for studying populations and their responses to exploitation. Tagging, survey, and landings data are used to estimate population size, mortality rates, components of mortality, yield, spawning potential, and effects of changes in fishery regulations. Applications include invertebrates and vertebrates in temperate and tropical sport and commercial fisheries.

Systematics and Taxonomy

Taxonomically diverse studies focus on the taxonomy, morphology, phylogenetic systematics, zoogeography and evolutionary biology of various vertebrate and invertebrate groups. The program promotes a total evidence approach to phylogenetic research, including molecular techniques and morphological studies of larval, juvenile and adult forms.

Biology of Larval Fishes

Research interests of this program include identification, anatomy, ecomorphology, movement patterns, and other aspects of ecology and behavior of larval fishes from the Chesapeake Bay and the mid-Atlantic, as well as other areas of the world.

Department of Physical Sciences

Areas of Research:

- Preparatory Studies
- Typical Course of Study
- Chemical Oceanography / Marine Geochemistry
- Geological Oceanography
- Physical Oceanography

www.vims.edu/research/departments/physical

The objectives of the Department of Physical Sciences are to generate, communicate and apply knowledge concerning the physical, chemical and geological processes that operate in estuaries and the coastal ocean. The physical oceanography group studies and models the properties and movement of water and dissolved and suspended material in estuarine, coastal and continental shelf environments. Geological oceanography includes the study of the processes of sediment erosion, transport and accumulation as well as the resulting stratigraphy. Marine chemistry emphasizes the study of marine biogeochemical processes, and environmental fate and transport of natural and anthropogenic substances. Interdisciplinary studies are strongly emphasized in the Department of Physical Sciences.

Preparatory Studies

In all aspects of the Department of Physical Sciences' education and research programs, there is a heavy reliance on quantitative skills. Our incoming students are expected to have a strong background in one or more areas of physical sciences and mathematics. Undergraduate majors that provide preparation for graduate study in Physical Sciences include physics, applied mathematics, engineering, chemistry and geology. Students interested in pursuing graduate work in Physical Sciences are encouraged to have introductory physics and calculus through ordinary differential equations in their backgrounds.

Typical Course of Study

Students in the Department of Physical Sciences specialize in Chemical, Geological or Physical Oceanography by following one of the tracks described below. In addition to the core courses required of all SMS students and a required departmental course in the area of specialization, students are encouraged to enroll in MSCI 515D - Physical Sciences Seminar each fall and spring semester.

Graduate students in chemical oceanography/marine geochemistry may specialize in any of the various aspects of marine and environmental chemistry (e.g., organic, inorganic, analytical, etc.). Students are required to take MSCI 524 - Principles of Chemical Oceanography and MSCI 630 - Advanced Aquatic Chemistry is recommended. Specialized course work in other aspects of marine and environmental chemistry can be selected based on recommendations from the student's advisory committee.

Students interested in geological oceanography may pursue tracks emphasizing sedimentary environments and stratigraphy, sediment geochemistry, or physical transport/morphodynamic processes. Courses include marine sedimentation, coastal morphodynamics, sediment transport, multivariate and time-series analysis, and isotope geochronology. Geological Oceanography students are required to take MSCI 522 - Principles of Geological Oceanography. In addition, depending on a student's particular emphasis, geological students may be required to take advanced courses in physical, chemical or biological oceanography.

Students majoring in physical oceanography are required to take MSCI 520 - Principles of Coastal and Ocean Dynamics. Additional advanced courses address estuarine hydrodynamics and water quality, provide an in-depth focus on estuarine physics and its influence on biogeochemical processes, boundary layer processes, various topics in coastal ocean dynamics, and the application of three-dimensional numerical modeling to estuarine and coastal issues.

Areas of Research

Chemical Oceanography/Marine Geochemistry

Faculty in the area of chemistry are engaged in a range of research projects across groundwater, riverine, estuarine, continental margin, and open ocean environments. These studies focus on understanding the cycling of organic and inorganic species from both natural and anthropogenic sources. Individual faculty and students in this program are highly interdisciplinary and are involved in collaborations with other programs at VIMS as well as national and international colleagues. Examples of current and on-going projects within the Chemical Oceanography/Geochemistry group include: cycling and diagenesis of dissolved and particulate organic matter in estuaries and open ocean settings; carbon and nitrogen transport and cycling in rivers, estuaries, and the coastal ocean; chemical flux and contaminant transport; use of natural and anthropogenic substances as tracers of ecological processes; and the chemical composition and biological availability of dissolved organic nitrogen in diverse systems from the open ocean to wastewater treatment plants.

Geological Oceanography

Encompasses local and international research on a variety of disciplinary and interdisciplinary topics. Research sites span the full range of marine/nearshore environments from coastal plain and river floodplains, through estuaries and across the margin to the base of the continental rise. Although much of our effort addresses questions in Chesapeake Bay and surrounding areas, federal funding supports research in many other areas in the U.S. and around the world (including New Zealand, China, and Taiwan) that generates knowledge about geological phenomena in the coastal ocean. Some of the major focal areas include: sediment transport and boundary layer processes; sediment flux and fate; seabed dynamics; shoreline erosion/sand resource issues; and Quaternary stratigraphic development. Interdisciplinary research efforts involve faculty from the departments of Biological Sciences and Environmental and Aquatic Animal Health, as well as colleagues from other institutions worldwide.

Physical Oceanography

Focuses on water motion in estuaries and on the continental shelf along with the associated transport of buoyancy, suspended particles, nutrients and pollutants. Physical Oceanography at VIMS is extremely interdisciplinary, with faculty who straddle fluid physics, material transport and water quality, and who have ongoing collaborations with chemists and geologists within our department, biologists and resource managers elsewhere at VIMS, and with scientists from various disciplines throughout the country and around the world. We have recent and/or ongoing field projects in the Chesapeake Bay and its tributaries as well as on the shelves of the east and west coasts of the U.S. and in polar regions, and we are applying three-dimensional numerical models to study circulation and associated dissolved and particulate transport in estuarine and shelf environments. Cooperative research projects are underway with scientists from countries including Korea, The Netherlands, Taiwan, and the U.K. Some of the major focal areas of scientists in our group include: wind- and buoyancy driven circulation on the inner shelf; bottom boundary layer processes; the dynamics of estuarine fronts; three-dimensional modeling of estuarine sediment transport and water quality; the association of characteristic density- and tidally-driven estuarine circulation patterns with the fate and transport of pollutants; wind wave evolution in estuaries and on shelves; cross-shelf transport; shelf-break frontal processes and shelf-basin interactions; and the physics governing sediment transport on shelves, in estuaries, and in the surf zone.

SMS: Graduate Program Description

Students in the advanced degree programs of the School of Marine Science are assigned to a department based on their research interests and the affiliation of their faculty advisor. Interdisciplinary studies are encouraged and students may be co-advised by faculty across or within departments. Graduate studies are offered in many sub-disciplines of marine science within the four departments of VIMS, as described below. Although students enrolled in the graduate program “reside” in departments, most of the required courses and degree requirements are determined by the Faculty of the School of Marine Science. Individual departments and a student’s advisory committee may specify additional coursework requirements over those stipulated as general degree requirements.

SMS: Degree Programs

- Master of Science
- M.S. Bypass Option
- Doctor of Philosophy
- M.S. or Ph.D. and M.P.P. Concurrent Degree Programs
- Marine Policy Subconcentration
- Undergraduate Marine Science Program

Academic Programs

Degree programs of the School of Marine Science (SMS) are intended primarily for those who wish to specialize in marine science at the graduate level. Degrees offered are the Master of Science and Doctor of Philosophy in Marine Science. Faculty of four departments offers research opportunities and instruction: Biological Sciences, Environmental and Aquatic Animal Health, Fisheries Science and Physical Sciences. A joint program between the SMS and the Thomas Jefferson Program in Public Policy (TJPPP) at the Williamsburg campus enables SMS students interested in resource management and policy to complete additional course work for a subconcentration in marine policy or, with successful application to both the SMS and TJPPP degree programs, a Master of Science (M.S.) degree in Marine Science and Master of Public Policy (M.P.P.).

An undergraduate minor in marine science (18 credit hours) is jointly offered and administered by the School of Marine Science and the Department of Arts & Sciences (main campus). The minor provides interested students with an interdisciplinary introduction to the marine sciences that supplements the strong education they receive in a disciplinary science major. Courses are offered both at the VIMS Gloucester Point campus and the main campus. The undergraduate minor in marine science addresses the growing national demand for undergraduate education in the earth and environmental sciences in general, and in the marine sciences specifically.

Advanced undergraduates (juniors and seniors) who receive permission of the instructor may also participate in some SMS graduate level courses. For instance, biology, chemistry, and physics majors may enroll in suitable 500-level marine science courses for credit towards the bachelor's degree and to fulfill the requirements of the undergraduate minor in marine science provided certain conditions are met (see College of William and Mary Undergraduate Program Catalog for more details). Undergraduates also may enroll for credit to conduct research projects in marine science. The student is responsible for making the necessary arrangements with an individual School of Marine Science faculty member, and the consent of the chairperson of the student's major department is also required.

General Requirements

Students interested in pursuing marine science as a profession should consult with their academic advisor, or the School of Marine Science, Office of Academic Studies (AD-AS@vims.edu), early in their college careers to identify an academic program that will prepare them for graduate study in marine science. All potential students should have a strong background in basic science, including a suite of contemporary biology courses, physics and chemistry (through organic), and mathematics through calculus and differential equations. The prospective Chemical, Geological or Physical Oceanography student should have an undergraduate degree with appropriate course work in chemistry, geology or related geophysical science, physics, meteorology, mathematics or engineering, and a solid quantitative background. Course work in statistics is recommended.

Degree Requirements

Students generally are bound by the requirements stated in the catalog for the academic year stated in their Notification of Admission letter. The department in which a student specializes and individual advisory committees may prescribe additional requirements for their students.

Academic Residency

To fulfill the full-time academic residency requirement of the School of Marine Science, students must:

1. Successfully complete the core course requirements;
2. Be a full-time student in academic standing for two consecutive semesters.

Marine Science, MS

- Master of Science in Marine Science Bypass Option

Requirements for the Master of Science degree are listed below. In addition to completing degree requirements, a student must adhere to a prescribed timeline and document completion of major milestones in the degree program.

Milestone	No. of Months for Completion
Major Professor	8
Committee/Research Topic	9
Pre-Qualifying Interview	12
Qualifying Exam/Prospectus Defense	18
Admission to Candidacy	24
Seminar Presentation/Thesis Defense	1-3 months prior to completion of degree requirements
Completion of Degree Requirements	36

1. **Major Professor** - The student selects a School of Marine Science faculty member as a major professor.

2. **Advisory Committee** - The advisory committee, chosen by the student in consultation with the advisor, consists of at least four members and must be approved by the Associate Dean of Academic Studies before the comprehensive and qualifying exams are scheduled.
3. **Pre-Qualifying Interview** - The student is expected to schedule a meeting early in the program to discuss academic preparation and research ideas with the committee.
4. **Qualifying Exam and Prospectus Defense** - The qualifying examination must be passed and prospectus must be accepted by the student's committee.
5. **Residency and Enrollment Requirements** - Two consecutive semesters, excluding summer sessions, must be spent as a full-time resident student in good academic standing.
6. **Required Courses** - The SMS core and departmental course requirements must be completed.
7. **Admission to Candidacy** - A student may be admitted to candidacy when he/she has completed the requirements listed above and has achieved a grade point average of B (3.0) or better.
8. **Credit Requirements** - The degree requires at least 36 credit hours of advanced work.
9. **Seminar and Defense** - The student must present a seminar and successfully defend a thesis.

* See Degree Program Milestones section below for more information.

10. **Completion of Degree Requirements** - The requirements for the degree, including submission of the approved dissertation must be completed within three years of matriculation. See Graduation section below for more information.

M.S. Bypass Option

A student originally accepted to the M.S. program who clearly demonstrates early potential to successfully conduct Ph.D. level research may petition to bypass the M.S. degree program and proceed directly toward the doctorate. Students interested in the bypass option should file a Notification of Intent to Bypass M.S. Degree form as early as possible and in all cases prior to taking and passing a comprehensive examination at the Ph.D. level, no later than the end of second calendar year following matriculation. The Academic Council recommends that students who are applying to bypass the Master's degree should include an external member on a 5-person committee prior to completing the comprehensive exam. Following the successful completion of the comprehensive exam, and by the start of the third calendar year, the student may submit an Application to Bypass the M.S. Degree to the Academic Status and Degrees Committee. The application package will include:

1. An approved Notification of Intent to Bypass M.S. Degree form;
2. A CV and 1-2 page statement by the student describing the student's achievements and demonstrated potential to conduct independent research;
3. A 1-2 page statement by the student's advisor describing the student's achievements and demonstrated potential to conduct independent research;
4. A recommendation by the advisory committee that the student be allowed to bypass the master's degree.

The VIMS Registrar will provide evidence that the student is in good academic standing, has completed the SMS core course requirements for the M.S. degree and successfully completed the comprehensive exam. Evidence of scholarly potential in the form of independent research, professional presentations, submitted or accepted manuscripts and research proposals will strengthen a student's petition for the bypass. The Academic Status and Degrees Committee will recommend to the Associate Dean of Academic Studies whether or not permission to bypass should be granted. A bypass also represents a change in funding obligations for most students and, for that reason, must be approved by the student's department chair. Appeals of an adverse decision of the Academic Status and Degrees Committee or department chair may be made to the Associate Dean of Academic Studies. The School of Marine Science will not be obligated to fund the program of a student who fails to submit the application to bypass in a timely fashion. In order to apply the doctoral program milestones equitably, the Academic Status and Degrees Committee will determine an "effective completion date" for the doctoral program, which normally will be designated as 72 months from the date of matriculation.

Marine Science, PhD

Requirements for the Doctor of Philosophy degree are listed below. In addition to completing requirements, a student must adhere to a prescribed timeline and document completion of major degree program milestones.

Milestone	No. of Months for Completion
Major Professor	8
Committee/Research Topic	9
Pre-Qualifying Interview	18
Comprehensive Exam	21
Qualifying Exam/Prospectus Defense	30
Admission to Candidacy	34
Seminar Presentation/Dissertation Defense	1-3 months prior to completion of degree requirements
Completion of Degree Requirements	see below

1. **Major Professor** - The student selects a School of Marine Science faculty member as a major professor.
 2. **Advisory Committee** - The advisory committee, chosen by the student in consultation with the advisor, consists of at least five members and must be approved by the Associate Dean of Academic Studies before the comprehensive and qualifying exams are scheduled.
 3. **Pre-Qualifying Interview** - The student is expected to schedule a meeting early in the program to discuss academic preparation and research ideas with the committee.
 4. **Comprehensive Exam** - A written exam is administered by the student's advisory committee and must be passed before the qualifying exam.
 5. **Qualifying Exam and Prospectus Defense** - The qualifying examination must be passed and prospectus must be accepted by the student's committee.
 6. **Residency and Enrollment Requirements** - Two consecutive semesters, excluding summer sessions, must be spent as a full-time resident student in good academic standing. A minimum of three years of graduate study beyond the baccalaureate is required by the degree completion date.
 7. **Required Courses** - The SMS core and departmental course requirements must be completed. read more...
 8. **Admission to Candidacy** - A student may be admitted to candidacy when he/she has completed the requirements listed above and has achieved a grade point average of B (3.0) or better.
 9. **Credit Requirements** - The degree requires at least 42 credit hours of advanced work.
 10. **Seminar and Defense** - The student must present a seminar and successfully defend a dissertation.
- * See Degree Program Milestones section below for more information.
11. **Completion of Degree Requirements** - The requirements for the degree, including submission of the approved dissertation must be completed within faculty-approved time lines. See Graduation section below for more information.

- 4 years for a student entering with a M.S. from the School of Marine Science
- 5 years for a student entering with a M.S. or equivalent degree from another institution
- 6 years for a student who is approved to bypass the M.S. degree

Marine, Environmental and Public Policy

- M.S. or Ph.D. and M.P.P. Concurrent Program
- Marine Policy Subconcentration
- Related Coursework

The School of Marine Science (SMS) recognizes the critical need to improve communication between marine scientists and resource managers, policy makers, and the public. This requires literacy in the language of policy. Students enrolled in the M.S. and Ph.D. programs in Marine Science who want exposure to marine, environmental and public policy can elect one of the following options:

M.S. or Ph.D. and Master of Public Policy Program

Students may obtain either a M.S. or Ph.D. in Marine Science concurrent with a Master of Public Policy (M.P.P.) in a reduced amount of time compared to completing the degrees independently. Candidates interested in this program must apply to and gain acceptance by both SMS and the Thomas Jefferson Program in Public Policy offered at W&M's main campus.

Subconcentration in Marine Policy

School of Marine Science students may complete additional course work for a subconcentration in marine policy. Students exercising this option will receive a notation of "Subconcentration in Marine Policy" on their transcript. The subconcentration is offered in collaboration with W&M's Thomas Jefferson Program in Public Policy and the Marshall Wythe School of Law. In addition to the course work required for the M.S. or Ph.D. degrees in Marine Science, requirements for the subconcentration are as follows:

1. Completion of 10 credits of course work to include the following courses:
 1. MSCI 689 - Public Policy for Science & Professions. 3 credits. (main campus)
 2. MSCI 687 - Environmental Policy. 3 credits. (main campus)
 3. MSCI 698, Sea Grant Policy Seminar Series. 1 credit.
 4. Elective course (3 credits) from the following menu:
 - MSCI 684 - Coastal and Marine Policy Implementation: The Art & Science of Governance
 - MSCI 693 (Law 424), Environmental Law (main campus)
 - MSCI 694 (Law 425), Land Use Control (main campus)
 - other courses may be available in the future
2. All grades for coursework in the Marine Policy subconcentration must be B- or above.
3. A student must receive the approval of his/her advisor prior to pursuing the subconcentration.
4. Once the student has advisor approval for the subconcentration, the SMS Graduate Registrar must be notified.

Coursework

Within the SMS, students may access a wide range of cross-departmental courses that cover marine and environmental resource management, policy and application. In addition, the SMS Office of Academic Studies at VIMS sponsors policy-oriented professional development opportunities for our students in Washington D.C. and on campus in Gloucester Point. Courses related to environmental law and business are available at the Williamsburg campus. Additional information on SMS courses may be accessed using the navigation, above.

SMS: Undergraduate Program

An undergraduate minor in marine science (18 credit hours) is jointly offered and administered by the School of Marine Science and Arts & Sciences (main campus). The minor provides interested students with an interdisciplinary introduction to the marine sciences that supplements the strong education they receive in a disciplinary science major. Courses are offered both at the VIMS Gloucester Point campus and the main campus. The undergraduate minor in marine science addresses the growing national demand for undergraduate education in the earth and environmental sciences in general, and in the marine sciences specifically.

Advanced undergraduates (juniors and seniors) who receive permission of the instructor may also participate in some SMS graduate level courses. For instance, biology, chemistry, and physics majors may enroll in suitable 500-level marine science

courses for credit towards the bachelor's degree and to fulfill the requirements of the undergraduate minor in marine science provided certain conditions are met (see College of William and Mary Undergraduate Program Catalog for more details). Undergraduates also may enroll for credit to conduct research projects in marine science. The student is responsible for making the necessary arrangements with an individual School of Marine Science faculty member, and the consent of the chairperson of the student's major department is also required.

SMS: Degree Requirements

School of Marine Science (SMS) students generally are bound by the requirements stated in the catalog for the academic year stated in their Notification of Admission letter. The department in which a student specializes and individual advisory committees may prescribe additional requirements for their students.

Academic Residency

To fulfill the full-time academic residency requirement of the SMS, students must:

1. Successfully complete the core course requirements;
2. Be a full-time student in academic standing for two consecutive semesters.

Required Coursework

SMS Core Curriculum

Successful completion of the SMS core curriculum ensures that students achieve a broad understanding of the essential processes that define oceanic, coastal, and estuarine environments. Students are expected to build upon this foundation by pursuing specialized and advanced courses tailored to the needs of their individual research projects.

Relative to this goal, specific objectives of the SMS core course curriculum are to:

- Educate students in the fundamentals of marine science in a way that fosters interdisciplinary and synthetic understanding of oceanic, coastal and estuarine systems;
- Provide students with an appreciation for the integration of marine science and its application to complex environmental problems;
- Ensure that students have the methodological, quantitative and communication skills needed to pursue successful careers in marine science.

Students must pass all required SMS core courses with a grade of B- or better by the end of their second year following matriculation. Students are required to choose courses in each of the following four groups, I-IV, as follows:

I. Fundamentals Core Courses: MSCI 501A, 501B, 501C, 501D, 501E, 501F

- A Ph.D. student must choose four (4) of the fundamentals courses outside of the student's specialty.
- A M.S. student must choose three (3) of the fundamentals courses outside of the student's specialty. (For example, a student in the Department of Biological Sciences is encouraged to take Fundamentals of Biological Oceanography; however, it will not satisfy the core course requirement.)
- Successful completion of an advanced principles core course outside of one's specialty in lieu of one of the above Fundamentals Courses will also satisfy the above core course requirement. In order for a core course to satisfy the core course requirements, a grade of B- or above must be earned in the course.

II. Advanced Principles Core Courses:

- Students in either degree program must choose one of the advanced principles courses their department of specialty (For example, a student in the Department of Biological Sciences must take MSCI 526):
- Biological Sciences: MSCI 526
- Aquatic Health Sciences: Any course in the department over the 550 level
- Fisheries Science: MSCI 528
- Physical Sciences, discipline specific: MSCI 520 (physical oceanography); MSCI 522 (geological oceanography); MSCI 524 (marine chemistry)

III. Quantitative Core Courses:

- Students in either degree program must choose at least one of the following quantitative courses; the required course may be specified by each department: MSCI 504, MSCI 554, or MSCI 642

IV. Interdisciplinary Core Requirement:

- All SMS graduate students are required to take the following interdisciplinary course: MSCI 503

Department Required Courses

In addition to the SMS core courses specified above, students take additional courses as required by their department:

Biological Science: MSCI 515A - Biological Sciences Seminar (every Spring Semester).

Aquatic Health Science: MSCI 515B - AHS Dept. Seminar (every Fall and Spring Semester) and at least one additional departmental offering.

Fisheries Science: MSCI 515C - Fisheries Science Seminar (every Spring Semester) and one of the following: MSCI 625, MSCI 667, MSCI 669, MSCI 670, or MSCI 671.

Physical Sciences: MSCI 515D - Physical Sciences Seminar (every Fall and Spring semester) and at least one advanced course (550-level or higher) appropriate to the student's specialty.

*Students are expected to register for seminar (MSCI 515A-D) as required by their respective departments; however, only two (2) credits will be applicable to the degree.

Degree Program Milestones

Student progress within the degree programs of the SMS is guided by milestones, which specify how long a student has to complete each degree requirement. In addition to fulfilling course and credit-hour requirements, the student must complete and document the program milestones. Forms for documenting completed milestones are available from the Office of Academic Studies or may be printed from the following URL: http://www.vims.edu/intranet/graduate_studies/forms. The milestones for degree completion in the SMS are described below. For timelines by degree, refer to summaries for the M.S., M.S. Bypass Option, and Ph.D. program.

Selection of Major Professor: The student must select a SMS faculty member as a major professor. The major professor and advisory committee direct the student's program. Should a student's major professor retire or leave the SMS before the student completes the degree, the student is required to select an appropriate on-campus co-advisor.

Selection of Committee & Research Topic (M.S.): The advisory committee, chosen by the student in consultation with the advisor, consists of at least four members. A majority of the committee members must be from the SMS faculty. The committee must include at least one SMS faculty member who is both outside of the student's research discipline and outside of the student's home department. An additional committee member with appropriate qualifications from within or outside of the SMS may be included. The committee must be approved by the Associate Dean of Academic Studies before the qualifying exam is scheduled.

Selection of Committee & Research Topic (Ph.D.): The advisory committee, chosen by the student in consultation with the advisor, consists of at least five members. A majority of the committee members must be from the SMS faculty. The committee must include at least one SMS faculty member who is both outside of the student's research discipline and outside of the student's home department. At least one committee member with appropriate qualifications must be from outside the College of William and Mary. The committee must be approved by the Associate Dean of Academic Studies before the comprehensive and qualifying exams are scheduled.

Pre-Qualifying Interview: Every student is required to have a pre-qualifying interview with the committee prior to the qualifying exam. Master of Science students should have their pre-qualifying interview before the end of their first year (i.e., before the beginning of the second fall semester for students matriculating in Fall). Ph.D. students should have the interview before the end of the second fall semester.

Comprehensive Examination (M.S. Bypass and Ph.D.): A written comprehensive exam at the Ph.D. level allows a student to demonstrate comprehension and integration of material from the disciplines of marine science that are relevant to the student's area of specialization. Successful completion of a rigorous comprehensive exam signals that a student is ready to pursue advanced training and original scientific research. The comprehensive examination milestone is 21 months. The exam must be passed within 6 months. If more than one section is not passed, the student receives a "no pass" for the entire exam. The student is allowed one exam retake for any sections that were not passed. A Ph.D. student may take the exam twice and will be given an option to enroll in the M.S. degree program if they do not pass. Master's bypass candidates who do not pass the first examination are not permitted to advance directly to the Ph.D. program.

The objective of the written comprehensive examination is to ensure that the student has an appropriate general understanding of the field as well as the specific knowledge needed to undertake their research project. The exam will be created, administered, and graded by the student's advisory committee. The student's advisor will notify the Associate Dean of Academic Studies of the outcome of the pass/fail exam and if any remedial action is needed. Following the exam, a copy of the questions, as well as the graded exam with the questions and student responses will be submitted to the Associate Dean of Academic Studies. The questions will be maintained electronically in the Office of Academic Studies. The graded exam will be maintained in the student's file.

Qualifying Examination and Prospectus Defense: The qualifying examination and prospectus defense gauge a student's progress early in his/her research program. The qualifying examination milestone is 18 months for a M.S. student and 30 months for a Ph.D. student. The exam must be completed within 6 or 12 months of the milestone date for M.S. and Ph.D. students, respectively. A student who fails to meet the milestone in the timeframe specified will be placed on academic probation. A student on academic probation will have one calendar year to satisfy any outstanding deficiencies. Failure to do so will result in automatic termination of the student's degree program.

The qualifying examination is an oral exam designed to test a student's scientific competence and ability to pursue the research project. The exam consists of two components: (1) questions that address knowledge specific to the proposed research project and (2) questions concerning the general knowledge in the student's field of study. The qualifying examination will be administered by the student's advisory committee and chaired by a moderator who is not a member of the student's advisory committee. The moderator must be identified at least three weeks prior to the examination. Students must file appropriate paperwork for the scheduling and announcement of the qualifying examination with the Office of Academic Studies. Consistent with SMS procedures, the examination will be advertised and open to all faculty members. The examination allows a student's advisory committee to identify any deficiencies in a student's preparation to successfully conduct and complete the degree program. The minimum elapsed time between successful completion of the qualifying examination and the final defense must be no less than six months for M.S. students and no less than one year for Ph.D. students. SMS policy prohibits audio or video recording of exams, although exceptions may be made for students with documented disabilities.

The prospectus is a formal written presentation of the proposed research. Its purpose is to present the rationale for selection of the hypotheses and methodology to be used in testing the hypotheses. It must include a problem statement, review of current literature in the area of study, and a detailed plan of study, as well as a summary of preliminary research conducted by the student. The prospectus must also provide a detailed rationale for the proposed work, clearly stated objectives, and testable hypothesis(es) when appropriate, consistent with the problem statement, and a description of research design, field and laboratory studies, methods and data analysis intended to test the hypothesis. The prospectus must be formally approved by the committee.

A student who has completed the SMS core and departmental requirements, passed the comprehensive exam (Ph.D. only) and qualifying exam, and has an approved prospectus may apply for candidacy. The student must also have achieved a grade point average of B (3.0) or better, averaged over all courses taken for credit at the time of application for admission to candidacy. The student will be admitted to candidacy upon a favorable recommendation of the student's advisory committee and the Academic Status and Degrees Committee, followed by a majority vote of the Academic Council and the approval of the Associate Dean of Academic Studies.

Credit Requirements (M.S.): At least 36 credit hours of advanced work, of which at least nine (9) credit hours have been earned in courses numbered 550 or above with a cumulative grade point average of 3.0 or better, are required for the M.S. degree. In addition, a student must have registered for thesis credit (MSCI 599 - Thesis) for at least one semester. No more than six (6) thesis credits may be counted toward the minimum 36 credits required for the M.S. degree. Students are expected to register for seminar (MSCI 515A-D) as required by their respective departments; however, only two (2) credits will be applicable to the degree.

Credit Requirements (Ph.D.): At least 42 credit hours of advanced work, of which at least 15 credit hours have been earned in courses numbered 550 or above with a grade point average of 3.0 or better, are required for the Ph.D. degree. In addition, a student must have registered for dissertation credit (MSCI 699 - Dissertation) for a least one semester. At least nine (9) but no more than 12 dissertation credits may be counted toward the 42 credits required for the Ph.D. degree. Students are expected to register for seminar (MSCI 515A-D) as required by their respective departments; however, only two (2) credits will be applicable to the degree.

Seminar Presentation and Defense of Thesis or Dissertation: The defense of a thesis or dissertation will consist of two parts. First, all students are required to present a seminar to the marine science faculty, staff and students on their thesis or dissertation research. The seminar will be advertised and open to any interested individuals.

Second, immediately following the seminar, the student will undergo an oral examination, the defense of his or her thesis or dissertation, by the student's Advisory Committee. The defense will be chaired and administered by a moderator who is not a member of the student's committee. Any interested faculty members of the College are invited to attend. SMS policy prohibits audio or video recording of exams and defenses, although exceptions may be made for students with documented disabilities.

At the conclusion of the defense, the student's Advisory Committee will vote on a pass/fail decision, and indicate this on the Thesis/Dissertation Defense Acceptance Form. Unanimous committee approval is necessary for satisfactory completion of both a student's thesis or dissertation defense and the final version of the thesis or dissertation.

Graduation Milestones: The requirements for the degree, including submission of the approved thesis or dissertation to the Swem and Hargis Libraries, must be completed within the following time lines established by the faculty:

- 36 months - students pursuing a master's degree
- 48 months - students pursuing a Ph.D. who enter the program with an SMS master's degree
- 60 months - students pursuing a Ph.D. who enter the program with an outside master's degree
- 72 months - students pursuing a Ph.D. who bypass completion of a master's degree

Failure to meet major milestones (Qualifying Examination, Comprehensive Examination, Graduation) is evidence that a student is not making satisfactory progress in the program and may result in loss of funding, academic probation or dismissal from the program.

VIMS Employees: The same degree program milestones and SMS rules and regulations apply unless permission to change degree program milestones has been approved by the Academic Status and Degrees Committee and the Associate Dean of Academic Studies.

Graduation

Filing for Graduation

Students filing for graduation must complete an Online Graduation Application in Banner. Instructions are found at: <http://www.wm.edu/offices/registrar/graduation/onlinegraduation>.

There is a one-time graduation fee, currently \$75.00, payable for the initial filing date. Only first-time filers can use the on-line filing process. If a student is unable to complete the requirements for graduation by the date specified, he/she must notify the SMS Registrar and complete a paper form to re-file for a new graduation date. There is no graduation fee charge for re-filing.

Submission of Theses and Dissertations

All graduating students are required to submit copies of their theses or dissertations, ready for binding, to both the Swem and Hargis Libraries no later than 5:00 p.m. on the deadline date listed in the calendar in this catalog. A receipt of payment of binding fees from the SMS Cashier also must be presented to the respective libraries. One copy of the thesis or dissertation is required for archiving in Swem Library and two copies for Hargis Library. Additional copies will be required for advisors and personal use.

In addition, each graduating student must deposit an electronic (PDF) copy of his/her thesis or dissertation with the Hargis Library. Authors will retain all copyrights for their work.

Ph.D. students must submit to Swem Library one additional copy of their dissertation abstract for UMI Dissertation Publishing. This may be the abstract prepared by the student for his/her dissertation, however, the abstract for UMI should not be numbered. At the bottom of the last page of the abstract for UMI, the author's full name, name of school or department, name of college, the advisor's name, and the advisor's title should be centered on separate lines. The additional abstract and the student's Agreement Form will be submitted to ProQuest's UMI Dissertation Publishing for production of an archival microform copy and inclusion in the ProQuest dissertation database.

Conferral of Degrees

The College confers degrees in August, January and May of each year. The commencement ceremony is in May. Degree recipients of the previous August and January are recognized and invited to attend the May ceremony. Students who will complete requirements in August rather than May may participate in the spring commencement with permission of the Associate Dean of Academic Studies and the Vice President for Student Affairs.

SMS: Course Descriptions

MSCI 501A - Fundamentals of Marine Science, Physical Oceanography

Fall (2) Brubaker

This course provides an introduction to the various types and scales of motion in the ocean, the global heat budget, major water masses, and processes controlling distributions of temperature and salinity. Discussions on phenomena associated with water motion will include global circulation, wind-driven circulation in ocean basins, tides, coastal upwelling, storm surge, waves,

turbulence, and circulation in estuaries. Underlying dynamics governing water motion will be presented, elucidating the role of the rotation of the earth. The El Nino/La Nina oscillation will be examined as a key example of large-scale ocean-atmosphere interactions.

MSCI 501B - Fundamentals of Marine Science, Chemical Oceanography

Fall (2) Beck

This course presents an overview of the chemistry of estuaries and the ocean including chemical processes that occur in marine sediments and at the air/sea interface. Discussion topics will include the chemical properties of seawater, chemical equilibrium and kinetics, the seawater carbonate system and ocean acidification, the global and oceanic carbon and nitrogen cycles, ion speciation, trace metals, and nutrients, sediment diagenesis, and fundamentals of radioisotope and stable isotope biogeochemistry. Interdisciplinary applications are emphasized.

MSCI 501C - Fundamentals of Marine Geology

Fall (2) Hein

This course provides an introduction to the major topics of marine geology without expecting the student to have a background in geology. The course addresses the age and internal structure of the earth, the processes of plate tectonics including the formation of oceanic crust, seamounts, hydrothermal vents, the characteristics and classification of sediments and the distribution of sediments in the deep sea. Also addressed are the interrelationships among and importance of paleoceanography, climate change, and sea-level change, and the processes and characteristics of various marine, estuarine, and coastal sedimentary environments. The course includes discussion of various types of field equipment and logistics and of some economic and societal implications.

MSCI 501D - Fundamentals of Marine Science, Biological Oceanography

Fall (2) Steinberg

This course examines the biology and ecology of marine organisms and how they interact with their environment. Topics include the organisms and their behavior, distribution, and underlying physiology; effects of biology on elemental and nutrient cycles and visa versa; and ecosystem structure and ecological interactions. An interdisciplinary approach will be taken, as biology both depends on and influences ocean chemistry, physics, geology, and climate. The course will emphasize open ocean, pelagic systems, but will include many examples from coastal and estuarine systems, as well as shallow and deep-sea benthic ecosystems.

MSCI 501E - Fundamentals of Environmental Chemistry, Toxicology and Pathobiology

Fall (2) Van Veld, Vogelbein

This course emphasizes ongoing and emerging environmental concerns in the Chesapeake Bay and world ocean. Lectures will address basic concepts and mechanisms of contaminant chemistry and toxicology, infectious and noninfectious diseases in aquatic organisms. Case histories will be used to illustrate sources, fate and effects of anthropogenic chemical contaminants, and the important role of environmental change on disease in marine and estuarine ecosystems.

MSCI 501F - Fundamentals of Marine Fisheries Science

Spring (2) Fabrizio, Graves

This lecture course is intended for SMS students outside of the Department of Fisheries Science and will introduce the principles and techniques of fishery science. Lecture topics will include the theory and impacts of fishing, description and status of international, North American and regional fisheries, fisheries oceanography, recruitment processes, single-species and ecosystem-based approaches to stock assessment, and fisheries management, and the goals and problems of sustaining an open-access common pool resource.

MSCI 503 - Interdisciplinary Research in Estuarine and Coastal Systems

Spring (2) Brush

This is an interdisciplinary, field-based laboratory course applying concepts from MSCI 501 to a semester-long study of the estuarine and coastal environments of the lower Chesapeake Bay and Virginia's Eastern Shore. The course is designed to expose students to today's typical interdisciplinary research process from project conception through presentation of results. Students will organize into crossdisciplinary groups around a particular study site and research topic, and develop and implement a scientifically sound, hypothesis-driven research plan through a series of group cruises and instrument deployments. Particular emphasis will be placed on spatial and temporal patterns of biotic and abiotic processes and their interactions, along with sample design, collection, analysis, and interpretation of data. Students will also be exposed to utilizing historical and ongoing databases as well as synthesizing data from each group member to create an interdisciplinary story. The course culminates with oral presentations and a group poster.

MSCI 504 - Fundamentals of Statistical Methods and Data Analysis

Spring (4) Newman

In this course, students are introduced to the fundamental statistical methods commonly used for analysis of biological and ecological data. Topics include describing data, probability distributions, statistical inference, hypothesis testing, elementary experimental design, analysis of variance, and regression and correlation. The introductory aspects of categorical data analysis and multivariate techniques will also be covered. Course content will be integrated with a weekly laboratory session using the statistical computing language R.

MSCI 506 - Scientific Communication Skills*Spring (2) Hilton, Steinberg*

The important elements of oral and written presentation skills for communicating scientific research will be reviewed in this course. The course addresses topics such as the critical evaluation of literature, development of scientific questions and rationale for research, and formulation of conceptual models for developing high-quality scientific research projects. Oral and written presentation skills are emphasized through written exercises and class presentations, with peer review.

MSCI 507 - Responsible Conduct of Research*Fall (1) Schaffner*

Students will discuss responsible research and scholarly practices and develop an ability to recognize ethical choices for informed decisions based on key principles of research integrity. Class attendance and completion of VIMS CITI RCR modules are required. Grading is pass/fail.

MSCI 515A - Biological Sciences Seminar*Spring (1) Staff Graded Pass/Fail*

The departmental seminar course offers a multidisciplinary review of significant areas of marine science. Guest speakers will present a variety of views, and course participants will organize and present talks related to the seminar theme.

Students may repeat seminar registration as required by their respective departments; however, only two (2) credits will be applicable to an SMS degree.

MSCI 515B - AHS Dept Seminar*Fall and Spring (1) Staff Graded Pass/Fail*

The departmental seminar course offers a multidisciplinary review of significant areas of marine science. Guest speakers will present a variety of views, and course participants will organize and present talks related to the seminar theme. *Students may repeat seminar registration as required by their respective departments; however, only two (2) credits will be applicable to an SMS degree.*

MSCI 515C - Fisheries Science Seminar*Spring (1) Staff Graded Pass/Fail*

The departmental seminar course offers a multidisciplinary review of significant areas of marine science. Guest speakers will present a variety of views, and course participants will organize and present talks related to the seminar theme. *Students may repeat seminar registration as required by their respective departments; however, only two (2) credits will be applicable to an SMS degree.*

MSCI 515D - Physical Sciences Seminar*Fall and Spring (1) Staff Graded Pass/Fail*

The departmental seminar course offers a multidisciplinary review of significant areas of marine science. Guest speakers will present a variety of views, and course participants will organize and present talks related to the seminar theme. *Students may repeat seminar registration as required by their respective departments; however, only two (2) credits will be applicable to an SMS degree.*

MSCI 520 - Principles of Coastal and Ocean Dynamics*Spring (3) Brubaker, Friedrichs, Maa, Wang*

Following a review of the governing equations, the lectures and discussions of this course will survey key dynamics of circulation and waves in ocean, shelf and in estuarine environments. Topics to be covered include fundamentals of wind and density-driven flow, and aspects of fronts, mixing and secondary circulation. Time-dependent motion such as surface gravity waves, internal waves, and coastally trapped waves and tides also will be discussed.

MSCI 522 - Principles of Geological Oceanography*Fall, even years (3) Staff*

A brief review of the tectonic history of the oceans will be presented in this course, followed by detailed study of the ocean margins, including sea-level history and near shore geological processes in the coastal zone and continental shelf regions. The

geological effects of bottom currents on ocean sediments will be examined along with ocean basin sediment history and approaches to pale oceanography.

MSCI 524 - Principles of Chemical Oceanography

Spring (3) Beck, Canuel Prerequisite(s): Instructor's consent

This course covers in a comprehensive and integrated manner the important factors controlling the chemical composition of seawater. Basic principles of chemical thermodynamics will be applied to the seawater medium and will serve to introduce contemporary, global-scale chemical processes such as the role of the oceans in global climate change. Selected topics include distributions of the bio limiting elements; chemistry of marine sediments; trace metal chemistry; marine organic chemistry; and ocean-atmosphere interactions.

MSCI 526 - Principles of Marine Ecology

Spring, odd years (3) Staff

The course covers the fundamental processes underlying structure and functioning of marine ecosystems, both pelagic and benthic, and application of those principles to understanding responses of marine ecosystems to anthropogenic and natural global change. Lectures, readings and discussion will emphasize physical processes supporting primary production, planktonic and benthic dynamics, distribution and functional importance of marine biodiversity, biotic interactions structuring communities, and food web structure. The course concludes with a survey of the major marine ecosystem types. A central part of the course involves design, writing, reviewing, and panel discussion of student research proposals.

MSCI 527 - Coastal Botany

Fall (3) Perry

A botanical and ecological survey of vascular plant communities of the mid-Atlantic coastal plain is presented in this course. Discussion topics include the common and important terrestrial, emergent and aquatic vascular plant species of the coastal plain tidal marshes, swamps, beaches, dunes, maritime forests and submerged aquatic communities of the mid-Atlantic coastal regions as well as their strategies for survival in these coastal habitats. The course consists of field trips as well as both laboratory and lectures sessions.

MSCI 528 - Marine Fisheries Science

Spring (3) Fabrizio, Graves

This course focuses on the principles and techniques of marine fisheries science, including the theory of fishing, age and growth, definition of stocks, catch statistics, description of world fisheries, and goals and problems in managing a common property resource. Students will participate in lectures, laboratory exercises, and field trips.

MSCI 529 - Fish Physiology

Spring, odd years (3) Brill

This course is intended for students interested in incorporating physiological principles and techniques into projects addressing questions in ecology, fishery biology and environmental assessment. It will emphasize basic concepts to make physiological jargon and the published literature understandable.

MSCI 530 - Microbial Processes in a Changing Coastal Environment

Fall (2) Anderson, Reece

The course will address current topics and societal concerns in coastal and estuarine systems including microbial responses to eutrophication, harmful algal blooms, nutrient enrichment, and roles of bivalve-dominated systems, marshes, seagrasses, groundwater, and photic sediments on microbial nutrient cycling. Cross-listed with BIOL 404 and MSCI 404

MSCI 548 - Technical and Continuing Education in Marine Science

Fall, Spring and Summer (1-3) Staff Prerequisite(s): Instructor's consent

This course provides graduate-level instruction to public school teachers and other professionals who require postgraduate certification or special training. Courses are offered on an occasional basis as demand warrants. Instructors or faculty team members identify a client group and formulate a course description that serves individual professional needs. An example of a course offered recently is experimental design in the marine science laboratory, a lecture and laboratory course for science teachers that addressed standards of learning in Virginia. Courses may include lecture and laboratory components, field trips and demonstrations.

MSCI 550 - Rivers: Processes and Problems

Spring, odd years (3) Canuel, Hein

Rivers form the main link between land and the ocean, discharging more than 35 thousand km³ of water and more than 20 billion tons of suspended and dissolved solids annually to the global ocean. Three central themes are stressed: 1) How do rivers work:

the hydrologic cycle and water budget, basin character, physical and chemical erosion; 2) Temporal and spatial variations, ranging from seasonal to millennial, with particular emphasis on catastrophic events; 3) Human interactions: land degradation, river management, future impact of climatic change and anthropogenic activities. Includes a one-week field trip.

MSCI 553 - Introduction to Benthic Boundary Layers and Sediment Transport

Fall, even years (3) Friedrichs, Harris

This course addresses the physical and geological aspects of coastal and estuarine benthic boundary layers, their dynamic forcing and the associated suspension and transport of sediments. Principles of waves, tides and currents are introduced with emphasis on shall-water processes. Boundary layer structure and shear stress on the seabed, wave boundary layers and turbulence are considered in relation to the coastal environment. Forces on sediment particles, initiation of sediment movement and principles of sediment transport are treated at an intermediate level.

MSCI 554 - Principles of Numerical Computing

Spring (3) Harris, Wang

This course provides students in the marine sciences with the tools needed to pursue study and research using numerical methods. It will enable them to write programs to solve fairly complex problems, to explore and understand the current literature in which numerical methods are used. Topics include principles of floating-point computation, interpolation, linear and non-linear systems of equations, numerical integration, ordinary and partial differential equations, and optimization. Emphasis is placed on finite difference solutions to conservation of mass and momentum equations. The course consists of three lecture hours per week, assigned problems using MATLAB, and a term project in a topic chosen by the student.

MSCI 559 - Parasitology

Spring, odd years (3) Shields

Recommended: Invertebrate Zoology or comparable course. This course covers the biology and ecology of protozoan, helminth and crustacean parasites. Focus is on parasites of medical and veterinary importance. Emphasis is placed on life cycles, pathology, control methods and ecological impacts of parasitic infections. Three lecture and three laboratory hours. Cross-listed with (Bio 404 and BIOL 504)

MSCI 560 - Fundamentals of Ecotoxicology

Spring (3) Newman Prerequisite(s): Basic Ecology

This course is an introduction to ecotoxicology, the science of contaminants in the biosphere and their effects on constituents of the biosphere, including humans. The course provides a general survey of environmental toxicology and risk assessment from an ecological vantage. Cross-listed with BIOL 404

MSCI 562 - Water Pollution

Fall (2-3) Hale

This course will introduce students to processes impacting aquatic environments. Emphasis will be on pollution by man-made chemicals and metals. Additional topics include consequences of excessive nutrients, habitat modification and introduction of exotic or elimination of native species. Students have the option to register for 2 credit hours (lecture only) or 3 credit hours (lecture with an in-class student presentation).

MSCI 563 - Environmental Chemistry

Spring (3) Unger

The fundamental physical, chemical and biological processes controlling the fate of major classes of aquatic contaminants are covered in this course. Topics such as photolysis, biodegradation, sorption and redox chemistry are examined to elucidate the mechanisms controlling chemical degradation and transport. Case studies are used to show how these basic research principals can be integrated and applied to solve real word environmental problems.

MSCI 564 - Aquatic Toxicology

Spring (3) Van Veld

This course will present factors influencing the fate and behavior of major environmental toxicants in aquatic organisms and mechanisms involved in their uptake, distribution, biotransformation and clearance. Topics of discussion will include the effects of toxicants on aquatic organisms ranging from effects at the biochemical and cellular level, to effects on individuals, populations and communities. Current methods of laboratory and field toxicity testing will be addressed.

MSCI 565 - Principles of Pathobiology

Spring (3) Vogelbein, Carnegie, Wargo

This course focuses on the molecular and cellular mechanisms of pathogenesis in important emerging diseases in the medical, veterinary, and aquacultural fields. Students will learn how current molecular and cellular techniques are being applied to the

resolution of a variety of infectious and non-infectious diseases. Mammalian models provide a foundation for application to the diseases of fish and shellfish.

MSCI 566 - Diseases of Marine Organisms

Fall, odd years (4) Wargo, Shields

This course includes identification, life histories, pathology, and control of important infectious disease agents of fish and shellfish including viruses, bacteria, protists, helminths and arthropods. Also covered will be general principles of disease in the marine and estuarine environment. Three lecture and three laboratory hours.

MSCI 567 - Comparative Immunology

Fall, odd years (3) Kaatari Note: Some familiarity with biochemistry and genetics recommended.

This lecture course focuses on the immunology of teleost and elasmobranch fish. Topics include the biochemistry of antibody function, the molecular and cellular basis of the immune response, the role of innate and adaptive immunity in disease resistance, aquacultural vaccine design, development, and application, immunopathology, immunodeficiencies, and immunotoxicology.

MSCI 575 - Aquatic Microbial Ecology

Fall, odd years (3) Anderson, Song Note: Organic chemistry or biochemistry recommended.

This course provides an introduction to the role that microorganisms play in the biogeochemical cycling and production of dissolved and particulate inorganic and organic matter in freshwater and marine ecosystems. The approach will be ecological, relating environmental physiochemical properties to regulation of microbial processes, distributions, and biodiversity. Topics will include state of the art methods for detecting distributions, biomass, and activities of microorganisms in the natural environment, the energetics regulating microbial processes, microbial biochemical pathways, biodegradation, microbial interactions, and the role that microorganisms play in the food webs of various ecosystems. Although emphasis will be placed on marine systems, processes in lacustrine, riverine, and groundwater ecosystems will also be discussed. Readings will draw heavily on the primary literature.

MSCI 576 - Evolutionary Ecology

Fall, even years (3) Duffy

This course presents a conceptual and empirical exploration of interactions between environment and evolution of organismal structure, function, and behavior in deep time through contemporary ecological time scales. Topics include natural selection and adaptation, sexual selection and mate choice, evolution of life histories, speciation, coevolution, human evolutionary ecology, and evolutionary responses to human-induced environmental change. Reading, discussions and writing projects draw from the primary literature, concentrating on examples involving marine organisms.

MSCI 579 - Wetlands Ecology

Fall (4) Chambers, Perry Prerequisite(s): Instructor's consent

Structural and functional attributes of tidal and non-tidal wetlands are examined in this course, with emphasis on analysis of wetland systems at the landscape and community level. The course provides and introduction and practical experience in common research techniques, including wetland classification, vegetation mapping, functional assessment models, and field sampling techniques. Individual research projects and/or a paper will be expected. The course includes lectures and field trips. Cross-listed with (BIOL 427, BIOL 627)

MSCI 580 - Asian Environmental Issues of the 21st Century

Spring (3) Perry, Smith

This purpose of this course is to provide students with a working knowledge of past, current, and future environmental issues in East Asia in relation to societal, economic, and regulatory structures. Emphasis will be placed on large-scale environmental issues that impact ecological, social, and economic processes. Students will be expected to assimilate the course material into hypothetical development of future East Asian and global environmental policies. Grading will be based on a presentation, written mid-term prospectus, and final term paper on an individual environmental topic. Cross-listed with ENSP 440-02.

MSCI 583 - Molecular Genetic Data Analysis, Bioinformatics

Spring, even years (3) Reece, McDowell

This is a lecture and largely computer-based laboratory course covering the principles and practice of analyzing and interpreting population genetic, phylogenetic and genetic mapping datasets. Molecular data sets including sequences and genotypic profiles will be generated on agarose gels or the automated sequencers/ gel scanners. Data will be exported and processed for analysis by the appropriate suite of computer software programs. Software to be utilized include DNA sequence analysis, genotyping, population genetic, sequence alignment, phylogenetic, and mapping programs. Phylogenetic programs will include those based on genetic distance, maximum parsimony, maximum likelihood and Bayesian analyses. Population genetics programs include

those such as GenePop to perform standard population genetic statistical analyses, Arlequin for doing AMOVAs, and STRUCTURE for doing assignment testing.

MSCI 599 - Thesis

Fall, Spring and Summer (1-9) Major or Co-Major Advisor(s)

This is the avenue for original research in biological, chemical, geological and physical oceanography, environmental science, marine fisheries science and marine resource management. The master's project is chosen in consultation with the student's major professor and the Associate Dean of Academic Studies.

MSCI 610 - Effects of Global Change on Modern Marine Systems

Fall (2-3) Canuel, Smith

The course will explore the recent literature highlighting effects of climate and global change on various aspects of marine systems including (but not limited to) biogeochemical cycling, ecosystem structure and function, alterations in ocean chemistry, and physical processes such as polar and glacial ice melting, ocean circulation and sea level rise. The course is designed as a 2-credit course. Students will be evaluated primarily on the basis of the quality and organization of the class discussion they lead (including a short introductory background presentation), as well as participation in all other class discussions. In addition, a short (5 pages) critical writing assignment assessing the effectiveness of one or more recently published papers on impacts of global change in marine systems will be required. A 3-credit option may be made available to students who wish to undertake more detailed independent study of a particular topic in the form of additional readings and a research term paper.

MSCI 611 - Estuarine Hydrodynamics I

Spring, even years (3) Wang Prerequisite(s): MSCI 520

This course examines classification of estuaries, time scales of motions, tidal dynamics in estuaries, non-tidal circulation, mechanism of arrested salt wedge, gravitational circulation, diffusion induced circulation and turbulence in stably stratified flows.

MSCI 612 - Estuarine Hydrodynamics II

Fall, even years (3) Wang Prerequisite(s): MSCI 611

The content of the course includes zero-, one- and two-dimensional descriptions of estuaries, salt intrusion, and pollutant flushing sediment transport through estuaries, field experience in estuaries and model laws for estuarine models.

MSCI 615 - Hydrodynamic Modeling of Estuarine and Coastal Waters

Spring (3) Wang Prerequisite(s): MSCI 520 or Instructor's consent

This course will survey numerical methods for the solution of partial differential equations describing the estuarine and coastal water motion and transport. Topics include stability, accuracy, consistency and convergence analysis of numerical scheme, formulation of primitive and scalar transport equations, and the pre- and post-processing for numerical computational models. The course will involve classroom lectures, seminar readings, and application of models for operational environmental prediction.

MSCI 617 - Estuarine Water Quality Models

Fall, odd years (3) Staff Prerequisite(s): MSCI 611

This course examines the principles of mass balance, physical transport processes, diffusion and dispersion in estuarine environments. Water quality processes, representation of biochemical transformations, dissolved oxygen modeling and survey of available models are other topics of discussion.

MSCI 624 - Ocean Waves: Theory, Measurement and Analysis

Fall, even years (3) Maa Prerequisite(s): Instructor's consent

In this course, students are introduced to linear water wave theory and its applications. Course topics include mechanisms of wave generation (wind waves and tides), the governing equations, wave properties, wave transformation, special cases for tidal wave propagation (e.g., Kelvin waves), wave bottom boundary layer, nonlinear properties (i.e., radiation stress). Practical applications of numerical models for wind wave generation, wave transformation, the spectrum analysis for wave measurements, and harmonic analysis for tides will be introduced and demonstrated.

MSCI 625 - Multivariate Analysis and Time Series

Spring, odd years (3) Forrest

This course will address the topics of regression and modeling, analysis of residuals; multivariate regression, eigenvector methods, principal component analysis and factor analysis. Fourier and stochastic models applied to geophysical and other time series data sets will be included.

MSCI 626 - Advanced Quantitative Methods for Marine Scientists

Spring (3) Staff

Topics in this course include an introduction to matrices, multiple regression, sensitivity analysis, non-linear function-fitting techniques. Additional areas of focus include empirical eigen function methods with applications, complex notation as applied to the description of sinusoidal variations, and fourier transforms spectra and filtering.

MSCI 627 - Marine Organic Geochemistry

Spring, even years (3) Canuel Prerequisite(s): Organic Chemistry

This course focuses on the characterization of organic carbon, nitrogen, phosphorus and sulfur in the marine environment. Modern methods of organic analysis that enhance our understanding of how organic materials cycle through the oceans will be discussed. Topics include the role of organic matter in the C, N, S and P cycles; chemical composition of marine organic matter; biogeochemistry; diagenetic transformations of organic materials; organic matter decomposition and preservation; and petroleum geochemistry.

MSCI 627L - Marine Organic Geochemistry Lab

Spring, even years (1) Canuel Prerequisite(s): Organic Chemistry

In this 1-credit lab module students will conduct an independent lab project that complements the lecture portion of MSCI 627 - Marine Organic Geochemistry.

MSCI 630 - Advanced Aquatic Chemistry

Spring, even years (3) Beck

This course explores the basic principles of natural water chemistry, with particular focus on marine systems. Topics include chemical kinetics and thermodynamics, ions in aqueous solution, acids and bases, carbonate chemistry, oxidation and reduction reactions, sorption and mineral precipitation/dissolution, and photochemical processes, with reference to biogeochemical cycling in marine waters.

MSCI 638 - Fish Histology and Histo-pathology

Spring, even years (4) Vogelbein

The course is a detailed examination of the normal microscopic structure and function of tissues and organs in fishes and the morphological and functional changes that occur in tissues during disease. Infectious and non-infectious diseases, including pathological changes elicited by chemical toxicants and environmental factors will be evaluated. Lab will consist of in-depth training in routine methods of paraffin histology and histochemistry. (Three lecture and three laboratory hours. Restricted to 6 students.)

MSCI 640 - Quantitative Ecotoxicology

Spring (4) Newman

This course covers essential ecotoxicology principles and quantitative methods for the analysis of ecotoxicological data. Laboratory exercises will include method applications with PC-based software. Emphasis will be placed on the scientific and statistical soundness of techniques.

MSCI 641 - Identifying, Quantifying and Communicating Environmental Risk

Fall (3) Newman

Methods for identifying harmful agents, quantifying any associated risk, and communicating that risk will be covered in this course, with an emphasis on practical, quantitative techniques. The basic NRC framework and methods for environmental risk assessment are presented for comparative, retrospective, and predictive assessments. The course explores logical and quantitative methods for identifying hazards in the presence of high uncertainty, working in teams to effectively assess risk, and communicating risk to stakeholders. Bayesian inference and estimation will be emphasized with additional theory and quantitative methods drawn from cognitive psychology, epidemiology, innovation diffusion theory and group decision theory.

MSCI 642 - Practical Environmental Statistics

Spring, even years (3) Newman Prerequisite(s): Instructor's consent

This course explores practical statistics for sampling, measuring, and making sound inferences from environmental data. The course is intentionally a broad survey of methods applicable to physical, chemical and biological studies, drawing examples from each of these areas. It will blend lectures, student-directed exploration of concepts, and computer-based examples. Exercises will be done with the SAS statistical software package and other more specialized shareware. Eight general themes will be addressed: quantitative measurement, basic measurement quality control/outlier detection, variance structure, applications of regression analysis, sample size estimation, establishing field sampling or laboratory experiment designs, quantifying belief, and Monte Carlo/Bootstrap methods.

MSCI 648 - An Introduction to Mathematical Biology

Fall (3) Staff

In this course, students are given an introduction to developing, simulating, and analyzing models to answer biological questions. Mathematical topics may include matrix models, non-linear difference and differential equations, and stochastic models. Biological topics may include ecology, epidemiology, evolution, molecular biology, and physiology. Cross-listed with MATH 345.

MSCI 649 - Modeling Biological and Ecological Systems

Spring, even years (3) Brush, Latour

This course provides an introduction to quantitative modeling in marine science, with an emphasis on the process of constructing mechanistic models of biological, ecological, and biogeochemical processes. General topics include determination of modeling objectives and assumptions, model formulation and parameter estimation, determination of model accuracy through calibration, validation, and sensitivity analysis, and use of models to address scientific questions through simulation analysis. Types of models covered include compartmental ecosystem models, age/size-structured population models, and food web network analysis, with consideration of deterministic, stochastic, and spatially explicit approaches. Lectures are supplemented with readings from the primary literature and students receive hands-on experience building and using models through in-class lab exercises.

MSCI 650 - Estuarine Ecology

Fall, odd years (3) Brush, Schaffner Prerequisite(s): MSCI 503.

This survey course will expose students to the key aspects of estuarine ecosystems. Topics covered will include both the abiotic settings of estuaries, including geological, physical, and chemical characteristics, and the biotic components and their interactions, including nutrient dynamics, biogeochemistry, microbial processes, primary production, ecosystem metabolism, secondary production, and food web dynamics. The course will end with overviews of current and emerging issues in estuarine science, including eutrophication and climate change. Bi-weekly class meetings will consist of interactive discussions led by the instructors based on readings from key estuarine ecology texts and the primary literature, supplemented with student-led discussions of primary literature and "virtual field trips" to a variety of well-studied estuaries. Students will work on a semester-long project to develop course materials into an estuary-focused wiki on the William & Mary wiki site. Each student will lead the development of materials for a select number of topics, and be responsible for contributing materials and editing content for all topics. Students will also lead field trips to local systems to illustrate class topics and synthesize existing datasets to conduct a comparative analysis of estuarine ecosystems.

MSCI 652 - Marine Plankton Ecology

Fall, odd years (3) Smith, Steinberg, Tang Prerequisite(s): MSCI 524 or MSCI 526 or consent of the instructors

This course will cover contemporary topics in cellular, population, community and ecosystem level dynamics of plankton systems, including nutrients and organic matter, viruses, bacteria, phytoplankton, protists and zooplankton. Course format will be primarily discussions, student presentations, literature evaluation, and writing exercises.

MSCI 653 - Marine Benthos

As required (3) Schaffner Prerequisite(s): Permission of instructor

Ecology of marine and estuarine benthos is the focus of this course. Emphasis is placed on determining how ecological processes affect function and structure of benthic communities. Consideration is given to interactions among autotrophs, microheterotrophs and larger metazoans and interactions between these organisms and their physical-chemical environments.

MSCI 655 - Stable Isotope Biogeochemistry

Fall, even years (2) Anderson, Bronk

This course is a survey of applications that use stable isotopes of carbon, nitrogen, oxygen, and sulfur to define elemental flow through experimental and natural systems. Topics include stable isotope theory; tracer versus natural abundance techniques; quantifying processes of elemental uptake, regeneration, and respiration; and defining trophic relationships using multiple tracers.

MSCI 656 - Seagrass Ecosystems

Spring, odd years (1-2) Moore, Orth

This lecture-seminar course covers topics related to seagrass ecosystems. Emphasis will be on the structure and function of seagrass communities, submerged angiosperm physiology, primary and secondary production, and integration of seagrass communities to the marine environment. Students will be assigned projects to complete. Course credit will depend upon difficulty of the assignments and must be arranged prior to registration.

MSCI 658 - Larval Ecology

Spring, odd years (3) Mann

The course is based on a broad discussion of the following topics within the marine invertebrates: the concept of the larval form, spawning and developmental patterns, limitations on the fertilization process and embryology, the Reynolds number environment at typical larval size, feeding and nutrition in the larval size range, larval size and parental investment, larval dispersal and supply in maintaining community structure, roles of physical versus biological processes in inducing metamorphosis, early post-metamorphic survival, and larval ecology in extreme environments.

MSCI 659 - Phytoplankton Ecology

Fall, odd years (3) Smith Prerequisite(s): MSCI 501 (may be taken concurrently with Instructor's consent.)

This course will examine the factors, which influence the growth, losses and distributions of phytoplankton in marine systems. Topics include photosynthesis, pigmentation, productivity, biochemical fractionation, grazing, and nutrient uptake and interactions. A laboratory will introduce students to modern methods used in the study of phytoplankton such as isotopic measurements, HPLC analysis of pigments, fluorometry, and image analysis. Samples from the local estuaries will be used in the laboratories to illustrate the principles discussed in class.

MSCI 660 - Zooplankton Ecology

Spring (4) Steinberg

This course will examine the ecology, natural history, basic cell or body design features, physiology, and life histories of all the major groups of zooplankton. Food webs, specialized habitats, physical-biological coupling, and behavior are also discussed. Laboratories will concentrate on the groups or topics that are being discussed that week in lecture. The laboratories will be devoted to studying freshly collected (live local net tows), laboratory cultured, and occasionally museum specimens of the various taxa, and to introducing students to methods of study of zooplankton ecology (microscopy, biomass measurement, grazing experiments). There will also be field trips.

MSCI 664 - Marine Conservation Biology

Fall, even years (3) Lipcius

This course focuses on the application of multidisciplinary scientific principles to the protection, enhancement and restoration of marine biodiversity (genetic, species, community and ecosystem). Ecological emphasis will be on the conservation of biodiversity threatened by habitat degradation and loss, overexploitation, invasive species, and global change. Social, legal, economic and political influences will be discussed. Also included will be practical application through case studies and training in population viability analysis. (Lecture and laboratory)

MSCI 666 - Ichthyology

Fall (4) Hilton

Fishes form a large, diverse group of vertebrates that are culturally, economically, and scientifically important, and they offer much for the study of evolutionary biology. This course provides an intensive overview of all aspects of the evolution of fishes, with an emphasis on their morphology and systematic relationships; other topics include the biogeography, functional anatomy, and physiology of fishes. The lectures cover the diversity and evolutionary history of fossil and living fishes, and discuss the evidence for different hypotheses of their phylogenetic relationships. The mandatory lab section emphasizes dissection-based anatomical study and the global diversity of fishes, and includes some field sampling.

MSCI 667 - Experimental and Quantitative Ecology

Fall, odd years (3) Lipcius

The course addresses the design, conduct, analysis and interpretation of field and laboratory experiments in ecology. The lectures, discussion and supervised field and laboratory projects are designed to illustrate the diversity of experimental and quantitative approaches in use by ecologists. Topics include the scientific method, experimental design, the use and abuse of statistical techniques, modeling and manuscript preparation, with emphasis on topical ecological issues such as those dealing with predatory-prey interactions, recruitment phenomena, environmental science (e.g., dose-response assays) and metapopulation dynamics. (Lecture and laboratory)

MSCI 668 - Malacology

Spring, even years (3) Mann

The course begins with a discussion of the ancestral mollusc form and the fossil record, proceeds through examination of the structure and function of the molluscan shell. It concludes with reviews of molluscan taxonomy, reproductive biology, physiology, ecology, and feeding mechanisms.

MSCI 669 - Linear and Generalized Linear Models in Ecology

Fall (3) Fabrizio Prerequisite(s): MSCI 528 or consent of instructor, and ability to program in SAS or R

This course emphasizes the design and analysis of field data (e.g., retrospective studies, experimental manipulations in the field),

rather than design and analysis of controlled laboratory experiments. Students will gain a working knowledge of linear and generalized linear models useful in the analysis of ecological data. Both theoretical development and application of statistical methods will be presented.

MSCI 670 - Stock Assessment Methods

Spring (3) Hoenig

This course will survey methods for assessing the status of exploited populations given various combinations of data types. Emphasis will be placed on deriving statistical methods using maximum likelihood and other analytical techniques, and on computing estimates for a variety of datasets. Population models will be used to integrate information on stock status in order to determine appropriate management measures. Additional topics include analysis of uncertainty in the assessment of results and implications of uncertainty for management, analysis of research surveys, commercial catch, fishing effort, and tagging data.

MSCI 671 - Fisheries Population Dynamics

Fall (3) Latour

This course provides an introduction to the fundamental processes governing fish population dynamics, with an emphasis on the theory and practical application of models used to characterize the factors influencing population abundance. Topics include the theory of mortality, growth, stock-recruitment (compensation, depensation), surplus production, VPA, statistical catch-at-age, tagging, and the introductory aspects of multispecies and fisheries ecosystem models. Lectures are supplemented with readings from the primary literature and students receive hands-on experience with nonlinear parameter estimation through computer laboratory sessions using the statistical software package R.

MSCI 672 - Ecology of Fishes

Fall (3) Staff

This course will provide students with an understanding of fish ecology as related to vertebrate evolution and diversity, systematics, feeding and reproductive biology, early life history ecology, and fish community structure and biotic interactions.

MSCI 673 - Marine Molecular Genetics

Spring, odd years (3) Graves, Reece, McDowell Prerequisite(s): Undergraduate Genetics or permission of instructor
Students will study the evolutionary processes responsible for the intra- and interspecific genetic relationships of marine organisms, with an emphasis on the application of current molecular methodologies. 3 hrs. Lecture.

MSCI 674 - Marine Molecular Genetics Laboratory

Spring, odd years (2) McDowell, Reece Prerequisite(s): Undergraduate Genetics or permission of instructor
Students will elucidate intra- and interspecific genetic relationships by employing a variety of molecular techniques for the analysis of proteins and nucleic acids (5 hrs. of laboratory).

MSCI 684 - Coastal and Marine Policy Implementation: The Art & Science of Governance

Spring (3) Hartley

This course will examine real world examples of implementation of local, state, federal, and regional coastal and marine policies through case studies, guest speakers, and literature from public administration, policy, and political science.

MSCI 685 - Practical Application of Marine Resource Management Techniques

As required (1-3) Hershner, Staff

In this course, students participate in real world management activities under the guidance of involved faculty members and in association and consultation with members of various levels of government. Topics may include issue identification and resolution, committee involvement at local, regional, state, interstate, and federal levels of government, development of management plans, drafting position papers, developing draft legislation and exposure to policy making mechanisms. Requirements will vary depending on the issue(s) addressed. Students will be evaluated on participation, written work (memoranda, position papers, etc.) and knowledge gained as evidenced by interaction with staff and by other means. Credit, which must be arranged in advance of registration, will depend upon difficulty of the assignment. *The course may be repeated provided the instructor determines there is no duplication of material.*

MSCI 687 - Environmental Policy

Fall (3) Hicks

This course will explore policy making for environmental problems and will focus on issues that are local, national, and international. The course will primarily focus on national environmental policy, and the procedures by which policy is

implemented at both local and regional levels. Issues explored will include water pollution policy and land-use in the Chesapeake Bay, U.S. Marine Mammal Policy, and U.S. water and air quality regulations. For each of these issues, U.S. laws and regulations as well as federal agencies' approaches for quantitatively assessing the benefits and costs of environmental policy will be examined. Cross-listed with PUBP 622

MSCI 689 - Public Policy for Science & Professions

Fall (3) Gilmour, Rossiter

This course examines a component of the larger process of law and rule making, for students to understand the identification and definition of a policy problem, the generation of options or choices for addressing the problem, the selection of a particular policy option through political institutions (e.g., the executive or legislative), the development of a plan for implementation, and the implementation and evaluation of the outputs and outcomes of policy. The course is specifically designed for an interdisciplinary class of graduate students from the Schools of Business, Education, Law, and Marine Science, and non-master's in Public Policy from the School of Arts and Sciences. Students will come to understand public policy as an academic discipline and as a systematic method of thinking about the design, development and assessment of public sector policies and programs. By the end of the course students will develop the skills required to define and analyze policy issues and problems, articulate relevant decision-making criteria for policy analysis, evaluate alternative policy solutions, assess their political and economic implications. The course is taught in an engaging seminar format using provocative materials with practical application.

MSCI 693 - Environmental Law

As required (3) Law School Staff Prerequisite(s): Consent of instructor

Students will study the nature and causes of environmental pollution and of the main legal techniques for its control. The course will consider the common law, the environmental impact assessment process (e.g., the National Environmental Policy Act), and the basic regulatory framework for air, water and solid and hazardous waste control (the Federal Clean Air Act, Clean Water Act and Resource Conservation and Recovery Act), with attention given under each statute to the basic regulatory framework and the main policy issues presented by it. Other topics will include the role of the federal courts in reviewing agency action, new developments in federal administrative law (including current efforts at administrative law reform), natural resource management and allocation issues involved in the division of scarce resources (e.g., air and water) among competing users, toxic and hazardous substance regulation, and enforcement of environmental laws. Cross-listed with LAW 424.

MSCI 694 - Land Use Control

As required (3) Law School Staff, Butler Prerequisite(s): Consent of instructor

This course presents an analysis of the legal principles governing the use and management of land and the fundamental values underlying those principles. While focusing primarily on government regulation of land use, the course also will examine common law rules, which affect the way that land is used. Topics that might be considered include judicial control of land use, zoning and the rights of landowners, zoning and the rights of neighbors, land use planning, public regulation of land development, aesthetic regulation, and the preservation of natural and historic resources. Cross-listed with LAW 425.

MSCI 695 - Administrative Law

As required (3) Law School Staff Prerequisite(s): Consent of instructor

This course is a study of practice in the administrative process, examining the procedures for administrative adjudication and rule making; legislative and judicial control of administrative action; and public access to governmental processes and information. Cross-listed with LAW 453.

MSCI 697 - Problems in Marine Science

Fall, Spring and Summer (1-4) Staff

This is the avenue through which supervised projects may be selected to suit the needs of the graduate student, including those wishing to perform an internship as part of the Curricular Practical Training Program. Projects are chosen in consultation with the student's major professor and the instructor. Acceptable research outlines and project reports are required, and the amount of credit depends upon difficulty of course. Examples of projects offered in recent years include management issues in shellfish sanitation; groundwater nutrient processes; bacterioplankton methods and techniques; pesticide analysis in environmental samples; marine molecular population genetics; and law and policy relating to the introduction of non-indigenous plants. Subjects will be announced prior to registration and after approval by the Educational Policy Committee (EPC).

MSCI 698 - Special Topics in Marine Science

Fall, Spring and Summer (1-3) Staff

This is the avenue through which subjects not covered in other formal courses are offered. These courses are offered on an occasional basis as demand warrants. Examples of courses offered in recent years include: continental margin sedimentation; biomineralization in marine organisms; molecular markers and evolution; oligochaete biology; quantitative methods of image

analysis; and organism-sediment interactions in coastal systems. Subjects will be announced prior to registration and after approval by the EPC.

MSCI 699 - Dissertation

Fall, Spring and Summer (1-9) Major or Co-Major Advisor(s)

This is the avenue for original research in biological, chemical, geological and physical oceanography, environmental science, marine fisheries science and marine resource management. The doctoral project is chosen in consultation with the student's major professor and the Associate Dean of Academic Studies.

Raymond A. Mason School of Business

Raymond A. Mason School of Business

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About

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Message from the Dean

Congratulations on your decision to join the community of the Raymond A. Mason School of Business at The College of William & Mary. We know you had other excellent options, and we are delighted that you have chosen us for the next important stage in your educational and personal development.

We encourage you to be revolutionary in how you approach your time with us. Put everything on the line: expect to be transformed. Our personalized, experience-based approach to business education will enable you to achieve your aspirations. Be ethical in all things and aspire to make a sustainable difference in the world. Be a revolutionary in the cause of the common good.

We view ourselves as your partners and we will do everything we can to help you become business-ready and to connect you to world-class opportunities. You join a community filled with the best faculty in the nation who actively contribute to the ongoing conversation of business. They are committed to your intellectual, personal, and professional development. We bring business into the business school to develop the whole person and to help you achieve your aspirations as a leader. Our remarkable executive partners join the efforts of our faculty and program teams to help us lead business schools in having companies and executives working one-on-one with our students and side-by-side with our faculty.

Here you are joining a community. We care. You will notice that difference from the moment you arrive and throughout your time with us. You will become a part of us and we will become a part of you. With the foundation of the history, tradition, and legacy of William & Mary and the relationships you will develop with faculty, business leaders, executives, and your fellow students, you will be connected to a powerful community that will help you make your mark on the world of business. And you will join our accomplished alumni living lives of principled achievement and known for their preparation, their integrity, their intelligence, their willingness to work hard, and their understanding of what really matters in business and in life.

Welcome.

Lawrence B. Pulley
Dean and T.C. and Elizabeth Clarke Professor of Business

Mason: Vision

The vision of the Mason School of Business at the College of William & Mary is to be a premier and intimate learning community with a world-class reputation as a source of highly qualified and principled managers and leaders.

Mason: Mission Statement

The mission of the Mason School of Business at the College of William & Mary is to serve the Commonwealth, the nation, and the global community both by offering high-quality educational programs at the undergraduate, graduate, and professional levels and by creating and communicating new knowledge.

We fulfill this mission through:

- Building a Faculty whose research, teaching, and service influences students, business leaders, policy makers, and other scholars.

- Engaging Students in innovative educational experiences to nurture creativity, to mentor high ideals, and to accelerate ambitions of leadership so that they will imagine the great business opportunities of the day and seize them.

Mason: Values Statement

As a global citizen and member of the Mason community, I embrace the following values:

- Respect and responsibility for self and others
- A spirit of generosity
- A life dedicated to inquisitive learning and development

My words, actions, and relationships will demonstrate my commitment to these values within the program and throughout my life.

Mason: History

The Mason School of Business has deep roots in the history and traditions that have made the College of William & Mary one of the most distinguished liberal arts universities in the nation. Founded in 1693, the College is the second oldest university in the nation—the first was Harvard—and educated many of the nation's Founding Fathers. It ranks consistently among the top 10 public, undergraduate liberal arts colleges in the United States.

Proud traditions of the College include the founding of Phi Beta Kappa, the National Honor Society and the Honor Code that inspires alumni, students and members of the College community to lead ethical and moral lives.

This same commitment to scholarship, service and ethics underscores the mission and curriculum of the Mason School of Business. The School educates the next generation of business leaders by offering a highly personal learning environment that fosters team-building skills, self-reliance, an entrepreneurial spirit and ethical character.

In 1919 William & Mary President Julian A.C. Chandler established the Department of Business while expanding the College's sphere of services. The study of business grew in popularity over the 20th Century, with substantial growth after the end of World War II. The College established the Master of Business Administration (MBA) Program in 1966. In 1968, the Department of Business became the School of Business, and in 1971, the College's Board of Visitors approved the addition of the Bachelor of Business Administration (BBA) undergraduate degree. The Master of Accounting degree graduated its first class in 2000.

In November 2005, the School of Business was named the Mason School of Business to honor longtime supporter Raymond A. "Chip" Mason, President and CEO of Legg Mason, Inc., who graduated from William & Mary in 1959 and was instrumental in the creation of the School of Business in 1967-1968.

In July 2009, the Mason School of Business moved to its new home in Alan B. Miller Hall. Alan Miller is Chairman of the Board and CEO of Universal Health Services. He graduated from the College in 1958.

Mason: Accreditation

The Raymond A. Mason School of Business is accredited by The Association to Advance Collegiate Schools of Business (AACSB) to award undergraduate and graduate degrees in Business Administration and Accounting. For questions about AACSB accreditation please contact the AACSB International World Headquarters at 777 South Harbour Island Boulevard, Suite 750 Tampa, FL 33602 USA or call (813)-769-6500.

The College of William & Mary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, post-master's certificates, doctoral, and first professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of William & Mary.

Mason: Faculty

It's hard to follow an 'A+' and top 5 in the world. But not if you're the Mason faculty.

Year after year, they earn an 'A+' in the Business Week ranking of faculty and they are perennially ranked among the best in the country by Princeton Review.

So we mean it when we say our faculty are some of the best in the world. Our Fulbright Scholars, entrepreneurs, consultants, and scholars are teachers, too. And they take the last one very seriously.

Ask any student, past or present, and you'll immediately know that the faculty always bring their best game and don't let you leave until they're convinced you've brought yours. Because they know what real business is — they've studied it, they've consulted in it, and they won't let you down.

They're good. Really good.

Accounting

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Business Law

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Entrepreneurship

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Economics and Finance

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Mason: Policies

- Admissions
- Academic Policies
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- Student Financial Aid, Scholarships, & Graduate Assistantships

Mason: Admissions

Graduate Admission

Within the limits of its facilities and its obligations as a state university, the College of William & Mary offers the possibility of admission to all qualified students without regard to sex, race, color, age, religion, national origin, sexual orientation, or disability.

For additional admissions information go to <http://mason.wm.edu/programs/index.php> and select a specific Program.

Admission to Non-Degree Status

Under special circumstances, individuals who wish to take graduate courses (courses numbered 500 and above) for audit or credit, but not enter as a degree-seeking student may be permitted to do so on a space-available basis with faculty and Program Assistant Dean permission. Non-degree status is limited to students who have already earned baccalaureate degrees (official transcript required) and is not available for all courses. Non-degree status is permitted for up to 9.0 credit hours of coursework.

After written approval from the instructor and Program Assistant Dean, interested students should contact the Graduate Registrar to request an Unclassified Student Application. Registration will be processed by the Graduate Registrar on the first day of class. If approved, the individual will pay the current graduate business tuition rate for the course.

Non-degree status and visiting students must receive permission for each class in which they wish to enroll. Unclassified/non-degree applications must be received no later than one week prior to the first day of classes. Unclassified/non-degree students are bound by all rules and regulations of the College and its Honor Code.

Readmission

Students who are in good academic standing with the College but have not been in attendance for one or more semesters must first contact the respective Graduate Program. After Program approval, the Graduate Registrar will readmit the student and issue

a time ticket (required for self-registration) before they are permitted to register for classes. A domicile application, must also be submitted to the University Registrar upon re-admittance. Please go to the Forms menu at www.wm.edu/registrar for a domicile application form. Any questions about domicile eligibility should be directed to the University Registrar's Office in Blow Memorial Hall.

Mason: Academic Policies

Class Attendance

Class attendance in graduate programs is not optional: regular class attendance and participation in class discussions is required. If a student needs to miss class for any reason, he or she should contact the professor ahead of time. If a full-time MBA student has a job interview during a class, he or she must forward the email to the Mason Career Management Center prior to the interview in addition to contacting the professor. Students are responsible for completing all missed class assignments. Consequences are at the discretion of each professor.

Exams

Final Examinations

The final examination schedule for core courses is determined by each Program.

The final examination schedule for full-time MBA, Flex MBA and Master of Accounting elective courses is published by the Mason School of Business Graduate Registrar mid semester. Please note that an exam may be held on a day and/or at a time or place different from the regular class time.

In the event of an extenuating circumstance, a request to reschedule a final examination, should be arranged with the faculty member.

The Program Director will handle all other requests for rescheduling, such as for illness or other extenuating circumstances (such as a death or other family emergency, conflict with a religious holiday, or participation in activities by a student representing the College). Students should not assume that a request is approved until they receive written approval from the Program Director.

This section is not applicable for Executive MBA students.

Exams for Students Requiring Special Accommodations

Students with documented disabilities who need extra time or other special accommodations for taking exams should coordinate those needs through their primary graduate program office. Typically, a student receives a letter from the Disability Services Office to present to their program and instructors to verify the need for special arrangements. All documentation of disability is considered confidential and will not be released without the student's prior written consent, therefore, every effort will be made to maintain the student's anonymity. Once it is known that a student needs such accommodations, the program will determine the extent of need and make appropriate room reservations or other arrangements for the student without disclosing for whom the arrangements are being made.

Verification of Enrollment or Degrees

Requests for official transcripts, verification of enrollment, or degrees earned at the College should be addressed to the University Registrar's office at <http://www.wm.edu/offices/registrar/studentrecords>.

The College sends regular enrollment and graduation updates to the National Student Clearinghouse, which is used by many loan agencies to verify enrollment. The College cannot verify enrollment or degrees for students who have submitted a request for confidentiality.

Transcript Requests

Official transcripts are issued by the University Registrar's Office and bear the University seal and registrar signature. In accordance with the 1988 Virginia Debt Collection Act, Section 2.1-735, transcripts will not be released for students who have outstanding fines or fees, nor are they viewable over the web. A fee is charged for each official transcript and for unofficial transcripts after the first one. Payment may be made by cash, check, or money order when ordering in person.

Transcript ordering is available to our students and alumni. It allows users to order official transcripts via the Web at any time, 24/7. Users can order as many transcripts as they like in one online session using any major credit card. Transcript ordering can be accessed from the National Student Clearinghouse at www.getmytranscript.com (select College of William & Mary).

Registration is free; users pay only for the transcripts they order. Students and alumni who submit transcript requests receive real-time order updates by email, request to receive instant mobile text alerts, and can track their orders online on the Transcript Ordering Web site.

Orders sent by mail must include payment in the form of a check or money order (U.S. funds). Official transcripts must be requested in writing with the student's signature. Request forms are available online at <http://www.wm.edu/registrar/forms.php> and may be mailed to: The College of William & Mary, Office of the University Registrar, Attention: TRANSCRIPTS, P.O. Box 8795, Williamsburg, Virginia 23187-8795. Currently enrolled students and former students since 2007 may view their unofficial transcript online via my.wm.edu and Banner Self Service.

If you have questions regarding ordering transcripts, please contact the University Registrar's Office at 757/221-2800 or registrar@wm.edu.

Privacy of Student Records

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

1. Enrolled students have the right to inspect their records within 45 days of requesting to see them and are entitled to an explanation of any information therein. "Records" refers to those files and their contents that are maintained by official units of the College. Generally, students have the right to review any official record that the College maintains on them. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:
 1. Confidential letters of recommendation placed in student's files before January 1, 1975, and those letters for which the student has signed a waiver of his or her right of access.
 2. Parent's confidential financial statements.
 3. Medical, psychiatric, or similar records which are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.
 4. Personal files and records of members of the faculty or administrative personnel, which are in the sole possession of the maker thereof, and which are not accessible or revealed to any person except a substitute.
 5. Records of the Admissions Office concerning students admitted but not yet enrolled at the College. Letters of recommendation are removed from the admissions files before the files are forwarded to the Office of the University Registrar.
 6. Documents submitted to the College by or for the student will not be returned to the student. Academic records received from other institutions will not be sent to third parties external to the College, nor will copies of such documents be given to the student. Such records should be requested by the student from the originating institution.
2. Students have the right to request an amendment of the education record that the student believes is inaccurate or misleading. Should a student believe his or her record is incorrect, a written request should be submitted to the appropriate College official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested.
3. Students have the right to consent to disclosures of personally identifiable information contained in the student's education record, except to the extent that FERPA authorizes disclosure without consent.
4. Students have the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, US Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.
5. Disclosure to members of the College community:
 1. "School Official" is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position; or a person or company with whom the College has contracted (such as attorney, auditor, or collection agent).
 2. A school official must have a legitimate educational interest in order to review an education record. "Legitimate Educational Interest" is defined in the following manner: the information requested must be within the context of the responsibilities assigned to the School Official; the information sought must be used within the context of official College business and not for purposes extraneous to the official's area of

responsibility or the College; information requested must be relevant and necessary to the accomplishment of some task or to making some determination within the scope of College employment.

6. Directory Information: The College has designated the following information as "Directory Information" which may be released to the public without the consent of the student:
 1. Student's Name
 2. Current Classification
 3. Address (permanent, local, and email)
 4. Previous schools attended and degrees awarded
 5. Telephone Number
 6. Dates of Attendance
 7. Current Enrollment Status
 8. Degree(s) earned and date awarded
 9. Major(s), Minor
 10. Honors or Special Recognition
 11. Height, weight, and birth date of members of athletic teams

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

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

Intellectual Property Rights of Others

The College does not permit the recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose without advance authorization of the course instructor.

The posting of lecture notes on commercial websites is prohibited.

Enrollment Statuses

Full-time MBA and MAcc students must stay at full-time status during the Fall and Spring semesters. The EMBA program is all-inclusive and students must pay the fixed price regardless of enrollment status or participation in program events. No refunds will be granted as a result of enrollment status or for not attending an event.

Full Time Status

Full-time graduate registration is defined by the College as registration for at least nine (9) semester hours of graduate credit per semester during the Fall and Spring semesters. A full-time degree-seeking student must register for at least nine but not more than 18 credits each semester. (Audits do not count toward the minimum hours required but do count toward the maximum hours allowed). Requests for overloads may be approved by the Program Director. Please see the overload section below for additional overload information.

Part Time Status

During the Fall and Spring semesters, students are considered to be part-time if registered for less than nine (9) semester hours of graduate credit per semester. Note: Flex students registered for nine (9) or more credit hours will be charged the full-time tuition and applicable fees rate.

Overload

A written request to enroll for more than 18 hours must be submitted to the Program Director during the regular registration period, and before the end of the add period. Students must have a grade point average of 3.0 or above to request an overload. Permission to carry more than 18 academic credits is granted only to exceptionally capable students. After written approval has been obtained, the Graduate Registrar will register the student for the course(s). Students already enrolled at full-time status (9 or more hours) may take an overload at no additional cost.

Enrollment in Undergraduate Courses

Graduate students may take up to a total of four credit hours, for credit or audit, of courses normally offered for undergraduate credit (i.e., language, music lessons, and dance) with approval from the Program Director. The student will not receive graduate credit for the course. Graduate business students who are not paying full-time tuition will be billed at the Graduate Business tuition rate for undergraduate courses taken. Undergraduate courses do not count towards the graduate degree.

Auditing Graduate Business Courses

Mason School of Business graduate students may audit a graduate business course if space is available and with permission from the Instructor and Program Director. Students must submit a Permission to Audit form, during the regular registration period, to the Graduate Registrar, who will register the student for the course. Audited courses carry no academic credit. Full-time graduate students may audit one course per regular semester (with the exception of the very first semester enrolled or first year for full-time MBA students) without charge, provided total number of credit hours does not exceed eighteen (18) hours. Grades for courses taken on an audit basis will appear on the student's William & Mary transcript as a grade of "O" for a successful audit or "U" for an unsuccessful audit. Students who stop attending class and fail to withdraw following the 'Withdraw from an Individual Course' policy will receive the grade "U."

Independent Study Courses

A student may enroll in an independent study course if a faculty member agrees to be the faculty advisor for the project, two additional faculty members agree to be the faculty readers, and the Associate Dean approves the independent study. An independent study course is not a replacement for a required course. The student should seek out a faculty member who has personal interest or experience in the area relating to the student's independent study proposal. Submitting a proposal is not a guarantee for enrollment in an independent study class. A faculty member is not required to participate in an independent study. All proposals and paperwork for the course should be finalized before the end of the add/drop period. The student may seek additional guidance from the Program Director. At the conclusion of the independent study, the student's final paper will be forwarded to the Graduate Registrar for the Associate Dean to review.

Summer Courses

Summer courses are offered to Flex MBA students at the Peninsula Center located in Newport News during two summer sessions and are also available to full-time MBA and MAcc students. Attending summer courses does not preclude the full-time MBA student requirement of attending courses full-time in the Fall and Spring semesters of the second year. Course loads could be reduced in either or both Fall and Spring to incorporate those hours taken during the summer session (with a minimum requirement of nine credit hours per semester to be considered full-time).

First year full-time MBA students are strongly encouraged to pursue a summer internship experience prior to the second year. If a student will be located in the area, and/or does not have a summer internship, permission to take summer courses may be granted on a space available basis.

Enrollment Outside the Mason School of Business

With permission from the Program Director and respective faculties, an MBA or MAcc student may register for and apply up to six (6) credit hours of graduate elective course work earned at The College of William & Mary outside of the Mason School of Business towards the MBA or MAcc degree. In order to exercise this option, the student must complete a Request to Take Non Program/Business form prior to registration. Additional documentation, such as course description and/or syllabus is required. Once approved, the Graduate Registrar will register the student for the requested course.

Course work taken at the Marshall-Wythe Law School and counted toward Mason School of Business elective requirements must be approved by the Program Director, instructor, and Law School Associate Dean prior to enrollment in the course. Grades for Marshall-Wythe Law School courses will be transferred in as a Pass ("P") provided a grade of "C-" or above is received or as a Fail ("F") if a grade of "D+" or lower received. Passing credits will apply towards credit hours needed for graduation, but not towards the cumulative GPA. Any other grade earned outside of the Mason School of Business will be applied towards the student's degree and used in calculating the cumulative GPA. A grade of "D+" or lower will become a grade of "F" as Mason School of Business graduate programs do not recognize the "D" grade as passing. A grade of "F" automatically qualifies a student for academic dismissal from the program. Please refer to the Academic Dismissal policy for the complete policy.

Enrollment Inside the Mason School of Business

An MBA student or MAcc student may register for courses outside their program with permission from the faculty member and Program Directors of both programs. In order to exercise this option, the student must complete a Request to Take Non Program/Business Course form prior to registration. This form is not needed for registration in elective courses between the full-time MBA and Flex MBA programs. Permission to register is granted upon availability and if the prerequisites have been met. Once approved, the Graduate Registrar will register the student for the requested course.

Registration and Add/Drop

The Graduate Registrar of the Mason School of Business oversees all student semester course registration and will provide registration guidelines to all graduate business students. The Graduate Registrar and Program Directors will monitor each student's progress towards earning a degree; however, each student is ultimately responsible for their own progress towards degree requirements.

Registration Process for 1st year full-time MBA Students

The first year MBA courses are concentrated and sequenced in an integrated lock-step program. All first year students will be registered by the Graduate Registrar. Students must verify course registrations for accuracy each semester. To do this, students should go to the student menu in Banner Self Service under myWM, select "Registration" and then view their "Student Detail Schedule." Students are responsible for notifying the Graduate Registrar immediately of any errors requiring correction.

All students are assigned to a 5 to 6 member learning team, chosen to maximize diversity and breadth of experience. Students will work with the same team in the first year of the MBA Program. MBA courses meet in two sections to increase the opportunity to interact with more classmates. Sections are re-assigned after each module.

Registration Process for 2nd year full-Time MBA Students

Each second year student will register on-line using the Banner Self Service system through myWM for Fall and Spring semester classes. (Pre-registration will occur during the prior semester.) Course information is available online at <http://www.wm.edu/offices/registrar/coursecatalogschedules/index.php>.

Registration Process for EMBA Students

The EMBA Program will provide the Graduate Registrar with a list of courses for each student each semester and the Graduate Registrar will register EMBA students. Students must verify course registrations for accuracy each semester. To do this, students should go to the student menu in Banner Self Service under myWM, select "Registration" and then view the "Student Detail Schedule" to see the courses. Students are responsible for notifying the Graduate Registrar immediately of any errors that require correction.

Registration Process for Flex MBA Students

The Graduate Registrar will register entering Flex students for their first semester courses. In subsequent semesters, students will register online using the Banner Self Service system through myWM. (Pre-registration will occur during the prior semester.) Course information is available online at <http://www.wm.edu/offices/registrar/coursecatalogschedules/index.php>. Students should seek academic advising from Program staff; however, the Graduate Registrar is available to provide registration assistance and course information to students.

Registration Process for MAcc Students

The Graduate Registrar will register incoming MAcc students for summer Boot camp classes. During the Fall and Spring semesters, students will register online using the Banner Self Service system through myWM. Course information is available online at <http://www.wm.edu/offices/registrar/coursecatalogschedules/index.php>.

Registration Verification

Students should verify course registrations entered by the Graduate Registrar for accuracy. To do this, students can go to <http://www.wm.edu>; select the student menu in Banner Self Service under myWM, select "Registration" and then view "Student Detail Schedule" to see courses. Students are responsible for notifying the Graduate Registrar immediately of any errors that require correction.

Full-Time MBA Add/Drop

Full-time MBA students wishing to add or drop a course may do so in Banner Self Service through a 10-calendar-day add/drop period. The add/drop period begins on the first day of classes for the Fall and Spring semesters. Courses dropped through the end of the add/drop period are not displayed on the student's transcript. Full-time MBA students registered for Flex courses, must abide by the Full-time MBA 10-calendar day add/drop period for the Flex courses. Students may drop courses that start mid-semester within 5-calendar days from the start of class by contacting the Graduate Registrar.

First year full-time MBA courses are concentrated and sequenced in an integrated lock-step program; therefore, no individual course can be added or dropped during the semester.

MAcc Add/Drop

MAcc students wishing to add or drop a course may do so in Banner Self Service through a 10-Calendar-Day add/drop period. The add/drop period begins on the first day of classes for the Fall and Spring semesters. Courses dropped through the end of the add/drop period are not displayed on the student's transcript. MAcc students registered for Flex courses, must abide by the MAcc 10-calendar day add/drop period for the Flex courses. Students may drop courses that start mid-semester within 5-calendar days from the start of class by contacting the Graduate Registrar.

Flex Add/Drop

Flex students wishing to add or drop a course may do so in Banner Self Service through a 10-Calendar-Day add/drop period. The add/drop period begins on the first day of classes for the Fall and Spring semesters. After the 10-day add/drop period, an extended drop period for Flex students runs through the end of the third week of class. Courses dropped through the end of the extended drop period are not displayed on the student's transcript. The withdrawal period for Flex MBA students begins after the end of the third week of class. A Flex student who withdraws from a course after the third week of class but remains registered for other academic work will not be eligible for a refund. Students may drop courses that start mid-semester within 5-calendar days from the start of class by contacting the Graduate Registrar.

EMBA Add/Drop

The EMBA Program courses are concentrated and sequenced in an integrated lock-step program; therefore, no individual course can be added or dropped during the semester.

Withdrawals

Withdrawal from Individual Courses

A student may withdraw from a course with a grade of "W" until the earlier of the following dates: (1) the date prior to the course final exam or (2) the last day of classes. If a student does not show up to the final exam, or chooses to withdraw after these timeframes, they will receive a grade of "F." A grade of "F" automatically qualifies a student for academic dismissal from the program. Please refer to the Academic Dismissal policy for the complete policy. The student must contact the Graduate Registrar to request the withdrawal. The Graduate Registrar will process all withdrawals from courses.

The EMBA Program courses are concentrated and sequenced in an integrated lock-step program; therefore, no individual course can be added or dropped during the semester.

Medical Withdrawal

If considering a medical withdrawal, students should contact the Program Director. Students must petition and receive approval for a medical withdrawal before it is official. Under extraordinary circumstances, retroactive medical withdrawal may be considered but no financial refunds will be granted. All petitions must be submitted to the Dean of Students Office for review by the Medical Review Committee (MRC). Required elements of a petition are a completed letter (explaining what occurred during the semester to interfere with academic and/or personal success) and a detailed letter from a medical professional appropriate to the case. The letter should indicate diagnosis, treatment and prognosis. For full details, please visit the Dean of Students website at: <http://www.wm.edu/deanofstudents/forms/gradwd.pdf>. Readmission following a medical withdrawal is not automatic and involves a clearance procedure which includes submission by the student of all necessary documentation addressing the behaviors or conditions which caused the original withdrawal. The student is expected to begin the clearance process not less than one full month prior to the beginning of classes for the requested return semester. Readmission may be contingent upon additional restrictions or requirements for the student's safety and success.

Withdrawal from The College

Letters of withdrawal should be submitted in writing to the Program Director. The withdrawal timeframes and withdrawal grading policies for individual courses apply to withdrawals from the college as well. Please see the "Withdrawal from Individual Courses" section above for withdrawal timeframes and withdrawal grading policies. The Graduate Registrar will process all withdrawals.

Students who withdraw from the College in the first five full weeks of the semester are generally eligible for a partial refund of tuition and fees. All questions about refunds should be directed to the Program Director and Office of the Bursar. Please see the tuition refund policy in this manual.

The above withdrawal policies are separate from the College Refund of Tuition Policy.

Military Withdrawal

The College of William & Mary has a military withdrawal process for those students called to active duty in the Military Services during a time of national emergency in which sudden withdrawal or prolonged absence is necessitated. Options are available for tuition relief, refund of payments, and reinstatement with a copy of official active duty orders. Please see the Graduate Registrar for further details if necessary.

Leave of Absence

Students who wish to request a leave of absence for any reason should submit a written request to the Program Director. A student may request up to a one-year leave of absence from the program.

Grades

Grading System

Grade	Quality Points per Semester Credit Hour
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
F (Failure)	0.00
W (Withdrawal)	0.00
I (Incomplete)	0.00
O (Successful Audit)	0.00
U (Unsuccessful Audit)	0.00

A grade of Incomplete (I) indicates that a student has not completed essential course work due to illness or other extenuating circumstances. This includes absence from the final examination and postponement of required work with approval of the instructor. An "I" automatically becomes an "F" at the end of the following regular semester if the postponed work has not been completed satisfactorily. Any deferred or incomplete grade must be completed as agreed upon with the instructor, and within the time allowed to complete degree requirements.

Final grades for graduate business courses split across both fall and spring semesters (1.5 or 3 – 4.5 credit hour courses split across both semesters) will remain ungraded (not an "I") at the end of the Fall semester. During the spring semester, final grades will be posted for both fall and spring semesters.

Courses taken for pass/fail credit (P/F) do not count toward degree requirements in the Flex MBA program.

Grade Change

The course instructor can initiate a grade change for legitimate reasons, including a change for a grade of "I" (Incomplete). For grade completions, a Grade Completion/Correction form should be completed by the Instructor and submitted to the Graduate Registrar, who will then submit the form to the University Registrar's office for processing. Grade corrections should also be completed by the Instructor, but require Associate Dean of Faculty's signature before processing. Faculty submit grade corrections to the Graduate Registrar, who will then submit the form to the University Registrar's office. Students are prohibited from handling grade change forms.

Once a student's degree has been conferred, the academic record is closed and grades cannot be changed or amended.

Appeal of Grade Received

A continuing student has 30-calendar days after grades are posted to begin the grade appeals process. Once a student's degree has been conferred, the academic record is closed and cannot be changed or amended. When a student has a question regarding the grade received for a course, the process for appealing the grade is as follows:

1. The student contacts the professor to find out how the grade was compiled.
2. If there is still a question regarding the grade, a letter is written and submitted to the Graduate Registrar, appealing the grade and noting specific reasons.
3. The Associate Dean will review the appeal and may work with an appeal committee to come to a decision.
4. The Associate Dean will inform the student of the action.
5. If there is still a question regarding the decision of the Associate Dean, the student must submit a written request for review of the decision to the Dean of the Mason School of Business. The decision of the Dean is final.

Academic Status

The Graduate Registrar is charged to review the academic progress of all graduate business students. Any student with a cumulative grade point average below 3.0 will be reviewed by the Program Director. These reviews will take place at the end of each grading period. Only students with a cumulative grade point average of 3.0 or higher may participate in Independent study courses and exchange programs.

Academic Probation

Students who have attempted less than 30 credit hours of coursework and whose cumulative grade point average falls below 2.75 will be automatically placed on academic probation. The Graduate Registrar will notify students who qualify for academic probation and will monitor the academic progress of probationary students.

Academic Dismissal

A student will be dismissed from the program if he or she:

1. Receives a grade of "F" in any course at any time during the program;
2. Fails to achieve a cumulative GPA of at least 2.50 upon completion of at least 15 credit hours, or
3. Fails to achieve a cumulative GPA of at least 2.75 upon completion of at least 30 credit hours.

Under extraordinary circumstances, a dismissed student may be reinstated upon appeal to the Graduate Academic Status Committee. The Committee is comprised of the Assistant Deans for all the Mason School of Business graduate programs, one faculty member appointed by the Chair and the Associate Dean (who serves as the Chair). The Graduate Registrar serves as an ex officio member of the committee and the Program Director may also attend as an ex officio member of the committee. All appeals must be submitted in writing to the Graduate Registrar no later than 7-calendar days after receipt of the notification.

Appeal of Academic Dismissal

Under extraordinary circumstances, a student may be reinstated despite having been dismissed by appealing to the Graduate Academic Status Committee.

If a student wishes to appeal Dismissal from the Program by the Graduate Academic Status Committee:

1. The student must submit a letter justifying why the dismissal should be reversed and include a detailed plan for improving his or her academic status.
2. This letter should be sent to the Graduate Registrar, no later than 7-calendar days after receipt of the notification.
3. The student will be sent notification of the time and location of the meeting of the Appeals Committee.
4. It is *strongly recommended* that the student attend the meeting of the Appeals Committee, although it is not required.
5. If a student disagrees with the decision reached by the Appeals Committee, they may appeal to the Dean for a final decision.

Transfer Credits

Flex MBA Program: It is expected that all work for the MBA degree will be completed at the Raymond A. Mason School of Business at the College of William & Mary. Under certain circumstances, transfer credits requests will be considered. Transfer credits must have been completed within (3) years of the start of the student's first Flex MBA semester and must not be applied to another graduate degree.

At the time of admission, a maximum of (9) semester hours of acceptable graduate credit earned at an AACSB-accredited institution may be transferred and applied to the graduate degree. After the student is enrolled, a maximum of (6) semester hours of acceptable graduate credit in a degree program at an AACSB-accredited institution may be transferred and applied toward the graduate degree. The maximum number of transfer credits for any student is (9) semester hours.

Transfer credits requested after the student is enrolled will be considered only for extenuating circumstances such as relocation or business courses needed for employment that are not offered in the Flex MBA Program. Approval from the Program Assistant Dean must be obtained in advance for transfer credit to be considered.

EMBA Program: Transfer credits from another AACSB-accredited school will be reviewed on a case by case basis and must be approved by the Program Associate Dean. If approved, the maximum number of transfer credit hours allowed is ten (10).

Full-time MBA Program: Transferring credits from outside schools is not permitted in the full-time MBA program.

MGJW MBA Program: Up to 6 transfer credit hours of ACE credit for the logistics training may be approved.

MAcc Program: Transferring credits from outside schools is not permitted in the MAcc program.

Note about transfer credits: To ensure credit will be granted, students should seek approval for transfer credits prior to enrolling in the course. To obtain approval for a course, students should contact the Program Director. Transfer credits are not included in the cumulative grade point average because only the credit transfers, not the grade. A minimum grade of "B" (a B- is not acceptable) is required for all transfer courses. All transfer credit hours must be posted on the student record before a student is eligible to graduate. If an official transcript is not received in time to process transfer credit in the semester a student intends to graduate, a revised Notice of Candidacy for Graduation form must be submitted for the following semester, at which time the student will graduate.

Degree Completion

The maximum length of time for degree completion in graduate business degree programs is:

Flex MBA Program 5 calendar years

EMBA Program 4 calendar years

Full-time MBA 3 calendar years

MAcc Program 2 calendar years

All course and degree requirements must be completed within the listed time period, which begins at the time of initial enrollment. The time periods listed above include time away for any leave of absences with the exception of military deployment. Under extenuating circumstances, please contact the Program Director.

Degree Evaluations

Degree Evaluations are available via myWM Banner self-service for students and show the requirements for the degree and whether or not they appear in Banner as "met." Students should generate a new degree evaluation when preparing for registration. Instructions for how to run an evaluation can be found at: <http://www.wm.edu/offices/registrar/studentsandalumni/graduation/degreeeval/index.php>. Contact the Program Director if there are any omissions or errors, or if you have any questions.

Notice of Candidacy (NOC) for Graduation

Students must file a Notice of Candidacy for Graduation by the following dates:

- January Graduation: June 30 (of the year prior to graduation)
- May or August Graduation: September 30 (of the year prior to graduation)

The degree will not be conferred if the student does not file the NOC. If a student subsequently fails to complete the degree requirements, a revised Notice of Candidacy for Graduation must be filed for the semester requirements are to be completed. A one-time, non-refundable Graduation Fee (per degree) of \$75.00 will be charged to all students by The College after they have filed their Notice of Candidacy for Graduation. Students can file online at myWM by going to:

1. "Banner"
2. "Student & Financial Aid"
3. "Student Records"
4. "Apply to Graduate"

Or a paper form can be turned in to the Graduate Registrar or the University Registrar's office. The paper form can be found at:

http://www.wm.edu/offices/registrar/documents/degree/Notice_of_Candidacy.pdf

Dual-degree students must file a separate form for each degree. Both forms should be filed for the semester in which both degrees will be complete. The degrees will be conferred at the same time when all requirements for both programs are complete.

Graduation

Degrees are conferred by the College in January, May, and August. The Mason School of Business holds a diploma ceremony each year in May. Graduate students are automatically eligible to walk in the May ceremony if they complete their degree requirements in May, or the December preceding the May ceremony. Students who will complete their degree requirements in August are also eligible to walk in the May ceremony preceding their graduation, but will not receive a diploma until degree requirements have been met.

Winter graduates coming back for the May ceremony must inform their Program directly if they wish to attend Program events. All graduates must complete the online Commencement Ceremony Registration Form in order to attend the main ceremony. All dual degree students who graduate in January will be permitted to walk in the previous May ceremony.

The Executive MBA, the MGJW (Armed Forces MBA), and the Flex MBA Programs hold separate diploma ceremonies each year at the end of the semester.

Academic Achievement Awards

Academic awards are given by the Mason School of Business each year at the May graduation ceremony. These awards reflect outstanding academic achievement within a given program and are based on grade point average. All August, January and May graduates in a given academic year (Aug-May) will be considered for these awards. The cumulative GPA of each student at the time the student completed his or her degree will be the basis for the awards. Therefore, students who choose to participate in the May graduation ceremony but plan to graduate in the following August will not be considered for these awards until the following graduation ceremony after they have completed their degrees.

Beta Gamma Sigma

Beta Gamma Sigma is the only honor society for collegiate schools of business recognized by the Association to Advance Collegiate Schools of Business (AACSB), our international accrediting association. Its membership consists of individuals who have distinguished themselves through outstanding performance in the study of business and management. The guiding principles of Beta Gamma Sigma are honor, wisdom, and earnestness.

The William & Mary Chapter invites to membership only those with academic standing in the top twenty percent of our graduate programs. Dual degree students are considered for recognition based on their combined transcript. Program GPAs will not be evaluated separately.

Class Rank

It is the policy of the Mason School of Business that class rank is not released. Full-time MBA, Flex MBA, and MAcc students will be notified if they are in the top 20% of the class through Beta Gamma Sigma. The student with the highest GPA in each program will be recognized at graduation.

Inclement Weather Policy

In the event of inclement weather, the College of William & Mary will announce any closings or delayed openings on local radio stations, television stations, and on the College's home-page. If the College is closed, the Peninsula Center is also closed. Students may also obtain updated closing information by dialing (757) 221-1SNO (221-1766.) For further information and a complete list of radio and television stations, please visit the College's Inclement Weather Policy at <http://www.wm.edu/provost/weather.php>. EMBA students should check with the Program Director for specific weekend closures. See below for more information about inclement weather for Peninsula Center courses.

For courses at the Peninsula Center

Please be aware that sometimes the weather differs in severity between Newport News and Williamsburg. In such instances, class cancellations will be determined by the Associate Dean and will be communicated through email, myFlexMBA, and voicemail at (757) 221-2047 no later than 4:00p.m. on the night of class. If students have any questions regarding the Peninsula Center's status, they may email the Flex Program staff. As in any situation, we ask that students use their best judgment and exercise caution when severe weather occurs. If a student feels that he or she is unable to drive to or from class safely, then we ask that he or she contact the professor via e-mail as well as the Flex MBA Program Staff to inform us of the decision.

Delayed Opening

Should the College of William & Mary experience a delayed opening, students should report to the first regularly scheduled class *beginning after the College opens* (for example, if the College opens at 10:00am, students would report to their 10:00am or 11:00am class, not to any class which began before 10:00am.)

Full-time MBA students will receive their revised class schedule from full-time MBA Program staff. Students may also obtain updated delayed opening information by dialing (757) 221-1SNO (221-1766.) For further information and a complete list of radio and television stations, please visit the College's Inclement Weather Policy at <http://www.wm.edu/provost/weather.php>. EMBA students should check with the Program Director for specific weekend delays.

Mason: Tuition and Other Expenses

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

The Student Accounts Department (also known as the Bursar's Office) provides current information on tuition rates, general student fees, payment due dates and other relevant information to assist students with their financial planning on their website at <http://www.wm.edu/offices/financialoperations/sa/index.php>.

Executive MBA students are billed separately and independently from the College's Bursar's Office.

Executive MBA Payment of Accounts

Executive MBA students are billed separately and independently from the College's Bursar's Office. The EMBA policy concerning late payments may be a 5% late fee for all accounts more than 10 days past due and a restrictive hold may be placed on a student account preventing registration for the next semester for any accounts that remain past due at the time of registration. If a student has a particular concern or problem preventing payment in a timely manner, he or she should contact the Program Director.

Flex Students who withdraw from the College

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

Flex Students who withdraw from a course

Flex students wishing to add or drop a course may do so in Banner Self Service through a 10-Calendar-Day Add/Drop period. The add/drop period begins on the first day of classes for the Fall and Spring semesters. After the 10-day add/drop period, an extended drop period for Flex students runs through the end of the third week of class. For the Fall 2013 semester, Flex students may drop courses in the extended drop period by contacting the Graduate Registrar. For the Spring 2013 semester and going forward, Flex students may drop themselves through the end of the 3rd week of classes. Courses dropped through the end of the extended drop period are not displayed on the student's transcript. The withdrawal period for Flex MBA students begins on the Saturday after the end of the third week of class. A Flex student who withdraws from a course after the third week of class but remains registered for other academic work will not be eligible for a refund.

EMBA Refund Policy

Please refer to the EMBA Program section of this catalog for the EMBA refund policy.

Mason: Student Financial Aid, Scholarships, & Graduate Assistantships

Student Loans

Many students utilize student loans to finance all or a portion of their MBA or MAcc education. Loan eligibility for U.S. Citizens and Permanent Residents is evaluated by the College's Office of Student Financial Aid, as determined by the information provided on the Free Application for Federal Student Aid (FAFSA), which is submitted to the U.S. Department of Education. The Office of Student Financial Aid manages all information regarding loan programs, and can provide information, if available,

regarding loan options for international students. Student loans should be applied for and processed before the beginning of class each semester.

Financial Aid Awarded by the Raymond A. Mason School Of Business

Full-time MBA Program

The Mason School of Business awards one type of financial aid to students who are enrolled in the full-time MBA Program in the form of graduate assistantships. All MBA Program aid award decisions are based on merit and do not include consideration of a student's financial need. The College's Office of Student Financial Aid administers a comprehensive financial aid program including a number of federal and private loan resources. **The Mason School of Business reserves the right to revise the information contained in this section at any time based on funding availability and restrictions and enrollment goals.**

Second-Year Aid – Full-time MBA Program

Unless a two-year award is listed in the student's acceptance letter, aid does not automatically renew. Information regarding second-year graduate assistantships are made available by e-mail to all first year students at the end of the academic year. Consideration for second-year graduate assistantships is based on a student's academic performance and contributions to the program and community during the first year of MBA studies. Students will be required to submit an application to the Graduate Assistantship Committee for consideration for second-year graduate assistantships. Decisions regarding second-year aid awards are made by the Graduate Assistantship Committee, typically in late June after all final grades from first-year courses have been calculated. Students must achieve a minimum cumulative grade point average of 3.0 in the first year to be eligible for a graduate assistantship. Those students on exchange programs or not enrolled full-time in the MBA Program are not eligible to receive scholarships or hold graduate assistantships.

Joint-Degree Students

Joint-degree students in the MBA/MPP or JD/MBA programs and dual degree MBA/MAcc or MBA/MGM programs are eligible for consideration to receive Mason School of Business scholarships. Graduate Assistantships are typically not awarded to joint and dual degree students except on a limited basis.

Master of Accounting Program

The Mason School of Business awards two types of financial aid to students who are admitted to and enrolled in the Master of Accounting Program: scholarships and graduate assistantships. All award decisions are based on merit and do not include consideration of a student's financial need. The College's Office of Student Financial Aid administers a comprehensive financial aid program including a number of federal and private loan resources. **The Mason School of Business reserves the right to revise the information contained in this section at any time based on funding availability and restrictions, and enrollment goals.**

Master of Accounting Scholarships

Scholarships are the primary form of aid awarded to exceptional MAcc students. Scholarships are made possible through state and school funds, gifts and bequests and annual gifts from companies and organizations. Scholarship recipients will be expected to write a note of thanks to the donor, if applicable.

Master of Accounting Program Graduate Assistantships

The selection for graduate assistantship positions is a competitive process that is based on undergraduate academic performance and the match between faculty or administrative needs and student skills and interests.

Mason School of Business graduate assistantship assignments typically include activities such as working in a research capacity with a Mason School of Business faculty member, serving as a tutor or resource for undergraduate course(s), and/or working with one of the administrative offices in the School. A modest research stipend accompanies most graduate assistantships. Assistantship assignments are made in most cases based upon a match between project needs and student skills and interests; the availability of positions is dependent upon funding, resource allocation and input from business school faculty and staff and may change from year to year. In all cases, assignments are made at the discretion of the Scholarship and Graduate Assistantship Committee.

Unless otherwise specified in the award notification, graduate assistantship positions are established for consecutive fall and spring semesters. Typically, two types of graduate assistantships are offered:

1. A 5-hour per week assistantship (or the equivalent of 75 hours per semester for each of the fall and spring semesters), which pays an annual stipend of \$2,000 (\$1,000 per semester).

2. A 10-hour per week assistantship (or the equivalent of 150 hours per semester for each of the fall and spring semesters), which pays an annual stipend of \$4,000 (\$2,000 per semester). Occasionally, a 10-hour assistantship assignment may include working with two faculty members, or in two assistantship roles, for 5 hours per week each.

The assistantship assignment period includes fall, winter, and spring breaks; students may be required to work during breaks and should be prepared to do so if requested by their supervisor(s). Graduate assistants must be registered for 12 or more credit hours of graduate coursework per semester, with a minimum of 9 credit hours of graduate coursework in the Mason School of Business per semester. If a student's registration falls below the levels described above, s/he does not fulfill their assistantship hours or assignment(s), or s/he resigns his or her assistantship before the end of the term, the student's assistantship status and payment will be cancelled.

During the course of a graduate assistantship, a student may have access to information that is confidential or protected by privacy laws. Disclosure to unauthorized parties is not permitted. When accessing this information, graduate assistants should only access the information needed to complete a specific, authorized task. By accepting a graduate assistantship position, the student acknowledges receipt of this warning and accepts the associated responsibilities.

Mason: Resources

- Resources/Directory
- Mason Student Resources

Mason: Resources/Directory

Directory of Administration Offices

Lawrence B. Pulley	Dean	757-221-2891
Franklin E. Robeson	Associate Dean	757-221-1770
Ken White	Associate Dean, MBA Programs	757-221-2064
Christopher Adkins	Executive Director, Undergraduate Business Program	757-221-2046
Helene Hale	Executive Assistant to the Dean	757-221-2991
Tricia Whisnant	Director, Academic Affairs	757-221-2943
Kelly Petrey	Associate Director, Academic Affairs/Graduate Registrar	757-221-2793

The Full-Time MBA Team

The MBA Team consists of our Assistant Dean, Admissions, Program Services, Leadership Development Experience and Field Consultancy all of whom collaborate to assure that W&M MBA students have every opportunity to succeed while in the program, are exposed to unique and meaningful programs, and are given the tools necessary to succeed outside of the classroom. We offer academic support as well as individual support to help make this transition.

Full-Time MBA Admissions

Communicating the unique opportunities available in the full-time MBA Program with a commitment to marketing to and selecting from the top MBA candidates in the US and around the world.

Amanda Barth, Director, Full-time MBA Admissions
Amanda.Barth@mason.wm.edu
757-221-2944

Randy Tripp, Associate Director
Randy.Tripp@mason.wm.edu
757-221-2898

Lois Fraley, MBA Admissions Enrollment Coordinator
 Lois.Fraley@mason.wm.edu
 757-221-2899

Emory Gunn, Assistant Director, Full-time MBA Admissions
 Emory.Gunn@mason.wm.edu
 757-221-2900

<http://mason.wm.edu/programs/ftmba/admissions/> | 757-221-2900

Full-Time MBA Program

Carlane Pittman, Director of MBA Programs, Rm. 2019 A
 Carlane.Pittman@mason.wm.edu
 757-221-2296

Michele Mitchell-Moffit, Associate Director of MBA Programs, Rm.2019 B
 Michele.Mitchell-Moffit@mason.wm.edu
 757-221-2895

Julie Y. Hummel, MBA Program Coordinator, Rm. 2019 D
 Julie.Hummel@mason.wm.edu
 757-221-7603

Leadership Development Experience

Patty Lalumiere, Associate Director of MBA Special Programs, Rm. 2013
 Patty.Lalumiere@mason.wm.edu
 757-221- 2928

Field Consultancy/Batten Fund

L.D. Metcalfe, Director of Field Consultancy, Rm. 3034
 ld.metcalfe@mason.wm.edu
 757-221-2963

Students may meet their field consultancy requirement in one of the following ways: Corporate Field Cultancy, Batten Fund or Entrepreneurship.

Corporate Field Consultancy Program

Teams of second-year MBA students work as consultants charged with identifying, researching and proposing a solution for a real business problem faced by their client organization. Each project focuses on different issues, based on the needs of our clients. All Field Consultancy teams are assigned a Faculty Supervisor and two Executive Partner Advisors. The role of the Supervisor and Advisors is to provide counsel on the conduct and direction of the study, to advise how to interact effectively with the Client and to assist the team in meeting its Work Plan objectives. Each team is to select its own team Leader, Assistant Leader and Scribe from among the team members. The Team Leader is the primary contact between the team, the Client, the Faculty Supervisor and Executive Partner Advisors. At the conclusion of the project, the Client and all members of the team will be asked to provide performance evaluations of team members.

Project assignments are distributed in October. Teams are assigned with the goal of balancing skills and career interests based on the results of the student's Field Consultancy Interest Survey and client project needs. Assignment requests are taken into account, but are not guaranteed. Projects are chosen based on their ability to provide, as much as possible, cross-functional integration so that each project will provide a similar learning experience for all students.

During the course of the six months following the initial Client Meeting, teams meet with the Client, prepare a Work Plan, work through the Plan, make an interim presentation midway through the project, and make a Final Report and Presentation of findings to the Client. During the course of the activity, teams stay in regular contact with the Client, the Faculty Supervisor and Executive Partner Advisors. In early December, teams are required to present their Work Plans to their Clients and receive the Client's "sign-off" on the Work Plan. All Final Reports and Presentations are to be completed by mid-April.

It is intended that the projects provide students with an opportunity to apply skills acquired during the first year and a half of study and introduce them to the complexities of working in a Team to solve a current business problem. For many, this is the type of assignment they are given shortly after starting employment. The networks and contacts created during the conduct of a Field Consultancy have led to many employment opportunities. Most Clients pay a fee plus expenses per project to support the program.

Batten Fund Field Consultancy

The Batten Fund project – named for a very generous supporter of William & Mary, Frank Batten, tasks fourteen to seventeen selected participants each year to research stocks in depth, develop an investment thesis, complete valuation analysis, sell the idea to fellow Batten analysts, then subsequently track the performance of stocks within the Fund if their stock is selected by the group.

Mason Career Management Center and Corporate Relations

The Career Management Center offers a wealth of resources to help you refine your career goals and hone your job search, networking and interviewing skills.

- Pre-Program Activities include webinars and Skype-mediated advising sessions that will let you jump-start your career planning process before you even start classes.
- The Career Development Contract is a promise to yourself that commits you to actively and enthusiastically participating in setting and pursuing your own career goals.
- The Personal Branding Toolkit is a set of invaluable online tools that will help you translate your unique talents and skills into a compelling "hiring proposition" for potential employers.
- MASONlink is your portal to job and internship listings. It also allows you to post a personal profile that recruiters can view.
- Career Development Advising includes half-hour one-on-one advising sessions with a Career advisor.
- Classes and Workshops focusing on interview, social media and other career skills are planned throughout the school year.

Alan B. Miller Hall, Suite 1056

T: 757-221-7887

F: 757-221-2958

supportcareers@mason.wm.edu

<http://mason.wm.edu/careers/>

Chequeta Allen, Executive Director of Career Management Center

Chequeta.Allen@mason.wm.edu

757-221-2955

Stephanie Joynes, Student Communities, Recruiting & Marketing Manager

Stephanie.Joynes@mason.wm.edu

757-221-7833

Josie Thompson, Student Support and Technology Manager

Josie.Thompson@mason.wm.edu

757-221-1100

Peggy Gesing, Director of Career Advising and Education

Peggy.Gesing@mason.wm.edu

757-221-2295

Barbara Sadler, Associate Director, Career Advising & Education

Barbara.Sadler@mason.wm.edu

757-221-2957

Executive Partners

Rick Spatz, Executive Director, Rick.Spatz@mason.wm.edu

Paul Langenus, MBA/EMBA Faculty Coordination, Paul.Langenus@mason.wm.edu

Ed Odachowski, Leadership Development Coaching Director, Ed.Odachowski@mason.wm.edu

Maloy Jones, Field Consultancy Coordination, Maloy.Jones@mason.wm.edu

Louise Pritchard, Membership Director, Louise.Pritchard@mason.wm.edu

Nancy Konta, Career Prep Coordination, Nancy.Konta@mason.wm.edu

Sherry Houghton, Admissions Coordination, Sherry.Houghton@mason.wm.edu

Bill Grant, BBA/FLEX MBA Coordination, Bill.Grant@mason.wm.edu

Executive Partners is a service organization dedicated to enriching and expanding the educational experience of students enrolled in the Mason School of Business at The College of William & Mary. Executive Partners add to the effectiveness of the programs designed by faculty and administration and support their efforts to prepare the next generation of business leaders. This network of experienced senior business executives, volunteer their time, expertise and contacts to the Mason School of Business and to all its constituencies. The School views the Executive Partners as a powerful resource that will enable its graduates to become the most skilled candidates possible for the challenges afforded by the business community.

Executive Partners is made up of about 120 volunteers with backgrounds in over 36 diverse industries, management in both large and small companies, and multiple functional skills. Over 40% have international expertise. Executive Partners provide career guidance, coaching, placement and networking support. The Executive Partners also mentor students in their career selection and advise them on the skills required by their chosen industry and functional areas.

Faculty members utilize Executive Partners in the classroom to share relevant experiences that augment and enhance the classroom-learning environment. In cases where special expertise is required, Executive Partners may be asked to teach a course. Executive Partners frequently judge competitions and critique students' presentation skills.

Executive Partners are always seeking opportunities to respond to the interests and needs of students beyond their normal classroom experiences. The members offer Panel Sessions on topics that are of special interest to students and that complement curriculum offerings. The members also provide speaker support and program guidance to MBA Student Committees.

The Executive Partners Knowledge Management System (KMS) is an intranet site available for the exclusive use of Mason School of Business students, faculty, administrators and Executive Partners. KMS is a database that includes photos and profiles of Executive Partners. It provides both a Directory and Query system to help users find the Partner who can best help them. All students have access to this system using their Mason ID and password.

Instructions for students:

Go to: mason.wm.edu and select "intranet" at the bottom of the screen. Sign in using your Mason ID. Click on Executive Partners Intranet. You can click on "Directory" for an alphabetical listing of Executive Partners, or "Query System" if you want to search for an EP by industry, functional area or area of interest. If you are looking for contact information for a specific EP, go to "Directory." Click on the name of the person you want to contact. This will bring up contact information for that EP. If you wish to contact the entire group, that must be done by emailing your request to the MBA Program Coordinator. Once approved, it will be forwarded to the entire database.

Flex MBA Program

Flex Recruitment and Corporate Outreach

Kimberly Mallory, Director of Flex MBA Recruitment and Corporate Outreach
Kim.Mallory@mason.wm.edu
(757) 221-2242

Jana Allen, Associate Director of EMBA and Flex MBA Recruitment and Corporate Outreach
Jana.Allen@mason.wm.edu
(757) 221-2356

Flex MBA Program

Carlane Pittman PhD, Director of MBA Programs
Carlane.Pittman@mason.wm.edu
(757) 221-2296

Amy Blackburn, Associate Director of Flex MBA Program
Amy.Blackburn@mason.wm.edu
757-221-2047

Executive MBA Program

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 757-221-2902

Master of Accounting Program

Linda Espahbodi, Director of MAcc Program
 Linda.Espahbodi@mason.wm.edu
 Miller 2019; 757-221-2953

Juarez, Midori, Associate Director MAcc Program
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 Miller 2019; 757-221-2934

Beth McGraw, MAcc Enrollment Coordinator
 beth.mcgraw@mason.wm.edu
 Miller 2019; 757-221-2879

Mason: Student Resources

The McLeod Business Library

Room 2034, Miller Hall

Located on the second floor of the Raymond A. Mason School of Business in Miller Hall, the McLeod Business Library is your center for business research. Professional Business Reference Librarians and student assistants are ready to help you access business reference materials in both print and electronic formats. Most databases can be accessed remotely by the Mason community. Individual and group workstations are available for business research and study. No food is allowed in the Business Library or Lab. Beverages with lids are permitted.

Contact Us

Website: <https://mason.wm.edu/about/library>
Phone: 757-221-2916
Email: BusinessLibrary@mason.wm.edu

Charlotte Davis Brown, Director

Library Hours

Hours for the library are posted on our website <https://mason.wm.edu/about/library>. Because the hours may vary, especially during interim periods and holidays, patrons should check the web page or call 757-221-2916 to confirm hours before visiting.

Regular Hours:

Mondays – Thursdays 9:00 a.m. – 10:00 p.m.

Fridays 9:00 a.m. – 5:00 p.m.

Saturdays 11:00 a.m. – 6:00 p.m.

Sundays 2:00 p.m. – 10:00 p.m.

Library Resources and Services

Business Databases

The McLeod Business Library has thirty business databases, including Bloomberg, MarketLine, Freedonia Focus, Mergent Online, Mintel Oxygen, WRDS and more. They cover subjects such as company information, entrepreneurship, finance/investment/accounting, global business etiquette, industry research, investment sources, management, and marketing.

Most databases can be accessed remotely by William and Mary Business majors and Mason School of Business faculty, staff and students. Visit our website at <https://mason.wm.edu/about/library> for user guides, research guides and other information about the databases.

Reference Collection

Most books and journals in the McLeod Business Library may not be taken out of the library. Please note that a photocopier is available for five cents per page.

All items in the Business Library's reference collection are listed in the Earl Gregg Swem Library online catalog. Select McLeod Business Library from the Select Library menu on the Library Catalog search screen.

Popular Collection

The Popular Collection titles include both fiction and nonfiction and are chosen with student leisure reading needs in mind. Patrons may check out these books for 28 days.

Business FAQ's

Visit our website at <https://mason.wm.edu/about/library> for the most frequently asked questions (and resources to answer them) about companies, industries, marketing, global business, and research papers.

Research Assistance

If a student needs in-depth reference or research assistance, help is available. It is best to email BusinessLibrary@mason.wm.edu or call 757-221-2916 for an appointment.

Course Reserves

Professors may place course materials on reserve in the Business Library. This provides all students with reliable, equitable access. Reserve items are usually available for two hours or 24 hours. The circulation periods are established by the faculty member when the reserve is placed in the Business Library.

Library Training Room/Group Study Lab

Students and their groups may use the five-person study tables when the Library is not using the room for training. The tables are equipped with five network jacks and a shared monitor.

Photocopying, Printing and Scanning

Copies and prints are five cents per page. Students may pay with their College of William & Mary Express card or cash. If a student does not have an Express card he or she should ask Business Library staff for assistance.

Students may scan documents and e-mail them to an address of choice. The scans are black and white. Scanning is free.

Use of Classrooms and Meeting Rooms in Miller Hall

Classrooms (Miller):

- When classrooms in Miller Hall are open, they may be reserved for class project preparation, review sessions and officially recognized guest speakers.
- Students may reserve the classrooms through their respective program offices.
- Students may be required to move or reschedule their activity if the room is needed for a School of Business event.
- Please leave the room clean and tidy, with the technology turned off.

Meeting Rooms:

There are thirteen team meeting rooms on the lower level and seven team meeting rooms available to graduate students on the first level of Miller Hall. Use of team meeting rooms is restricted to students, faculty, and staff of the Mason School of Business. Appropriate use of the team meeting rooms is on the honor system. Team meeting rooms are intended for collaborative group work and should not be used by a single group for more than two hours. Lower level team meeting rooms may be used by both undergraduate and graduate students, while team meeting rooms in the undergraduate and graduate wings are restricted for use by their respective students.

During the hours of 8:00 am – 5:00 pm, Monday-Friday, the first floor team meeting rooms are available to student groups on a first-come, first-served basis. During this time these meeting rooms cannot be reserved by students. Students are also not permitted to post signs of intended use.

During the hours outside of 8-5, M-F, first floor team meeting rooms can be reserved by student groups for up to seven days in advance by using the EMS reservation system on-line. There are no hour restrictions for reserving the lower level team meeting rooms.

- Meeting rooms may be reserved for groups of up to 7 people. The small meeting rooms are for small group student use only. Please respect other students' needs for meeting space and limit use to two hour blocks of time. Do not leave belongings unattended in these rooms to "hold" the space.
- Miller Hall food and drink policies apply to team meeting rooms.
- Students must clean up after themselves and leave the room in excellent condition for the next group of students. Furniture should not be moved in or out of the team meeting rooms.

Access/Keys/Security

Mason students' WM ID cards will allow access from 6:00am-2:00am daily. After 2:00am the building will close and security officers will clear the building. Offices and suites are accessed by a key.

Boehly Cafe and the Argo Tea Company

The Boehly Café and the Arfo Tea Company, located in Miller Hall, are open for breakfast and lunch during the academic year. Students can use their W&M Express cards to make purchases.

Lockers and Locker Policy

Lockers are available for rent to MBA full-time and MAcc students at the beginning of the school year. These lockers are located on the lower level of the Miller Building. Materials kept in lockers are the responsibility of the user. The Mason School of Business takes no responsibility for lost, stolen or damaged materials while stored in lockers. The Mason School of Business reserves the right to inspect the contents of a locker at any time and will do so periodically. Food may not be kept in lockers.

To reserve a locker, contact the MAcc or Full-time MBA Program.

Information Technology Department

IT Help Desk

Room 2012, Alan B. Miller Hall
<http://masonweb.wm.edu/it>
 757-221-3401
help@mason.wm.edu

Jay Noffsinger, Director of Information Technology
 757-221-2045; Jay.Noffsinger@mason.wm.edu

Gerald Huther, Technology Support Analyst
 757-221-2153; Gerry.Huther@mason.wm.edu

Terry Trojak, Senior Network Systems Analyst
 757-221-1575; Terry.Trojok@mason.wm.edu

Karen Conner, Senior Software Developer
 757-221-2927; Karen.Conner@mason.wm.edu

Daniel Norton, Audio/Visual Technology Engineer
 757-221-4714; Daniel.Norton@mason.wm.edu

Nick Haw, Computer/Classroom Support Specialist
 757-221-7864; Nick.Haw@mason.wm.edu

Danny Tiet, Computer/Classroom Support Specialist
 757-221-7865; Danny.Tiet@mason.wm.edu

The Information Technology Department is committed to providing a high level of service to ensure that information technology is an effective enabling tool for all Mason School of Business departments and divisions.

The Information Technology Department's service goals are to provide timely and effective technical support of computer hardware and software, technical tools that effectively support business needs, support and implementation expectations that are

appropriately met, secure and reliable electronic environments, and new technology solutions that are rapidly acquired and implemented.

Full-time MBA Students are required to have acceptable laptop computers (see our Laptop Specifications page, http://masonweb.wm.edu/technology/docs/laptop_recommendations.pdf, for more information). It is the responsibility of the student to obtain sufficient technical and warranty support on his/her laptop computer and all software not installed/supported by the Information Technology Department. The Information Technology Department cannot be responsible for supporting student hardware and will refer students to the hardware manufacturer or third-party repair facilities to deal with hardware problems or problems with software/operating systems not supported by Information Technology Department.

IT Department Help Desk

All requests for assistance should be directed to the Information Technology Department Help Desk. The Information Technology Department Help Desk serves as a centralized point of contact for all computer issues for the Mason School of Business staff, faculty, and students.

The Help Desk can be reached by calling (757) 221-3401 between 9:00 AM and 4:00 PM weekdays (except holidays) and Saturdays when Executive MBA classes are in session. Non-emergency, scheduled, or access requests to the Help Desk may also be submitted using e-mail. The Help Desk can be reached via e-mail at: help@mason.wm.edu.

Student walk-in service is also available in Alan B. Miller Hall, room 2012 (north wing, 2nd floor) between 9:00 AM and 4:00 PM, for problems that require immediate attention, the drop-off of equipment, or scheduling of project work. The Help Desk will be manned weekdays (except holidays) and Saturdays when Executive MBA classes are in session. All requests to the Help Desk are monitored to improve customer service and the timeliness of their services.

If a student experiences problems after hours in a Mason School of Business classroom, he or she should refer to our Classroom Troubleshooting FAQ on our Web site, <http://masonweb.wm.edu/it/multimedia.asp>, before contacting the on-call technician. For further information regarding our technology and its use after hours, please browse our Web site, <http://masonweb.wm.edu/it/>.

The Help Desk prioritizes all requests according to their urgency to ensure appropriate response time to the multitude of service requests received. Service requests for issues affecting multiple users, or problems that prevent individuals from performing their work completely, are given a higher priority than requests for minor issues, such as new software or hardware installations.

Campus IT

The Campus IT office located in Jones room 208 (<http://www.wm.edu/it/> or 757-221-HELP) is responsible for the following systems on campus:

- Blackboard
- Banner
- myWM (my.wm.edu)
- Campus e-mail
- Campus computer labs
- Campus network

Please see *The College of William & Mary IT Department* under *William & Mary Student Resources*.

Mason: Programs

School of Business Graduate Programs

The Mason School of Business offers a full-time MBA Program, a Master of Accounting Program, and an Executive MBA and Flex MBA, both designed for working professionals. Students get a personalized, experience-based business education partnering with faculty and executives in real-time, real-world business cases.

All graduate programs are accredited by the Association to Advance Collegiate Schools of Business International (AACSB International) and the Southern Association of Colleges and Schools (SACS).

Programs Offered

- Full-Time Master of Business Administration
- Flex Master of Business Administration
- Executive Master of Business Administration
- Master of Accounting
- Dual Degrees

Full-Time Master of Business Administration

Program Description

Full-Time MBA

The William & Mary full-time MBA is a highly personalized, experience-based program that challenges the student on the same fronts as today's business leaders. The experience will span core courses, electives, Career Acceleration Modules (CAMs), the Field Consultancy Program, and our Leadership Development Experience. There are seven concentrations available which include: business analytics, consulting, entrepreneurship and private enterprise, finance, healthcare, marketing, and operations and supply chain management.

Major General James Wright MBA Program

The Major General James Wright MBA Fellowship is an exclusive partnership between the Raymond A. Mason School of Business and the U.S. Army. Classes are held at the College of William & Mary in Alan B. Miller Hall, and the curriculum is tailored with an intensity meant to match the pedigree of Army leaders. The program includes a focus on the Federal government budgeting process as it applies to national defense, as well as a specialization in Six Sigma and Supply Chain Management.

Academic Calendar

2014 Fall Semester

August 11-15	Pre-MBA Accounting and Math Boot camp/Orientation (Monday - Friday)
August 18-22	REQUIRED Orientation for First Year students (Monday - Friday)
August 25	Beginning of classes for All MBA Students and Beginning of Add/Drop period (Monday)
August 27	REQUIRED Re-Orientation for Second Year students (Wednesday)
September 3	Last day to add/drop courses (Wednesday)
September 30	Notice of Candidacy forms for January, May and August 2015 Graduates (Friday)
October 16	Last day of CAM I – Second Year students (Monday)
October 8-11	Career Exploration/Field Consultancy – Second Year students only (Tuesday– Friday) Classes in session
October 11-14	Fall Break (Saturday -Tuesday)
October 20	Beginning of CAM II – Second Year students (Wednesday)
Nov. 26-Nov. 30	Thanksgiving Holiday (8:00 am Wednesday – Sunday)
December 9	Last day of CAM II – Second Year students (Thursday)
December 10-12	Field Consultancy/Job Search Week (Monday – Friday)
December 15	End of First Year MBA classes (Friday)

December 16-18 Examination Period First year MBA students (Monday - Wednesday)

2015 Spring Semester

January 2	Fall Grades due (Friday, 9:00am)
January 20	Beginning of classes for All MBA Students and Beginning of Add/Drop period (Tuesday)
January 29	Last day for Add/Drop classes (Thursday)
March 7-15	Spring Break (Saturday – Sunday)
May 4	End of Second year MBA classes (Monday)
May 5-May 11	Examination Period for Second year students (Tuesday – Monday)
May 8	End of MBA Classes and Examination Period for First year students (Wednesday)
May 13	Graduating students Spring semester grades due (Wednesday)
May 16	Commencement (Saturday)
May 19	Continuing students grades due (Tuesday)

Fact Sheet/Tuition

Full-time MBA:

The William & Mary Full-time MBA exposes students to a wide array of complex, real-world business experiences. To be successful you must be able to address the intricacies of the business world where opportunities and challenges impact multiple functional areas in an organization. The structure of our program mirrors the complexities of the business world by combining theory with practice. As an MBA student, you will utilize our ever-expanding network of business resources to achieve your potential. You will refine your business acumen through core courses, electives, Career Acceleration Modules (CAMs), the Field Consultancy Program, Leadership Development Experience and William & Mary Career Management Center.

Length of Program:

Two years (22 months)

Format:

Your first year of studies is divided into three modules, each composed of core courses. You will also begin fostering mentorships in the Leadership Development Experience. Following a summer internship, your second year immerses you into the business world. You will take part in two Career Acceleration Modules during the fall semester, followed by your Field Consultancy project, and a mixture of core and elective courses in the spring.

Joint/Dual Degree Programs:

JD/MBA: Joint degree program with the William & Mary School of Law, Juris Doctor and Master of Business Administration. (4 years)

MD/MBA: Dual degree program with Eastern Virginia Medical School. (5 years)

MBA/MPP: Joint degree program with the William & Mary Thomas Jefferson Program in Public Policy. (3 years)

MBA/MGM: Dual degree program with the Thunderbird School of Global Management. (2.5 years)

MBA/MAcc: Dual degree program within the Master of Business Administration and a Master of Accounting Programs. (2.5 years)

Admissions Requirements:

William & Mary is looking for candidates who intend to do great things and make a difference in the world. Successful applicants come from a variety of academic, professional and cultural backgrounds. We require submitted online application form and application fee, academic transcripts from any colleges/universities attended, GMAT or GRE, TOEFL, IELTS or PTE, essays, resume, letters of recommendation and interview offered by invitation (on-campus, via Skype or phone).

Application Deadlines:

Admissions deadlines are divided into five rounds:

Early Decision October 1, 2014

Round 1 November 17, 2014

Round 2 January 12, 2015

Round 3 March 2, 2015

Round 4 May 4, 2015

Round 5 Applications accepted on a rolling basis as space is available until July 15, 2015

Website: <http://mba.wm.edu>

Sample Class Profile:

- Average GMAT: 620
- 80th Percentile Range: 530-690
- Average GPA: 3.3
- Average age: 28
- Average years work experience: 4
- Women: 40%
- International Students: 35-40%
- Average TOEFL: 100 (ibt)
- Countries Represented (2013 and 2014): Bahrain, Brazil, Canada, China, Costa Rica, France, Hong Kong, India, Indonesia, Japan, Jordan, Korea, Mexico, Nigeria, Pakistan, Saudi Arabia, Taiwan, Thailand, Uganda, United States, Vietnam, Zimbabwe

Top Recruiters: Companies that consistently recruit at W&M include: Amazon, Amerigroup, LifeNet Health, Booz Allen Hamilton, Deloitte Consulting, IBM, Johnson & Johnson, Ernst & Young, Bristol Myers Squibb, MeadWestvaco, SAIC, American Airlines, Reckitt Benckiser, Smithfield Foods and Darden Restaurants.

Concentrations

The Mason MBA is a general management degree. The full-time program offers seven market-driven concentrations designed to enhance your success in the career of your choice. These 7 areas were chosen for concentrations based on an assessment of where jobs are, and more importantly, where they are going to be in the coming years. Each concentration includes one of Mason's unique CAMS (Career Acceleration Modules) as well as electives tailored to meet the requirements recruiters in each field tell us they are looking for in MBA candidates. The choice is yours--pursue a concentration to tailor your preparation for a specific field or a general management degree without a concentration, which provides the maximum flexibility in terms of CAMS and electives.

Business Analytics

Business analytics can be broadly described as collecting and analyzing data to make better business decisions. This concentration exposes students to a broad array of analytic techniques that can be applied to any business from manufacturing to healthcare, finance, and marketing. Thus, this concentration can be an excellent complement to many other areas and demonstrates to potential employers that a student has the command of analytic techniques that can be employed in their industry.

Indeed, it is difficult to find job candidates with both domain knowledge as well as technical skills and so those who concentrate in analytics are in high demand.

Consulting

This concentration prepares students to succeed in a variety of consulting practices (from operations consulting to human capital consulting). Courses in this concentration cover the gamut of stages and skills needed in a typical consulting engagement.

Entrepreneurship and Private Enterprise

This concentration delivers a "real-world, hands-on" curriculum of study which develops student's understanding of the fundamentals of creating and running an enterprise. It applies equally to 'intrepreneurship.'

Finance

This concentration will help prepare students for careers in the finance function of corporations in manufacturing or service industries, commercial banking, as well as general management positions in almost any industry.

Healthcare

This is one of the fastest growing areas for employment nationwide. Students may learn (1) operational, (2) analytical, or (3) financial strategies within this concentration, all of which prepare students to work within the complexities of this expanding field.

Marketing

Business to Business and Business to Consumer are covered in this concentration. Emphasis is placed on the development of skills in branding, market analytics, segmentation and positioning, account management, and the full range of marketing mix factors. Development and implementation of successful marketing strategies is a key aspect of this approach.

Operations and Supply Chain Management

This concentration helps students to analyze and manage activities in all types of businesses from the manufacturing and distribution of physical goods, to the delivery of information products and services. This background is informative to those who manage the customer-facing processes through which value is derived as well as the support or "back-office" functions. The breadth of course offerings is such that students can focus on supply chain operations, service operations, information systems, or healthcare. This background is also beneficial for consultants who advise managers how to improve these types of operations.

Paths of Distinction

Our newest innovation—the **Paths of Distinction (PoD)**—is a student/employer-centric initiative with a comprehensive, accelerated market-driven curriculum that is integrated with extraordinary experiential opportunities in high-growth, emerging sectors. Current PoDs include Health Sector and Real Estate.

The Health Sector PoD for a cadre of students who together take a select few courses to prepare for a career in the health sector. The health sector in the U.S. is one of the fastest growing for jobs. It is projected to go from around 18 percent of GDP to 22 percent with trillions of new dollars creating unprecedented opportunities.

The Real Estate PoD experience includes the programming and experiences of our Real Estate Career Acceleration Module (CAM) and adds an extensive network of professional contacts that will partner with you, putting your career goals on a successful trajectory.

Tuition

Full-time Graduate Business Tuition rates for the 2014–2015 academic year:

2014-2015 Tuition and Expenses	Per Year In-state	Per Year Out-of-state
Tuition and fees	\$31,058	\$41,514
Room/Board (estimated)	\$8,330	\$8,330
Computer/Software (estimated)	\$3,500	\$3,500
Miscellaneous (transportation, medical, etc.)	\$3,000	\$3,000
Books and Supplies	\$1,500	\$1,500
Orientation Fee (one-time expense)	\$500	\$500

MBA Dues (one-time expense)	\$450	\$450
Total	\$48,338	\$58,794

The Full-time MBA program offers financial assistance through scholarships, graduate assistantships and student loans. All candidates are automatically considered for merit-based scholarships and graduate assistantships at the time of admission. The cost of room, board, a laptop, books and supplies will vary depending on individual needs.

Graduate Assistantships

Graduate assistantships are the primary form of aid to second-year MBA students. The selection for graduate assistantship positions is a competitive process that is based on academic performance and contributions to the program and community during the first year of MBA studies and the match between faculty or administrative needs and student skills and interests.

Mason School of Business graduate assistantship assignments typically include activities such as working in a research capacity with a Mason School of Business faculty member, serving as a tutor or resource for a first-year MBA course(s), and/or working with one of the administrative offices in the School. A modest research stipend accompanies most graduate assistantships. Assistantship assignments are made in most cases based upon a match between project needs and student skills and interests; the availability of positions is dependent upon funding, resource allocation and input from business school faculty and staff and may change from year to year. In all cases, assignments are made at the discretion of the Graduate Assistantship Committee.

Unless specified otherwise in the award notification, graduate assistantship positions are established for consecutive fall and spring semesters. Typically, two types of graduate assistantships are offered:

1. A 5-hour per week assistantship (or the equivalent of 75 hours per semester for each of the fall and spring semesters), which pays an annual stipend of \$2,000 (\$1,000 per semester.)
2. A 10-hour per week assistantship (or the equivalent of 150 hours per semester for each of the fall and spring semesters), which pays an annual stipend of \$4,000 (\$2,000 per semester.) Occasionally, a 10-hour assistantship assignment may include working with two faculty members, or in two assistantship roles, for 5 hours per week each. Students paying tuition at the out-of-state level may be permitted to pay tuition at the in-state rate if they earn a \$4,000 assistantship stipend; the Graduate Assistantship Committee will determine whether in-state tuition status will accompany an assistantship award.

The assistantship assignment period includes fall, winter, and spring breaks; students may be required to work during breaks and should be prepared to do so if requested by their supervisor(s). Graduate assistants must be registered for 12 or more credit hours of graduate coursework per semester, with a minimum of 9 credit hours of graduate coursework in the Mason School of Business per semester. If a student's registration falls below the levels described above, s/he does not fulfill their assistantship hours or assignment(s), or s/he resigns his or her assistantship before the end of the term, the student's assistantship status and payment will be cancelled. Students receiving in-state tuition status as the result of an assistantship must complete the full year assignment in order to be eligible for in-state tuition status. Thus, the student will be required to pay out-of-state tuition charges (including retroactive payments if applicable) if their assistantship is cancelled.

During the course of a graduate assistantship, a student may have access to information that is confidential or protected by privacy laws. Disclosure to unauthorized parties is not permitted. When accessing this information, graduate assistants should only access the information needed to complete a specific, authorized task. By accepting a graduate assistantship position, the student acknowledges receipt of this warning and accepts the associated responsibilities.

Full-Time MBA Degree Requirements

FIRST YEAR

Fall 2013

- BUAD 501 - Management Communications 2 (1.5 Credit hours) (Module 1, 2, 3)
- BUAD 510 - Financial Accounting: Reporting and Analysis 3 (Module 1)
- BUAD 521 - The Technology Infrastructure 1 (P/F) (Module 1)
- BUAD 530 - Financial Management 3 (1.5 Credit hours) (Module 2)
- BUAD 540 - Marketing Management 3 (1.5 Credit hours) (Module 2)
- BUAD 550 - Organizational Behavior and Process 3 (Module 1)

- BUAD 570 - Data Analysis 3 (Module 1) (1.5 Credit hours) (Module 1, 2)
- BUAD 571 - Economic Analysis & Insights 2 (1.5 Credit hours) (Module 2)
- BUAD 580 - Leadership Development Experience & Ethics 1.5 (Module 1, 2, 3)

Hours: 17.5

Spring 2014

- BUAD 501 - Management Communications 2 (1.5 Credit hours) (Module 1, 2, 3)
- BUAD 511 - Accounting for Managerial Decision Making 2 (Module 3)
- BUAD 522 - IT-Enabled Technological Transformations 2 (Module 3)
- BUAD 530 - Financial Management 3 (1.5 Credit hours) (Module 2)
- BUAD 540 - Marketing Management 3 (1.5 Credit hours) (Module 2)
- BUAD 560 - Design and Control of the Modern Operations Function 3 (Module 3)
- BUAD 570 - Data Analysis 3 (1.5 Credit hours) (Module 1, 2)
- BUAD 571 - Economic Analysis & Insights 2 (1.5 Credit hours) (Module 2)
- BUAD 594 - Business, Government, and the Global Economy 2 (Module 3)

Hours: 16

Total First Year Hours: 33.5

SECOND YEAR

Fall 2014

- Buad 598 Career Acceleration Module (elective) 6.0 (2nd Fall Semester)
- Buad 598 Career Acceleration Module (elective) 6.0 (2nd Fall Semester)
- BUAD 596 - Field Consultancy 4.5 (inc. Batten Fund)

Hours: 13.5

Spring 2015

- BUAD 590 - Global Competitive Strategy 3 (2nd Semester)
- BUAD 596 - Field Consultancy 4.5 (inc. Batten Fund) (3 Credit hours) (2nd Semester)
- Buad xxx Elective 3 (2nd Semester)
- Buad xxx Elective 3 (2nd Semester)
- Buad xxx Elective 3 (2nd Semester)

Hours: 15

Total Second Year Hours: 28.5

Total Required for Degree: 62 hours

NOTE: All students in the Full time MBA Program must have a minimum of 9 credit hours each semester to maintain your full time status. Joint Degree (JD/MBA, MBA/MPP) students must complete the entire first year curriculum, and the equivalent of

half of the second year requirements for a total of 48.5 credit hours to earn the MBA to be conferred simultaneously with the joint program. Second year required courses include 590 and 12 hours of electives. MBA/MGM and MBA/Macc students should see the Program Director for more information.

The Mason School of Business offers a two-year, full-time program leading to the degree of Master of Business Administration. In order to earn the full-time MBA degree, Class of 2013 students and beyond must satisfactorily complete 63 credit hours of approved graduate course work on a full-time basis to include the entire first year of lock-step courses, required second year courses (see below), and the balance in approved electives (see below). A cumulative grade point average of 2.75 on a 4-point scale is required for graduation.

	Year One	
MODULE 1	MODULE 2	MODULE 3
August – November	November - February	February - May
Data Analysis (3) extends to Module 2	Data Analysis	Business, Government & the Global Economy (2)
Economic Analysis & Insights (2) extends to Module 2	Economic Analysis & Insights	Design/Control of Operations Function (3)
Financial Accounting (3)	Marketing (3)	IT Enabled Technological Transformations (1.5)
The Technology Infrastructure (1.5)	Finance Management (3)	Accounting for Managerial Decision Making (2)
Organizational Behavior (3)	Global Issues Discussion Groups (1)	
	Ethics (1.5) extends to Module 3	Ethics
Management Communications (3)		
Leadership Development Experience (1)		
CareerPREP		

Year Two

Fall Semester

Career Acceleration Module 1 (6)

Career Acceleration Module 2 (6)

Field Consultancy (1.5)

Spring Semester

Global Competitive Strategy (3)

Electives (9)

Field Consultancy (1.5)

Students must complete all degree requirements no later than the end of the third consecutive spring term following commencement of study (to include, if necessary, a maximum of one-year leave of absence from the program.) Joint degree students could also be granted up to a one year leave of absence from the program, with approval of the partner program, for a maximum of five years to complete for JD/MBA students, and four years for MBA/MPP students.

Students who fail to complete the degree requirements within the time period set forth above may petition the Graduate Academic Status Committee for an approval of an extension to complete degree requirements under such terms and conditions as may be imposed by the Graduate Academic Status Committee.

Full-Time Master of Business Administration Courses

First Year Full-Time MBA Core Courses

BUAD 501 - Management Communications

2 Builds skills and knowledge to be a successful managerial communicator. The first part covers topics relating to your personal awareness and development of basic communication abilities. As the course proceeds, topics include: communication strategy, presentation graphics, communication style and tone, structuring message content and argument, as well as, change, crisis, ethics, electronic, and intercultural communication, as well as news and media relations. Through the course, students learn to understand the importance of effective communication in managerial and leadership roles, appreciate the value of strategic organizational communication, and enhance their speaking, writing, and other communication abilities.

BUAD 510 - Financial Accounting: Reporting and Analysis

3 Analysis and interpretation of financial statements. Attention is given to contemporary issues in financial reporting and the economic consequences of accounting choices.

BUAD 511 - Accounting for Managerial Decision Making

2 Emphasis on managerial decision-making and control of operations using accounting information systems. Included are basic accounting concepts, accounting for manufacturing and investment decisions, and designing management control systems to implement strategies (e.g., transfer pricing, balanced scorecard.)

BUAD 521 - The Technology Infrastructure

1 Graded Pass/Fail.

The focus of this introductory IT module is on the “technology” part of “Information Technology.” We will discuss hardware, software, databases, telecommunications, and the Internet, and will experience hands-on applications in each of these areas. For example, students will create a web site, develop a basic understanding of computer programming using Visual Basic For Applications, and design and construct a relational database.

BUAD 522 - IT-Enabled Technological Transformations

2 The focus of the second IT module is on the “information” part of “Information Technology.” Through readings and case discussion, students will gain an understanding of how IT is enabling fundamental transformations in firms, markets, products, and business processes. These transformations have important implications for the way companies organize (both internally and with customers and suppliers) and compete. Accordingly, this course addresses the management issues surrounding the impact of information technology in organizations. It is designed with the line and general managers in mind, rather than the managers of the IS function.

BUAD 530 - Financial Management

3 This course emphasizes alternative approaches to valuation. Topics covered include financial markets; financial analysis and forecasting; approaches to risk and return; project evaluation; financial policy. Selected advanced topics, such as international financing transactions, new venture finance, and risk management will also be covered.

BUAD 540 - Marketing Management

3 Focuses on developing integrated marketing programs that address customer needs, competitive activity, channel and supplier behavior, macro environmental factors, and market evolution. Emphasis is placed on assessing the market and developing a responsive marketing mix: product policy, pricing, channels of distribution, integrated marketing communications, and support structure.

BUAD 550 - Organizational Behavior and Process

3 Designed to provide you with the analytic frameworks and tools to diagnose events in and to take effective action in today's changing organizations. The course draws on knowledge from the domains of Organization Behavior (OB), Organization Theory (OT), and Human Resource Management (HRM) to provide you with the understanding and skills that you need to be an effective manager of people in these changing organizations. OT, OB and HRM are concerned with developing understanding about how human beings act in organized settings and how organized systems affect human behavior through policies, structures and strategies. In addition to conceptual understanding, ongoing assessments and experiential exercises provide you opportunities to reflect on your own behavior in order to develop new and more effective ways of interacting with others to accomplish work.

BUAD 560 - Design and Control of the Modern Operations Function

3 Provides an introduction to the responsibilities and decisions facing the modern operations manager. The course is decision making and tool focused, with emphasis on the acquisition of information for decision-making. It covers

the topics most associated with today's complex operation management activities: planning and scheduling, process selection and design, managing the supply and value chains, decision tools, day-to-day control (quality, inventory, demand management, capacity planning, etc.), and managing and controlling complex projects.

BUAD 570 - Data Analysis

3 The aim of this course is to supply the student with the analytical tools needed to succeed in business. The material will be closely coordinated and integrated with the other course offerings in the first year core (marketing, finance, etc.). The course covers various tools that are necessary to analyze and understand the implications of collected data. These include statistical tools (hypothesis testing, correlation and covariance analysis, probability distributions, simple and multiple regression, and forecasting) along with statistical decision making, simulation, constrained optimization, and sensitivity analysis. Emphasis will be placed on a student's ability to understand and interpret the results of their analyses.

BUAD 571 - Economic Analysis & Insights

2 Economic Analysis and Insights (2.0 hours). Decision-making is one of the most crucial roles of managers in public and private firms, large and small. This course draws on microeconomics to develop concepts and techniques that help managers allocate resources efficiently and determine appropriate strategies across their organization including pricing, production, and marketing in the context of various competitive market conditions. This is an applied course where students are actively engaged in using the concepts being covered, culminating in a major team project/presentation.

BUAD 580 - Leadership Development Experience & Ethics

1.5 Business Ethics is the study of ethical perspectives and values in management decision-making. Through cases, readings and exercises, students explore the nature of ethical dilemmas faced by managers in making decisions and in exercising their responsibilities to society, to stakeholders, and to themselves. Emphasis is placed on the students' becoming aware of their own values system, taking accountability for their own professional development, and recognize their own personal and professional responsibilities as ethical managers.

BUAD 581A - BRS - Global Issues Discussion Group

1 credit hour per discussion group Graded Pass/Fail.

This offering provides students the opportunity to engage in meaningful discussions on important topics of the day with a small group of classmates. Students select the topics for each group and develop the resources, which may include books, business publications, speakers, faculty, etc. Students organize these weekly meetings in order to explore and expand their understanding of the particular topic. Course progress is recorded weekly in a group wiki, and each group will present a summary of what they have learned to the class and core faculty as the end of each Module. Grading is pass/fail, based on the value of each student's contribution to the group.

BUAD 594 - Business, Government, and the Global Economy

2 This course introduces the basic macroeconomic concepts in the global economy for both industrialized and developing countries. Students are encouraged to analyze business and economic policies and money and capital markets.

Summer Courses - Full-Time MBA

BUAD 500 - Internship Issues

Summer 1 Graded Pass/Fail.

This course is for international students completing CPT or students needing educational credit for a summer internship. Two parts will include: a mandatory written paper evaluating the internship due in the Fall, and two class sessions in the Fall semester of your second year.

Second Year Full-Time MBA Required Courses

BUAD 590 - Global Competitive Strategy

3 Covers analysis for decision making at industry, firm and business levels, focusing especially on multi-business firms and global industries. Firm resources and competencies, business and environmental demands, and the sources of competitive advantage are the major focus points of this course, which stresses practical applications of theory.

BUAD 596 - Field Consultancy

Spring 4.5

Students participate in all phases of consulting engagements for actual client firms: problem definition, proposal, research and implementation recommendations. Lectures and speakers are included with emphasis placed on field work and professional presentations.

BUAD 598 - Career Acceleration Module

6 Students are required to select two Career Acceleration Module (CAM) offerings in their second year. Size limits may be placed on individual CAMs to enhance the educational experience of participants. Availability of CAM offerings are dependent upon faculty resources.

Career Acceleration Module**BUAD 598A - Enterprise Engineering**

6 The Agile Enterprise considers the current turbulent business environment where managers must negotiate highly disruptive technologies, globalization, hyper-competitive markets, shrinking product life cycles, increased product variety, increasing regulation, and new organizational and collaborative structures. This Module is intended to provide students with an integrated set of practical skills and experiences, from an Operations and Information Technology standpoint, that will allow them to take a leadership role in the design and operation of flexible, responsive value-creating activities that are capable of surviving and flourishing in this highly dynamic business environment.

BUAD 598B - Brand Management

6 The "Customer-Driven Decision Making" module focuses on preparing students for careers in marketing management, primarily in product and brand management for consumer goods (B2C marketing.) The module is organized around the structure and content of a basic marketing plan, with the goal that students will develop a rich understanding of the tools and frameworks of product or brand management as they are applied in the contemporary customer-driven organization.

BUAD 598C - Corporate Finance

6 The module in Corporate Finance is designed to prepare students for careers in corporate financial decision-making, consulting, and financial analysis. The module aims to develop students' understanding of financial analytical tools and to improve students' ability to interpret and analyze issues typically faced by corporate controllers, treasurers, CFOs, and their staffs.

BUAD 598D - Entrepreneurship

6 The Entrepreneurship and Small Businesses module focuses on three particular areas: The creation, financing, valuation and management of both smaller enterprises and new businesses; Working with or managing the smaller enterprise or family business, and thoroughly understanding the strategies and structures of investing and financing through both Venture Capital and Private Equity sources. Students prepare business plans and complete entrepreneurial internships with local companies. This module incorporates continuous participation by Executive Partners and community business leaders.

BUAD 598F - Business-to-Business Marketing

6 Participants in the Business-to-Business (B2B) marketing module will prepare for careers in brand management, sales, and sales management. The module includes learning firsthand the current best practices in B2B marketing through intense interaction with B2B company executives at every level. Career activities will focus on skill set practice and application through developing B2B marketing strategies, relationship management, strategic pricing in a competitive marketplace, sales force and distribution management, and negotiation.

BUAD 598I - Real Estate

6 This CAM will provide students with an essential understanding of the key forces underlying real estate development and entrepreneurship. Students will be provided with the key analytical tools and foundational knowledge required to be an effective stakeholder in the real estate development and entrepreneurship processes. The course will bring in leading real estate professionals who will reflect on their experiences and offer their perspectives on current and recent events. The course emphasizes practical and applied skills. Topics will include Types of Real Estate Investment Properties, Real Estate Cycles, Portfolio Analysis, Real Estate Investment Trusts, Redevelopment Opportunities, Turnaround Strategies, Brownfield Redevelopment, Smart Growth, New Urbanism, Public-Private Partnership, Sustainability, Green Development, and other timely entrepreneurship issues.

BUAD 598J - Healthcare

6 The Healthcare Career Acceleration Module is designed for MBA students who seek an understanding of the issues that impact the healthcare industry and to ascertain how business concepts they have learned in the foundational semester are applied in this sector. The course delivers content as a survey of the relative issues in healthcare regarding drivers in the national political agenda that are transforming healthcare, how business concepts apply, and issues specific to the healthcare discipline noteworthy in the edification of MBA students potentially seeking employment in this sector.

Accounting and Control

BUAD 515 - The Influence of Taxation on Business Decisions

3 The course provides the student with an overview of the influence of Federal income taxation on the business decision-making process. A conceptual foundation is established that links Federal income taxation and cost/benefit analysis in terms of the impact on business decisions. The student will understand tax terminology, develop and awareness of tax reduction techniques, and utilize tax planning in applying these techniques in a business setting. Differences in financial reporting objectives and the related financial statements versus those associated with tax reduction techniques are identified.

BUAD 518 - Tax Compliance Research and Planning

3 The objective of this course is to broaden the ability of the student to engage in tax compliance, tax research, and tax planning in a team-oriented environment. Group communication opportunities, both oral and written, are emphasized.

Finance

BUAD 532 - Corporate Financial Policy

3 This course is intended to give the students a forum to investigate both the theory and practice of finance in a corporate setting. It covers a broad spectrum of issues facing a financial manager including: planning and financial control; working capital policy; analysis of financing alternatives; capital structure and equity management policy; investment analysis; resource allocation policy; and corporate restructure and merger analysis.

BUAD 536 - Portfolio Management

3 This course is designed to give students an understanding of the principles of portfolio management in a global capital market. Emphasis is placed on mutual fund management. Topics include individual and institutional investor behaviors, international diversification, latest developments in trading, fundamental analysis and technical analysis, performance measurement, mutual fund structures and management, risk management and hedging. Students will emerge from this course with an understanding of the portfolio management process, and with the ability to evaluate the performance of portfolios with respect to different investor objectives and to articulate recommendations for changes.

BUAD 538 - International Financial Management

3 Covers important concepts in international economic and financial analysis, and stresses their use in the financial management of multinational corporations, in international portfolio management, and foreign direct investment decisions.

Marketing

BUAD 542 - Marketing Strategy

3 Focuses on analyzing market threats and opportunities, assessing competitive advantages, forecasting patterns of market evolution and developing marketing strategies that are consistent with these assessments.

BUAD 581 - Global Business Analysis & Immersion

1.5 or 3

The objectives of this course are: 1) to introduce students to the interactive concepts of marketing and culture, 2) to enable students to understand the cultural issues at the corporate, national and transnational levels, 3) to provide insights on effective marketing and management decision making in unfamiliar or cross-cultural settings, particularly with respect to various international contexts, and 4) most importantly to give students unique experiences with cultural immersion. This year the course focuses on Southeast and East Asia.

BUAD 595 - Customer Experience Management

To be competitive in today's marketplace, service organizations must provide a quality experience for their customers. Customer experience management (CEM) is the process of strategically managing a customer's entire experience with a company. Specifically, this course identifies the key dimensions on which customer perceptions of service excellence are based, and describes strategies for offering superior customer service. Key course concepts include: (1) identifying the key drivers of service excellence, (2) reducing problems (i.e., failures) in service performance, (3) measuring customer and employee satisfaction, (4) developing a service recovery system, (5) understanding the role of employees in the service process, (6) managing and measuring financial customer outcomes, (7) developing social media marketing strategy, and (8) managing customer rewards/loyalty programs. Students who complete this course will not only have a better understanding of how customers evaluate service firms; they will also have a "tool kit" of ideas, measures and techniques to help improve service excellence.

Organizational Management

BUAD 553 - Leadership Development Experience II

1.5 The LDE Program accelerates students' development of personal and interpersonal competencies critical to early career success. This program spans a student's residency in the MBA Program, and is comprised of ongoing assessment and feedback, action planning, and development activities, and executive coaching.

BUAD 557 - Leadership and Planned Change

3 Examines current issues in leadership and managerial strategies for successfully implementing, institutionalizing and evaluating change initiatives.

BUAD 595 - BRS – Teams: Design, Selection and Development

3 Working in teams has become the norm in most organizations (Sundstrom) yet most people have many misconceptions about what makes groups effective. We will cover work in a variety of teams including: project teams, self-directed teams, research teams, consulting teams, and multinational teams. Groups can be exhilarating or maddening. This course is designed to develop the knowledge and skills to enable you to improve the performance of most teams. The course includes a refresher on practical theories of group effectiveness, application of human resource management techniques to teams: selecting team members; developing the team and its members; applying appropriate rewards, and coverage of skills and tools designed to diagnose and improve team functioning.

Operations Management

BUAD 562 - Project Management

1.5 This course focuses on the management of complex projects and the rules and techniques, which have been developed in the past 25 years to assist managers with such projects. All three phases of project management - Planning, Scheduling, and Control are explored in detail. In addition to studying various scheduling techniques for projects, this course explores issues dealing with project selection methods, project risk assessment, project team dynamics, new product development projects, runaway projects, and monitoring and control of projects.

BUAD 595 - BRS – Lean Toolkit

1.5 In this course, you will learn the Lean methodology, which uses a particular type of business process mapping in order to document and understand business processes (values stream mapping). This course would not qualify a student for Green Belt Certification.

BUAD 595 - BRS – Lean Toolkit & Lean Six Sigma Project

3 This course teaches Lean and Six Sigma business process improvement methodologies, which improve the quality and responsiveness of business processes. Completion of the course with a satisfactory grade will qualify a student for a "Lean Six Sigma Green Belt Certification," which is a recognized business credential. A portion of a student's effort in this course will be learning the tools of Lean and Six Sigma through classroom lecture, discussion, and homework assignments. The remaining part of the course is spent completing a process improvement project.

BUAD 595 - BRS – Six Sigma Toolkit

1.5 In this course, you will learn the Lean methodology, which uses a particular type of business process mapping in order to document and understand business processes (values stream mapping). This course would not qualify a student for Green Belt Certification.

Applied Economics and Management

BUAD 531 - Forecasting

The course deals with methods and processes for evaluating the future. About two-thirds of the time will be devoted to short-term forecasting, preparing monthly and quarterly forecasts for the next one-two years. The remaining one-third of the course will focus on the long-term, the strategic foresight perspective using futuring methods such as scenarios to explore plausible futures for a 5-15 year time horizon.

BUAD 574 - Principles of Negotiation

3 This course uses Game Theory to provide a theoretical foundation for understanding negotiation, and it provides firsthand experience in different bargaining situations. A number of tools are developed that are useful in planning and preparing for a negotiation.

Business Administration

BUAD 582 - BRS – Contracts/Corp/Bankr & Reorg

3 This course is designed specially for the student who is active in the business world. We will study the law of contracts—offer, acceptance, consideration, capacity to contract, mistake, fraud, duress, when a writing is required, performance, breach, and remedies.

BUAD 583 - Non-Profit Organizations

3 The objective of this course is to analyze the role of non-profit organizations as economic entities in a market economy (for example, methods of financing these organizations.) The course will also explore the liability, application of strategic planning to identify potentially useful market niches of these organizations, the legal obligations of management, and portfolio management appropriate for these organizations.

BUAD 584 - Entrepreneurship and the Law

1.5 This course will familiarize business students with the bodies of law, legal issues, vocabularies, legal reasoning and the orientation of lawyers that impact business decisions and their implementation. Students will also gain an understanding of how business executives and lawyers can work together to deal efficiently and effectively with matters inextricably part business and part legal.

BUAD 587 - Managing & Financing a Small Business Enterprise

3 Designed for those who wish to undertake a career journey in the direction of running a smaller business enterprise or a family business. It is structured to allow the students to develop an alternative to a large company or professional service firm. Every aspect of a business is covered, from the legal entity utilized through the management and financing of the enterprise. The creation and review of individual Business Plans will be required.

BUAD 588 - Private Equity and Venture Capital

3 Covers the essential principles of the risks and rewards associated with Private Equity and Venture Capital. Financial analysis of a business and risk/return characteristics, business valuation methods, and the financing sources are covered to better understand the required returns to risk investors. Other topics include: fundraising, early stage, middle stage, and ultimately late stage investments; buyouts and exit strategies; the structuring of the “deal”; the creation of term sheets, negotiation strategies, and human capital and resources.

BUAD 595 - BRS – Negotiations

3 This course will develop confidence in negotiation by exposing you to different types of negotiating situations "first-hand." Students will develop analytical tools for dissecting past negotiations and for devising strategies to cope with future ones. Course interest will be in the anatomy--the underlying structures--of negotiations.

Independent Study

BUAD 597 - Independent Study in Business

1.5-3.(0)

This course is designed to allow interested MBA students to pursue advanced study in some area of business for which there is no formal course. A qualified member of the faculty shall supervise the study. Students must have a 3.0 GPA or better. Please see the Graduate Registrar for appropriate paper work.

Recent Topics Courses

BUAD 595 - BRS – Advanced Modeling Techniques

3 The Advanced Modeling Techniques course will focus on development and application of programming, database and statistical skills necessary to construct advanced analytical decision models. Models of this type are emerging as a new competitive arena in many industries - most notably Supply Chain logistics and Financial Services - as organizations attempt to position themselves for an impending "perfect storm." Firstly, there is an urgent need for advanced analytics to contend with the increasing complexities and risks associated with the modern global enterprise. Secondly, data is becoming available to support these types of decision systems (internal ERP systems, Web 3.0+, "Big Data", the "Internet of Things"). Thirdly, processing and communications systems are reaching a level of sophistication that for the first time make many computer-based analytical techniques computationally tractable. As a result, as organizations attempt to develop in-house modeling expertise in their core activities, they will require people whose skills include both a broad, interdisciplinary understanding of business dynamics and the technical skills necessary to identify and develop (or manage the development of) advanced analytical models. This second-year elective is designed to develop these skills.

BUAD 595 - BRS – Applied Decision Theory

3 The purpose of this course is to familiarize the student with applied techniques for decision making, and to explain decisions as cognitive processes. This course will combine theory and practice and will examine the psychological aspects of human decision making.

BUAD 595 - BRS – Business Ethics

1.5 This course is designed specifically for MAcc students who need additional credit hours in ethics. Business Ethics is the study of ethical perspectives and values in management decision-making. Through cases, readings and exercises, students explore the nature of ethical dilemmas faced by managers in making decisions and in exercising their responsibilities to society, to stakeholders, and to themselves. Emphasis is placed on the students' becoming aware of their own values system, taking accountability for their own professional development, and recognize their own personal and professional responsibilities as ethical managers.

BUAD 595 - BRS – Estate and Financial Planning

3 This course provides an introductory knowledge of the principles of estate and financial planning, with specific reference to estate, gift and individual income tax laws. Selected topics include property ownership, insurance, trusts, and planning for the closely-held business with emphasis on awareness of federal tax concepts and laws; identification of tax and financial planning issues; tax, financial, debt management, investment and retirement planning techniques; and communication of creative solutions to financial planning solutions.

BUAD 595 - BRS – Strategic Foresight

1.5 Futuring is "the act, art, or science of identifying and evaluating possible future events." [Cornish, E. (2004). Futuring is a different, broader mindset than traditional forecasting, uses a variety of tools developed and applied over the last 40+ years, explores multiple alternative futures, from three years to decades ahead and is increasingly used and valued by corporations in strategic planning. This course flows from applying futuring methods to your personal future over the next decade to applications at the regional, national, and global level.

BUAD 595 - BRS – Supply Chain Management

3 This newly designed elective offering primarily deals with the design and operation of logistics networks or supply chains, and the flow of materials and information on them. Students in this course will be exposed to both the strategic and operational aspects of managing today's complex supply chains. Specific topics include Vendor managed inventory; efficient customer response; collaborative planning, forecasting and replenishment; planning distribution and supply; managing product variety; transportation; supply chain planning software; eMarketplaces; inter- and meta-mediaries and design & optimization of supply networks.

BUAD 595 - Consulting

BUAD 595 - Healthcare Informatics

Healthcare Informatics involves the management and use of resources -- technology, capital, governance and people -- and methods such as process management and innovation to promote efficient and effective delivery of healthcare. This non-technical course provides an understanding of how to use information, and information systems to support clinical, administrative and patient services in conducting the business of healthcare. Students will gain hands-on experience through analysis of operational or strategic problems in a healthcare setting and explore challenges and opportunities in various segments of the healthcare industry such as consulting and policy making, supply chain, pharmaceuticals and insurance.

After taking this course, students will be able to:

- (i) Identify key information related issues in healthcare
- (ii) Understand opportunities offered by use of information and technologies in the delivery of healthcare
- (iii) Apply the learning to examine and choose career opportunities in the healthcare industry

BUAD 595 - Marketing and Society

This course will emphasize social marketing and its use in for-profit and non-profit organizations. Social marketing is the application of commercial marketing frameworks and techniques to promote individual and collective well-being. Corporations are becoming more involved in strategies that allow them to "do well by doing good" leaving a positive footprint on society and minimizing harm. Topics will include social marketing, cause-related marketing and corporate-nonprofit partnerships that are designed to benefit society as well as improving the bottom line.

This course will allow the students to develop and apply a set of frameworks to overcome challenges that are unique to social marketing such as invisible long-term benefits, negative demand and cultural misunderstanding and communication obstacles. We will discuss many social marketing programs and partnerships to better understand the mutual dependence of business and society on one another.

Flex Master of Business Administration

Program Description

The William & Mary Flex MBA is the only part-time MBA program on the Peninsula designed specifically for the needs of the working professional who has to balance family, career, and education. This program is for the career-minded, working professional who wants it all but needs a defined path to reach their goal.

Academic Calendar

2014 Fall Semester

August 16	Orientation for new entering Flex MBA students
August 18	Non-degree seeking student registration
August 25	Beginning of Classes and add/drop period
September 1	Labor Day (NO CLASS)
September 3	Last Day to add a class
September 12	Last Day to drop a class
September 13	Withdrawal period begins
September 30	Notice of Candidacy Forms for May and August 2014 graduations due
October 11-14	Fall Break
October 15	Classes resume, second half courses begin
See withdrawal policy	Last day to withdraw
November 26-November 30	Thanksgiving Holiday

December 8	End of Flex MBA program classes
December 9-15	Examination period
Jan 5, 2015	Grades due

2015 Spring Semester

January 10	Orientation for new entering Flex MBA students
January 20	Beginning of classes and add/drop period
January 13	Non-degree seeking student registration
January 19	MLK Holiday (NO CLASS)
January 29	Last day to add a class
February 6	Last day to drop a class
February 7	Withdrawal period begins
March 7-15	Spring Break
March 16	Classes resume; second half courses begin
See withdrawal policy	Last day to withdraw
May 4	Last day of class
May 5-11	Final exam week
May 13	Grades due for graduating students
May 16	Commencement (Saturday)
May 19	Grades due for non-graduating students
June 30	Notice of Candidacy forms for January 2015 due

Fact Sheet/Tuition

Degree Earned

- MBA from The College of William & Mary

Format

- Degree Completion Time – typically 3 years
- Flexibility– students may take up to 5 years to complete
- Attend classes on weeknights – 7:00 pm-10:00 pm. Each class meets one night per week, and most students take two classes per semester.
- Credits required for Flex MBA – 54

Location

- William & Mary Peninsula Center—11828 Fishing Point Drive, Suite 112 Newport News, VA 23606-4500

Admission Requirements

- Application

- Transcripts
- Two Professional Letters of Recommendation
- GMAT or GRE
- 3+ years Professional Experience highly desirable

Application Deadlines

- Fall Priority Deadline: June 1 (\$100 app. fee waived)
- Spring Priority Deadline: Nov 1 (\$100 app. fee waived)
- Rolling Admissions (\$100 app. fee applies)

Cost

- \$750/credit hour (in-state tuition rate)
- \$1,150/credit hour (out-of-state tuition rate)

Faculty

- Same award-winning professors who teach in our full-time MBA and Executive MBA Programs

Laptop Requirements

- Flex MBA students are required to have laptop computers.

Concentration

Management of Engineering and Technology Development: Flex MBA students may elect this concentration, which will be reflected on their transcripts. This concentration will require that 12 credit hours of electives (out of the 16.5 credit hours of electives required in the Flex MBA curriculum), are taken from the following courses. Students may choose any 12 (or more) hours from the below electives:

Flex MBA Degree Requirements

Phase I- Foundation Core (18 hours)

Note: Phase I must be completed before taking electives (other than international trips)

Semester I – Fall/Spring

- BUAD 602 - Financial Accounting 3
- BUAD 604 - Organizational Behavior 3

Semester II - Spring/Summer

- BUAD 601 - Communication for Managers 3
- BUAD 605 - Quantitative Methods 3

Semester III - Summer/Fall

- BUAD 607 - Marketing 3
- BUAD 609 - Managerial Economics 3

Prerequisite: BUAD 605

Phase II - Professional Core (16.5 hours)

Semester IV - Fall/Spring

- BUAD 603 - Managerial Accounting 3
Prerequisites: BUAD 602, BUAD 605, BUAD 609
- BUAD 611 - Finance 3
Prerequisites: BUAD 602, BUAD 605, BUAD 609

Semester V - Spring/Summer

- BUAD 610 - Operations Management 3
Prerequisites: BUAD 602, BUAD 605
- BUAD 612 - Management of Information Systems 3
Prerequisites: BUAD 602, BUAD 605

Semester VI - Summer/Fall

- BUAD 606 - Modeling and Simulation 1.5
Prerequisite: BUAD 605
- BUAD 608 - The National and Global Economies 3
Prerequisite: BUAD 605, BUAD 609

Phase III - Global Strategy and Electives (19.5 hours)

- BUAD 690 - Global Competitive Strategy 3 Fall/Spring
Prerequisites: Complete Phase I, Phase II and two electives
Electives (16.5 hours)

Flex Master of Business Administration Courses

Concentration

BUAD 561 - BRS - Supply Chain Management

³ This newly designed elective offering primarily deals with the design and operation of logistics networks or supply chains, and the flow of materials and information on them. Students in this course will be exposed to both the strategic and operational aspects of managing today's complex supply chains. Specific topics include Vendor managed inventory; efficient customer response; collaborative planning, forecasting and replenishment; planning distribution and supply; managing product variety; transportation; supply chain planning software; eMarketplaces; inter- and meta-mediaries and design & optimization of supply networks.

BUAD 595 - Advanced Project Management 3

BUAD 595 - Decision Processes Under Uncertainty 3.0

BUAD 595 - Engineering Economics Analysis 3.0

BUAD 595 - Lean Process Toolkit 3.0

BUAD 595 - Lean Six Sigma Toolkit 3.0

BUAD 595 - Management of Emerging Technologies 3.0

BUAD 595 - Project Management 3.0

BUAD 595 - Six Sigma Toolkit 3.0

FLEX MBA Core Courses

BUAD 601 - Communication for Managers

3 The need to communicate well is a critical part of a manager's professional development. This course helps prospective and practicing managers assess and develop their communication abilities to be a successful managerial communicator. Through course activities, students will understand the importance of effective communication in managerial and leadership roles, appreciate the value of strategic organizational communication, and enhance their speaking, writing, and other communication abilities. Special topics in the course include: presentation graphics, ethics, intercultural communication, and media relations.

BUAD 602 - Financial Accounting

3 Concepts and principles of financial and administrative accounting essential to the interpretation and analysis of accounting information, including financial reports, bankruptcy analysis, budgeting, control, production and costing, stock options, and board governance.

BUAD 603 - Managerial Accounting

3 *Prerequisite(s):* BUAD 602, BUAD 605, BUAD 609

This course deals with the use of accounting information for decision-making, planning, and control. The goal is to acquaint the student of management with the fundamentals of internal accounting, better known as management accounting. The emphasis is on using accounting information in managing an organization, rather than product costing and income determination.

BUAD 604 - Organizational Behavior

3 Designed to provide you with the analytic frameworks and tools to diagnose events in and to take effective action in today's changing organizations. The course draws on knowledge from the domains of Organization Behavior (OB), Organization Theory (OT), and Human Resource Management (HRM) to provide you with the understanding and skills that you need to be an effective manager of people in these changing organizations. OT, OB and HRM are concerned with developing understanding about how human beings act in organized settings and how organized systems affect human behavior through policies, structures and strategies. In addition to conceptual understanding, ongoing assessments and experiential exercises provide you opportunities to reflect on your own behavior in order to develop new and more effective ways of interacting with others to accomplish work.

BUAD 605 - Quantitative Methods

3 Role and application of statistics in the analysis of business problems including estimation, statistical measures, hypothesis testing, analysis of variance, simple and multiple linear regression and time series analysis.

BUAD 606 - Modeling and Simulation

1.5 *Prerequisite(s):* BUAD 605

This course is designed to introduce students to basic modeling, analysis, and simulation techniques. Emphasis will be placed on problem identification and formulation, sensitivity analysis, and model construction. Tools such as MS Excel, Solver, Crystal Ball, and @Risk will be used to solve business problems across all business functional areas: Finance, Accounting, Operations, Marketing, Information Systems, Policy, and Human Resource Management.

BUAD 607 - Marketing

3 Examination of marketing from a managerial viewpoint; emphasis on evaluating marketing alternatives and in choosing from these alternatives.

BUAD 608 - The National and Global Economies

3 *Prerequisite(s):* BUAD 605, BUAD 609

This course is intended to provide information that can be used to interpret economic events and assess their impact on the economy and an organization. Part of this information concerns not just economics but an understanding of how some political

choices are made in various countries. This knowledge is critical for risk assessment and a realistic planning of business operations over the next year. You leave the course with some fundamental "rules of thumb" that allow you to assess potential large scale economic risks to your organization.

BUAD 609 - Managerial Economics

3 Prerequisite(s): BUAD 605

This course studies economic analysis applied to managerial decision making. Besides basic topics of demand, cost and production, and market structures, this course also covers demand forecasting, pricing strategies, game theory, and information economics.

BUAD 610 - Operations Management

3 Prerequisite(s): BUAD 602, BUAD 605

Study of the design, operation, and control of production and operating systems from a managerial standpoint, with emphasis on quantitative methods of analysis.

BUAD 611 - Finance

3 Prerequisite(s): BUAD 602, BUAD 605, BUAD 609

The course covers basic principles and theories of financial valuation, risk pricing and risk management. These principles are applied to corporate finance topics such as: how a firm decides to invest its resources in long term assets and growth opportunities; how a firm will manage its sources of capital and raise funds to finance chosen investments; and how the firm will plan and control funds flow.

BUAD 612 - Management of Information Systems

3 Prerequisite(s): BUAD 602, BUAD 605

The focus of Management of Information Systems is on the technology that enables its use in the business and organizational setting. Issues such as hardware, software, databases, telecommunications, and the Internet will be discussed. Students will experience hands-on applications in some areas. An understanding of how Information Technology enables fundamental transformations in firms, markets, products, and business processes will be gained. This course addresses the management issues surrounding the impact of information technology in organizations. It is designed with the line and general managers in mind, rather than the managers of the IS function.

BUAD 690 - Global Competitive Strategy

3 Prerequisite(s): Complete Phase II courses and two electives

Covers analysis for decision making at industry, firm and business levels, focusing especially on multi-business firms and global industries. Firm resources and competencies, business and environmental demands, and the sources of competitive advantage are the major focus points of this course, which stresses practical applications of theory.

Executive Master of Business Administration

Program Description

The William & Mary Executive MBA Program (EMBA) is brimming with real-world experiences from classes taught by one of the best faculty in the country to a cohort of professionals. The program is packed with experience, including two international cultural and business immersions in the third and final semesters.

Fact Sheet/Tuition

mason.wm.edu/emba

Length of Program

- 19 months (January start)

Format

- Five semesters. Classes held two weekends a month (Friday/Saturday) including domestic residency periods and two international immersions.

Designed For

- Focused, hard-driving mid-career professionals without a minute to spare who want to go to the next level in their careers or start their own business.

Admissions Requirements

- Professional and managerial experience, application, transcripts, two letters of recommendation, GMAT/GRE score and an interview is required.

Application Deadline

- November 15 (admission on a space availability basis after this date)

Class Profile

- Average age: 41
- Average Work Experience: 17 years
- Average GMAT: 547*
- Average Income: \$122,449
- Male: 71%; Female: 29%
- Graduate Degrees: 44%

* Our Waiver Policy skews the average GMAT score down and thus this statistic is less representative of our student body.

Represented Companies

- United States Navy; SPAWAR Systems Center Atlantic; Cubic Applications, Inc.; United States Army Corps of Engineers; McKean Defense Group, LLC; The Language Group, LLC; Cox Media; Luna Innovations, Inc.; Smithfield Foods; Velley Investment Management; Hampton Roads Sanitation Department; Keystone Concepts, LLC; AstraZeneca; De; Service Federal Government; AFSC; Naval Surface Force Atlantic; Smithfield Packaging Company; Owens & Minor Distribution, Inc.; University of Pennsylvania; Deloitte Consulting, LLP; United Buying Service; Middlesex County Public Schools; Department of Justice, Federal Bureau of Investigations; ClearPoint Financial Solutions; DaVita Healthcare Partners, Inc.; Delta Airport Consultants; First Potomac Realty Trust; United States Air Force; Leoni Fiber Optics; Buckstaff Public Safety; Dominion Virginia Power

Program Cost \$91,500

- Microsoft Surface Computer
- Tuition and Fees
- Books and Cases, delivered
- Online Collaboration Software for Study Teams
- Tutors (1st and 2nd semester)
- Parking Fees
- Lodgings on Friday Nights
- Domestic Residency Periods (lodging/meals)
- Global Immersions (airfare/lodging/most meals)
- Mason Career Tools
- Family Events
- Executive Partners Network
- William & Mary Campus Facilities

Tuition Payment Schedule

- Nov. 1, 2014: \$4,500 (Non-refundable Deposit)
- Dec. 12, 2014: \$19,988
- Apr. 13, 2013: \$11,184
- Aug. 14, 2014 \$22,152
- Jan. 4, 2015: \$22,707
- Apr. 22, 2015: \$10,969

Total: 91,500

Contact

- Kimberly Mallory, Admission Director kim.mallory@mason.wm.edu, 757-221-2242

Team Guidelines

Designing and leading effective teams is an essential skill for executives and, for this reason, teams are an integral component of the Executive MBA Program. Most of your learning of course material relies upon your active participation in assigned study teams. To support your learning and your effectiveness as a team player, the program includes a series of team assessment and feedback activities.

As part of your program, you will be asked to create a team contract, provide peer feedback to teammates mid-semester, complete a self-assessment of team skills, participate in a facilitated team feedback session, and to submit a revised version of your team contract. These activities are intended to raise your awareness of team processes and to increase your effectiveness as a team player. Team composition may change over the course of your program.

While it is very common for teams to experience growing pains and challenges as they develop an effective working style, occasionally issues arise that go beyond what should reasonably be expected and team performance is significantly impacted. If this happens, teams have several options.

The first step is for the team to address the problem on its own, using the revised team contract as a guideline for acceptable behavior and the first-semester facilitated team feedback sessions as a model for confronting unacceptable behavior. Teams should use this opportunity to renegotiate team contracts.

If members are unable to resolve problems on their own, the team should ask the Director to provide an External Facilitator to help the team resolve the problem. The External Facilitator will do an independent diagnosis of the problem and provide feedback to individuals and the team as a whole. On the basis of this feedback, members will be asked to submit individual personal development plans to the External Facilitator and Director detailing what steps they will take to address problematic behaviors and conform to agreed-upon acceptable behaviors.

If these steps are not successful, at the discretion of the Program Director, teams may disband entirely. Members of teams that disband will be reassigned to other teams by the Program Director. This measure will be considered as a last resort only.

Refund Policy

Initial Deposit: Nonrefundable

- If an individual does not attend the orientation program and cancels participation in the program, s/he will be considered 'dropped' from the College of William & Mary. The deposit will not be refundable, and "Tuition and Other Program Fees" will follow the refund schedule below.
- If a student completes orientation, begins classes, and then discontinues in the Executive MBA Program, they will be considered 'withdrawn' from the College of William & Mary. The deposit will not be refundable, and "Tuition and Other Program Fees" will follow the refund schedule below.
- Attendance is required for all elements of the program and no fees are transferable or refundable. If a student is unable to attend a part of the program, he or she must meet with the Assistant Dean and no refunds will be granted.

Refunds for Fall and Spring Academic Semesters: The chart below refers to the amount that can be refunded to a student for the "Tuition and Other Program Fees" portion of the overall cost of the Program. "Text Books and Supplies" and "Meals, Travel and Lodging" fees are non-refundable after the semester has begun.

Class Day	Percentage Refund after operating cost deduction
Before classes begin	100
1	80
2	80
3	80
4	80
5	80
6	80
7	70
8	60
9	50
10	40
After class day 11	0

Refunds for Summer Semesters: The chart below refers to the amount that can be refunded to a student for the "**Tuition and Other Program Fees**" portion of the overall cost of the Program. "Text Books and Supplies" and "Meals, Travel and Lodging" fees are non-refundable after the semester has begun.

Class day	Percentage Refund
1	80
2	70
3	60
4	50
5	40
After class day 6	0

Executive MBA Degree Requirements

Class 29 – Class of 2015

First Semester (Spring 2014) January 5 – April 25, 2014

- BUAD 701 - Accounting - Reporting and Analysis 2.5
- BUAD 703 - Statistics for Business 2.5
- BUAD 707 - Marketing Management 2.5
- BUAD 709 - Leadership in an Uncertain Era: Understanding Organizational Behavior and Processes 2.5

Course Load is 10 Semester Hours

Second Semester (Summer 2014) May 2 – July 26, 2014

- BUAD 702 - Accounting for Decision Making and Control 2.5
- BUAD 704 - Quantitative Models for Business 1.5
- BUAD 706 - Managerial Economics and Public Policy 2.5
- BUAD 710 - Communications for Executives 1.5

Course Load is 8 Semester Hours

Third Semester (Fall 2014) August 22– December 6, 2014

- BUAD 705 - Global Environment of Business 2.5
- BUAD 713 - Marketing Strategy 2.5
- BUAD 714 - Financial Management 2.5
- BUAD 715 - Operations and Supply Chain Management 2.5

Course Load is 10 Semester Hours

Fourth Semester (Spring 2015) January 6 – April 18, 2015

- BUAD 716 - Leading Change in Organizations 2.5
- BUAD 717 - Corporate Financial Policy 2.5
- BUAD 719 - Business Policy 2
- BUAD 721 - Managing Information Systems 2.5
- BUAD 722 - Ethical Accountability 1

Course Load is 10.5 Semester Hours

Fifth Semester (Summer 2015) May 2 – July 25, 2015

Customized Electives & Global Immersion II

- BUAD 720 - Global Business Immersion 2.5
- Business 7xx Advanced Business Elective I 2.0
- Business 7xx Advanced Business Elective II 2.0
- Business 7xx Advanced Business Elective III 2.0

Course Load is 8.5 Semester Hours

Total Number of Executive MBA Semester Credit Hours: 47

Executive Master of Business Administration Courses

First Semester - Business Basics

BUAD 701 - Accounting - Reporting and Analysis

2.5 This course introduces the basic concepts of financial accounting necessary to generate financial statements and reports. It examines strategies used to master the economic subtleties of business, and provides the managerial skills needed to analyze and interpret financial statements for internal and external use. BUAD 703 Statistics for Business (2.5 Credits): This course focuses on data analysis and how managers use data to make better business decisions. We will examine the role and application of statistics in the analysis of business problems including estimation, statistical measures, hypothesis testing, analysis of variance, and regression models.

BUAD 703 - Statistics for Business

Fall 2.5 Staff

This course focuses on data analysis and how managers use data to make better business decisions. We will examine the role and application of statistics in the analysis of business problems including estimation, statistical measures, hypothesis testing, analysis of variance, and regression models.

BUAD 707 - Marketing Management

2.5 This course focuses on the problems of building an integrated marketing program in light of external forces, such as the consumer, the trade, the competition and the regulatory environment. Specific emphasis is placed on the marketing concept, the marketing mix, market definition and dynamics, segmentation and positioning, and product/market evolution.

BUAD 709 - Leadership in an Uncertain Era: Understanding Organizational Behavior and Processes

2.5 This course is designed to improve your effectiveness as a manager by deepening your understanding of how organizations work. To succeed in the business world, you must (a) analyze organizational events and processes and (b) design and implement actions to increase organizational effectiveness. These critical leadership skills are even more important today, as organizations enter a period of enormous upheaval and change. The course begins with an intensive two-day leadership forum that focuses on heightening your awareness of leadership challenges and enhancing your ability to address them. As the semester continues, we build upon that seminal experience by exploring how the structure, power relations, and culture of organizations shape and constrain the behavior of individuals within them. The course culminates in a project in which you apply both conceptual tools and leadership skills to events in your current organization.

Second Semester - Decision Making

BUAD 702 - Accounting for Decision Making and Control

2.5 This course continues the accounting series with cost accounting, activities analysis, profit planning and budgetary systems, cost allocations, transfer pricing, and performance evaluation.

BUAD 704 - Quantitative Models for Business

1.5 This course is designed to introduce students to basic modeling, analysis and simulation techniques. Emphasis will be placed on problem identification and formulation, sensitivity analysis and model construction. Spreadsheet tools will be used to solve business problems across various business functional areas.

BUAD 706 - Managerial Economics and Public Policy

2.5 This introductory applied economics class examines the basic concepts and applications of demand and supply analysis. The course also explores topics of production and pricing in both domestic and international markets. Furthering the understanding of different market structures, this course focuses on the causes and consequences of market failures, the application of game theory to corporate decision-making, and the impact of technological change, international competition and government regulation.

BUAD 710 - Communications for Executives

1.5 This course is designed specifically for the communication needs of executives. Building on skills and knowledge essential for successful communication, the course will focus on the value of effective managerial communication, provide an understanding of strategic organizational communication, and enhance speaking, writing, and other communication abilities.

Third Semester - Functional Expertise & Global Immersion I

BUAD 705 - Global Environment of Business

2.5 This course focuses on how domestic and international product and financial markets operate. Students will develop expertise in applying models to generate qualitative forecasts of economic growth, interest rates, exchange rates and inflation. Through the analysis of case studies, the students will develop an understanding of policy decisions at the Federal Reserve and the effect that these policies have in the money and exchange rate markets.

BUAD 713 - Marketing Strategy

2.5 This course focuses on the formulation of marketing strategy, including balancing market opportunities and threats with available resources and alternative responses, as well as analysis of markets, product and pricing strategies.

BUAD 714 - Financial Management

2.5 This course is structured on the concepts and tools of valuation. It covers financial and project analysis, financial forecasting, risk and return, cost of capital, mergers and acquisitions, and valuation.

BUAD 715 - Operations and Supply Chain Management

2.5 To achieve competitive advantage, managers must understand how to design and control products and services, as well as the systems for their delivery. To reach that understanding, this course focuses on issues of planning and control of complex products and services, managing quality and continuous improvement, and control of the supply chain.

Fourth Semester - Strategy & Change

BUAD 716 - Leading Change in Organizations

2.5 Building on the concepts from Leadership in an Uncertain Era, this course examines the leader's role in diagnosing, anticipating, planning, implementing, and evaluating change within organizations. Case studies and group projects focus on organizational analysis, barriers to change, overcoming resistance to change, change intervention strategies and methods, and change evaluation.

BUAD 717 - Corporate Financial Policy

2.5 Building on the topics in Financial Management, Corporate Financial Policy covers advanced topics in financial markets and strategy, including debt and equity management policy, financing, derivatives and risk management, and international finance.

BUAD 719 - Business Policy

2 This course is the study of the management of organizations with special focus on the roles and tasks of individual managers. The course deals with analyzing external and internal environmental forces; formulating organizational objectives; understanding the often conflicting needs and expectations of customers, employees, investors and other stakeholders; defining and appraising alternative courses of action; formulating and executing action plans; and establishing systems for monitoring and measuring results.

BUAD 721 - Managing Information Systems

2.5 The course focuses upon strategic influence of information technology (IT) within organizations. Designed primarily for non-IT executives, the course will prepare for understanding of technological vocabulary, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice based exercises will augment the learning experience through modeling IT choices and information utilization.

BUAD 722 - Ethical Accountability

1 In a world of increased global trade and commerce, this course focuses on understanding and managing the differing standards for everything from earnings to ethics. The course serves to help us better understand values, our accountabilities, and the impact of our decisions and actions in the workplace. To reach this understanding, issues of business ethics, business strategy and emerging technologies, and managing conflicting interests in a global economy will be discussed.

Fifth Semester - Customized Electives & Global Immersion II

BUAD 720 - Global Business Immersion

2.5 An examination of the distinctive management issues that arise when firms are either contemplating or already doing business across national boundaries. This course requires the integration and application of knowledge and skills learned in

earlier courses and also introduces the critical business skills of understanding and managing strategic issues in international settings.

Master of Accounting

Program Description

The two-semester Master of Accounting (MAcc) Program prepares students of varied backgrounds for careers with professional services firms, financial services companies, not for profits and corporations. Students have the option of graduating with a general degree or to include an emphasis in one of the following areas: Taxation, Auditing & Assurance, Valuation & Advisory Services, Experiential, or Information Technology.

Academic Calendar

2014 Fall Semester

August 11-15	REQUIRED Orientation (Monday - Friday)
August 18	Beginning of classes for MAcc Students and beginning of add/drop period
August 22 - Sept. 5)	Money, Power, and Wall Street
August 27	Last day to add or drop courses (Wednesday)
September 1	LABOR DAY – Classes in session
October 1	Deadline to submit NOC form for May 2014 or Aug 2014 graduation
October 10	End of 1st seven-week classes
October 11-14	Fall Break (Saturday - Tuesday)
October 15	Beginning of 2nd seven-week classes
See withdrawal policy	Last day to withdraw from a class
November 19 - 22	CPA Trek (Leave afternoon of 11/19 - Detailed schedule TBD)
November 26-Nov 30	Thanksgiving Holiday (8:00 a.m. Wednesday – Sunday)
December 5	End of classes (Friday)
December 8-12	Examination Period (Monday-Friday)
December 11 & 12	On-campus class sessions for blended Business Law class

2015 Spring Semester

January 2-Mar 5	Winter Field Experience
January 5	Fall grades due (9:00am)
January 16	Orientation for Spring start students (Details TBD)
January 20	Beginning of classes for MAcc students and beginning of add/drop period
January 29	Last day to add/drop classes
See withdrawal policy	Last day to withdraw from a class
March 6	End of 1st seven-week classes

March 7 - 15	Spring Break
March 16	Beginning of 2nd seven-week classes
May 1	Classes end (Monday)
May 4 - 8	Examination Period
May 16	Commencement (Saturday)

Fact Sheet

The MAcc program is designed for high-caliber students committed to achieving individual success by contributing their knowledge, integrity and skills to the business world. Problem-solving ability and intellectual acuity are fostered via teamwork with student colleagues as well as via extensive interaction with faculty and leading experts in the accounting field today.

Website: <http://mason.wm.edu/macc>

Length of program

9 months with additional summer study sometimes required

Format

Full-time, two semesters; additional summer classes required for non-Accounting majors

Admissions requirements

- GMAT (applicants with an undergraduate GPA of 3.25 or above from an accredited U.S. institution may apply for a GMAT waiver)
- Transcripts
- Two letters of recommendation
- Application and fee
- A non-refundable application fee of \$80 is required of all applicants, with the exception of active military candidates.
- Interview for qualified candidates
- TOEFL or IELTS for non-native speakers of English who did not obtain their undergraduate degree after a full course of study at a university in an English-speaking country.

Prerequisites

Principles of Accounting, Statistics, Financial Management, Intermediate Accounting I and II, Auditing, Cost Accounting, and Introduction to (US) Federal Taxation.

Application deadlines

Rolling basis

Rankings

#1 in Small Programs: *Public Accounting Report*, 2009 & 2010.

Class profile

- Average age: 23
- Average GMAT: 643
- TOEFL: 107 ibt
- IELTS: 8.0

- Average GPA: 3.4

Recent Recruiters of MAcc graduates

Admiral Administration, Alvarez & Marshal, Baker Tilly, BDO Seidman, Capital One, Cherry, Bekaert & Holland, Deloitte, Ernst & Young, Goodman & Co., FTI, Grant Thornton, Jefferies & Company, Johnson Lambert & Co., Keiter, Stephens, Gary, Hurst & Shreaves, KPMG, Kroll, LarsonAllen, Mitchell Wiggins & Company, McGladrey & Pullen, Navigant Consulting, Tate & Tryon, PricewaterhouseCoopers, PWC China, VERIS Consulting, Wall, Einhorn & Chernitzer, Witt Mares, Virginia Global Assets Group, Yount, Hyde & Barbour.

Tuition and Other Expenses (2014-2015)

2014-2015 Tuition and Expenses (per year) In-State Out-of-state

Tuition and fees	\$31,958	\$42,214
Room/Board (estimated)	\$8,330	\$8,330
Computer/Software (estimated)	\$3,500	\$3,500
Miscellaneous (transportation, medical etc.)	\$3,000	\$3,000
Books and Supplies (estimated)	\$1,500	\$1,500
Total	\$48,288	\$58,544

For information about financial aid, scholarships, or Graduate Assistantships, please see the section entitled "Student Financial Aid, Scholarships, & Graduate Assistantships."

MAcc Emphases

There will be a presentation on the MAcc Emphases during Orientation week. You will inform us if you intend to pursue an Emphasis in Auditing, Tax, Integrated Winter Field Experience, Information Systems, or Valuation at that time.

Emphasis in Auditing - Students who pursue the Emphasis in Auditing take 9 credits of advanced auditing courses. Three of these credits must include Advanced Auditing and Audit Research, which is offered in the fall semester. Additional credits are acquired in the spring semester and students can choose from: Governmental and Non-Profit Accounting, Financial Statement Analysis, Forensic Accounting or Auditing Information Systems. Students also have the option to take Accounting Information Systems and Advisory Services in the fall semester.

Emphasis in Taxation - Students who pursue the Emphasis in Taxation take 9 credits of tax courses beyond the introductory level (Introduction to Taxation or its equivalent). Three of these credits must be taken in the fall semester as Federal Tax Research. Additional credits are acquired in the spring semester and students can choose from: Influence of Taxation on Business Decisions, Estate and Financial Planning, Key Business Taxation Topics and Related Planning, International Taxation, Partnership and LLC Taxation, or Taxation of Mergers and Acquisitions.

Emphasis in Valuation - Students who pursue the emphasis in Valuation will need to complete 6 credits beyond Financial Statement Modeling and Valuation, offered in the fall semester. Other courses for the emphasis will be offered in the spring semester include: Forensic Accounting, Financial Statement Analysis, Data Analysis & Simulation for Accounting, Driving Corporate Performance, Project Management, Probability (Math Dept. #501), or Mathematical Statistics (Math Dept. #552).

Emphasis in Information Technology – Students who pursue the Emphasis in Information Technology take nine credits of information technology oriented classes. Three of these credits must include Accounting Information Technology and Advisory Services, which is offered in the fall semester. Additional credits are acquired in the spring semester and students can choose from: Auditing Information Systems, Database Management, Supply Chain Management, Modeling and Simulation, Advanced Modeling Techniques, Lean Toolkit, and Six Sigma Toolkit.

Integrated Winter Field Experience – Students who have secured a winter internship can pursue this emphasis. They will take three required courses in the spring semester. The first course is integrated with the winter internship and extends over the first half of spring semester. During the second half of spring semester, students round out this emphasis with the following courses: Contemporary Issues in Financial Reporting and Driving Organizational Performance.

The MBA-MAcc Dual Degree Program

MBA/MAcc candidates must meet the admission requirements for each program. Programs will share test score reports, recommendations and transcripts but applicants must file a separate application for In-State tuition privileges for each program.

The dual degree program requires 45.5 credit hours of coursework in the MBA program and 30 credit hours of coursework in the MAcc program. The MAcc and MBA degrees will be both awarded at the conclusion of both degrees. Students will participate in graduation at the end of the second year.

The MAcc program requires eight prerequisite courses for admission. Principles of Accounting, Statistics, Financial Management, and Cost Accounting are fulfilled by courses taken by all MBA students during the first-year curriculum. The remaining prerequisites -- Intermediate Accounting I and II, Auditing and Introduction to US Federal Taxation - may be taken as summer "bootcamp" intensive classes during either the summer preceding matriculation into the MBA program or the summer preceding matriculation into the MAcc program. These courses carry extra fees and students will be billed for the applicable credit hours at the summer tuition rate. (Intermediate Accounting I and II are taught as a single, 3-credit, class).

Master of Accounting, MAcc

Degree Requirements

The Mason School of Business offers a one-year, full-time program leading to the degree of Master of Accounting. In order to earn the MAcc degree, students must satisfactorily complete thirty (30) credit hours of approved graduate course work comprised of core/required courses and electives. Graduation is contingent upon earning a cumulative grade point average of 2.75 on a 4-point scale.

This program is designed for each student to complete five core/required courses (10 credits) plus two approved electives (6 credits) in the Fall semester (as described in additional information). In the Spring semester, students have the flexibility to select 15 credits of electives to earn the desired emphasis. Areas of emphasis include: Taxation, Auditing & Assurance, Valuation & Advisory Services, Experiential, or Information Technology.

Note: The process of having coursework approved for the W&M MAcc degree is separate from having coursework approved to satisfy the educational requirements that Virginia and other states have set for eligibility to obtain the CPA license. Students need to contact their respective Board of Accountancy for the requirements to sit for the CPA exam.

Fall Semester

The MAcc Office will register students for all core courses (10 credit hours). Students must register for two approved elective courses (6 credit hours) using Banner Self-Service.

- BUAD 502 - Professional Accounting 3
- BUAD 507 - Fixed Income Securities and Securitizations 1.5
- BUAD 508 - Derivatives and Risk Management 1.5
- BUAD 506 - Communications & Professional Development 1
- BUAD 504 - Equity Valuation and Financial Statement Modeling 3

Spring Semester

In the Spring Semester, students have the flexibility to select 15 credit hours of approved electives which may be used to satisfy a desired emphasis in Taxation, Auditing & Assurance, Valuation & Advisory Services, Experiential, or Information Technology.

Total Spring Semester Hours: 15.0

Total Required Hours: 30.0

Additional Information

In the Fall semester, students select the balance of their elective courses from the following approved electives: Advanced Auditing & Audit Research, Federal Tax Research, or Accounting Information Technology & Advisory Services. Please see the "Course Descriptions" section of this catalog for course descriptions.

Master of Accounting Courses

Business

BUAD 595 - BRS - Winter Field Experience

Spring (first half) (3) Elizabeth Foster

The Winter Field Experience course is available to MAcc students who have obtained an accounting internship for the first half of the spring semester. Students have an opportunity to integrate their accounting knowledge into their real world experiences through classroom discussions, technical writing assignments and regular contact with the instructor. Winter Field Experiences may include public accounting (audit, tax and advisory), corporate accounting, internal auditing, or governmental or not-for-profit experiences, but must be approved in advance by the instructor.

MAcc Core Courses - Fall Semester - Financial Markets Module

The courses in the Financial Markets Module are required courses and must be completed as part of the degree requirements. Students who have successfully completed an equivalent course prior to enrollment will be waived from this course with the approval of the Director and will take an elective in place of the waived course.

BUAD 504 - Equity Valuation and Financial Statement Modeling

3 Reviews theories of equity valuation and applies these theories by building valuation models using financial statements.

BUAD 507 - Fixed Income Securities and Securitizations

1.5 Introduces characteristics and valuation of fixed income securities, including the effects of the term structure of interest rates on pricing. Examines bonds, mortgage securities, and more complex fixed income structures. Explores the repackaging of financial assets via securitization.

BUAD 508 - Derivatives and Risk Management

1.5 Introduces credit risk, market risk, liquidity risk and operations risk. Examines characteristics and valuation of options, futures, forwards, and swaps and how they are used to manage risk. Explores the concept of an effective hedge and general methods of measuring risk.

MAcc Core Courses - Fall Semester - Professional Accounting Module

The courses in the Professional Accounting Module are core courses and must be taken by all students without exception.

BUAD 502 - Professional Accounting

3 Expands and integrates knowledge of US and international generally accepted accounting principles (GAAP) in a rigorous study of financial reporting issues with significant income statement and balance sheet implications. Builds on the Financial Markets Module to develop an in-depth understanding of complex financial transactions. Incorporates related academic literature and research into financial reporting standards.

MAcc Core Courses - Fall Semester - Professional Development Module

Communications and Professional Development is a core course and must be taken by all students without exception. The remaining courses in this module are electives. Students may choose electives in the Professional Development Module according to their educational background and career goals.

BUAD 506 - Communications & Professional Development

1 Emphasizes writing, presentation, interpersonal and interview skills through a combination of individual assessment and group exercises.

BUAD 595 - Advanced Auditing and Audit Research

Fall 3 Note: This class is required for all students pursuing and Emphasis in Audit & Assurance.

This course is designed to expose graduate business students to the current professional environment for providing auditing and

assurance services. Students will review the body of generally accepted auditing standards, and the dynamic business environment where these guidelines are developed and applied. Extensive case analysis will require students to exercise professional judgment covering various auditing and other assurance services and which are based on real company situations. Research skills will be enhanced through access of applicable standards and applied to case facts.

BUAD 595 - Corporate Taxation

Fall 3

A general introduction to the federal income taxation of corporations and their shareholders. Topics covered will include incorporation and capital structure, taxable and nontaxable dividends, stock redemptions, corporate liquidations, and non-acquisitive corporate reorganizations.

BUAD 595 - Federal Tax Research

Fall 3 Note: This class is required for all students pursuing an Emphasis in Taxation.

Focusing on federal income tax law, this course will explain how to do federal tax research and how to reduce the results on one's research to writing, essential skills for the tax practitioner. The course will cover: (1) the research process (identifying issues, finding relevant authorities, analyzing authorities, drawing conclusions, and communicating conclusions); (2) types of authorities, both primary (such as statutes, regulations, other administrative pronouncements, and judicial decisions) and secondary (such as periodicals and treatises); and (3) the use of research services. Online research tools will be emphasized.

BUAD 595 - Tax Compliance, Research & Planning

Fall 3

MBA/MAcc Dual Degree

MBA/MAcc candidates must meet the admission requirements for each program. Programs will share test score reports, recommendations and transcripts but applicants must file a separate application for In-State tuition privileges for each program. The dual degree program requires 46.5 credit hours of coursework in the MBA program and 30 credit hours of coursework in the MAcc program. The MAcc and MBA degrees will be both be awarded at the conclusion of both degrees. Students will participate in graduation at the end of the second year.

The MAcc program requires six prerequisite courses for admission. These courses are Principles of Accounting, Statistics, Financial Management, Intermediate Accounting I and II, and Auditing. The first four of these prerequisites are fulfilled by courses taken by all MBA students during the first-year curriculum. The last three of these prerequisites -- Intermediate Accounting I and II and Auditing - must be taken as summer "bootcamp" intensive classes during either the summer preceding matriculation into the MBA program or the summer preceding matriculation into the MAcc program. These courses do carry extra fees and students will be billed for six credits at the summer tuition rate. (Intermediate Accounting I and II are taught as a single, 3-credit, class.)

Moreover, dual-degree students who have not had introductory courses in US tax and cost accounting must take Federal Taxation and Cost Accounting before they begin the Fall Semester of MAcc courses. These courses are required of any MAcc student who has not had the equivalent courses as an undergraduate. These courses are offered in the MAcc Summer program each August in an intensive format There is no additional charge for these classes as they are part of the standard MAcc curriculum.

All MAcc students are considered for academic awards based on their performance in the MAcc program. Dual-degree students will be evaluated according to their performance in the MAcc program only when such awards are judged: grades for courses taken during the MBA program will not be considered.

Dual Degrees

The Raymond A. Mason School of Business at The College of William & Mary dual and joint degree options offer the flexibility to earn an MBA and an advanced degree in another specialized field.

Tailored to students' professional interests and career aspirations, these joint degree programs leverage our impressive cross-campus resources in the areas of law and public policy to create the JD/MBA and MBA/MPP options. A collaboration with the Thunderbird School of Global Management offers the MBA/MGM degree opportunity. The Mason School of Business also

offers a dual MBA/MAcc degree. The collaborative approach to offering these programs emphasizes our commitment to providing a variety of ways in which students can customize their William & Mary MBA experience.

Admission to all joint/dual degree programs requires that the applicant gain admission to both the Mason School of Business and the participating joint/dual degree program through each school's regular admissions process.

Dual Degrees Offered

MBA/Master of Accounting

The College of William & Mary's Mason School of Business offers a MBA/MAcc option in which students may obtain both the MBA degree and the Master of Accounting (MAcc) degree in 2 ½ years, instead of the three years that would be required if each degree were pursued independently.

The program is designed especially for non-accounting majors who intend to seek the CPA credential as part of their professional preparation. The dual degree program provides a student with both the comprehensive accounting education needed to qualify to sit for the licensing exam and a broad-based, well-rounded business education. This dual degree program requires separate application and acceptance to each program. Once all courses of study are completed in both the MBA and MAcc Programs, the dual degree MBA/MAcc degrees will be conferred.

MBA/Master of Global Management

The Thunderbird School of Global Management offers a dual degree program in which William & Mary's full-time MBA students may obtain both the William & Mary MBA and Thunderbird's Master of Global Management (MGM) degrees in three semesters. This dual degree program requires separate application and acceptance to each school. Students who are selected will study at the Mason School of Business for their first three semesters and complete their final semesters at Thunderbird. Once all courses of study are completed at both schools, the dual degree MBA/MGM will be conferred. If considering this option, please contact the MBA Program Director.

For information about the Thunderbird MGM, contact:

Office of Student Recruitment and Admissions

Thunderbird School of Global Management Email: admissions@thunderbird.edu

15249 North 59th Avenue

Toll Free: (800) 457-6966

Glendale, AZ 85306-6000

Telephone: (602) 978-7100

Fax: (602) 439-5432

JD/MBA Program

A combined JD/MBA program is offered in conjunction with the Marshall-Wythe School of Law, which will permit students to complete both degree requirements in four academic years. Candidates must meet the admission requirements for each program with separate applications to each school. A candidate admitted to each program may begin study in either school with the regular first year full-time curriculum. By the third year, the student will complete the first year curriculum in the other program.

In the third and fourth years, the candidate may register for both law and business classes. We strongly recommend that students develop a plan of study in conjunction with the Mason School of Business and the Marshall-Wythe School of Law before selecting courses for the 3rd year. Students must schedule an advising appointment with the MBA Program Director prior to registering for second year courses. Course work in the Marshall-Wythe School of Law will be disregarded in computing Mason School of Business class standing and determining eligibility for academic honors and awards.

A student who meets all other degree requirements and has completed 48.5 hours of course work in approved Business and related courses will be eligible for the MBA degree upon certification from the Graduate Registrar and from the office of the Dean of the Marshall-Wythe School of Law when the student has completed all JD program requirements. Both degrees will be awarded concurrently. If a student begins the joint degree program but after partial completion wishes to withdraw from the joint program and complete only a business degree, the student must meet all full-time program requirements described in this catalog.

Joint Degree (JD/MBA, MBA/MPP) students must complete the entire first year full-time MBA curriculum, and the equivalent of half of the second year requirements for a total of 48.5 credit hours to earn the MBA to be conferred simultaneously with the joint program. Second year required courses include a Global Competitive Strategy course and 12.0 hours of electives.

MBA/MPP Program

The Thomas Jefferson Program in Public Policy is a two-year full-time interdisciplinary program leading to a Master of Public Policy (MPP) degree. The Program prepares students for careers in public service by combining training in quantitative techniques and economic analysis with instruction in the political, legal and organizational environments in which policy is made and implemented. In addition, there is a joint MBA/MPP program with the Mason School of Business Administration which will permit students to complete both degree requirements in three academic years, completing 48.5 hours of course work in the Mason School of Business. Candidates must meet the admission requirements for each program independent of the other school. Both degrees will be awarded concurrently. If a student begins the joint degree program but after partial completion wishes to withdraw from the MPP program and complete only a business degree, the student must meet all full-time program requirements described in this catalog.

Joint Degree students must complete the entire first year full-time MBA curriculum, and the equivalent of half of the second year requirements for a total of 49.5 credit hours to earn the MBA to be conferred simultaneously with the joint program. Second year required courses include a Global Competitive Strategy course and 12.0 hours of electives.

MD/MBA Program

Eastern Virginia Medical School (EVMS) students have an extraordinary opportunity to earn a William and Mary MBA degree between their 3rd and 4th years of medical school. The strategic-level leadership and management skills of the MBA degree will couple with the highly credible clinical MD degree to provide an educational credential that will highly differentiate medical students in the marketplace as physician leaders. Whether working as hospitalists for a large medical center, in research labs, or in private practices, high performing physicians today must be versed in business management principles in order to fully understand the interdependencies between providing quality health care and effectively managing the health organizations and systems in which they operate.

MD/MBA students will complete their first three years of medical school and begin their MBA curriculum following their Step 2 exams. The MBA curriculum is 48 semester hours and will be completed in four semesters over 12 months. Two consecutive semesters will be spent integrated with the Full-Time MBA students on William and Mary's main campus in Williamsburg. Two additional semesters will be taught at the William and Mary Flex MBA Peninsula Center in Newport News (Oyster Point).

The MBA curriculum at William and Mary includes an **integrated managerial approach** to business disciplines including finance, accounting, organizational behavior, operations management, economics, leadership and ethics, marketing and data analytics; **case-based learning** to build critical thinking and problem-solving skills; a strong **team environment** to promote effectiveness working in interdisciplinary environments; and a comprehensive applied project to be completed over the course of the MBA curriculum to provide real-world applicability.

For information regarding Eastern Virginia Medical School, contact:

Eastern Virginia Medical School
757-446-5812

School of Law

William and Mary Law School

613 South Henry St.
 Williamsburg, Virginia 23185
 (757) 221-3800
 (757) 221-3261 (fax)
 Website: law.wm.edu

Law School At a Glance

Get to know America's first law school.

William & Mary Law School is one of five graduate and professional schools at the College of William & Mary.

History

- The College of William & Mary is the second oldest college in the United States, founded in 1693.
- The College of William & Mary was the first to offer professional education in law (1779).
- Three early American presidents—Jefferson, Monroe and Tyler—were educated at the College of William & Mary. Jefferson, Monroe, Henry Clay and Chief Justice John Marshall studied law with George Wythe. Wythe became William & Mary's – and the nation's – first professor of law in 1779.
- William & Mary Law School is historically known as the Marshall-Wythe School of Law and has been accredited by the ABA since 1932.

Enrollment (2014-15)

- 661 students
- From 47 states, the District of Columbia, and 10 countries
- Male/Female ratio: 47%/53%
- Minority students: 19%
- Hold baccalaureate degrees from 315 colleges and universities

Admissions Profile: Class of 2017

- 214 students enrolled from 4,418 applicants
- Acceptance rate: 32%
- From 38 states, the District of Columbia, Australia, Canada, and China
- Female/Male ratio: 58%/42%
- Minority students: 13%
- Hold baccalaureate degrees from 149 colleges and universities
- Median LSAT: 163 (75th/25th: 165/157)
- Median undergraduate GPA: 3.79 on a 4.0 scale (75th/25th: 3.89/3.53)
- Average age: 24
- Age range: 20 to 62
- Advanced degrees: 8%
- In addition to the J.D. Class of 2017, 36 students are LL.M. candidates. They hail from Belarus, China, India, Korea, Taiwan, Venezuela, and the United Kingdom.

Degrees Awarded

- Juris Doctor (J.D.): full-time, three-year program
- LL.M. in the American Legal System: full-time, two-semester program for lawyers trained outside the United States
- Joint degrees: J.D. - M.B.A. (Master of Business Administration), J.D. - M.P.P. (Master of Public Policy) or J.D. - M.A. (Master of Arts in American Studies)

Institutes and Programs

- Center for Legal and Court Technology
- Election Law Program
- Human Security Law Center
- Institute of Bill of Rights Law
- Post-Conflict Peacebuilding Program
- Property Rights Project

Faculty

Distinguished scholars and practitioners in numerous fields including criminal law, environmental law, constitutional law, human rights, antitrust, legal ethics, intellectual property, international law, and post-conflict justice.

Facilities

- The McGlothlin Courtroom
- The Wolf Law Library: The library has a collection of more than 400,000 volumes, vast electronic resources, and was designed with students in mind. Features abundant seating, two reading rooms, 12 group study rooms, and wireless Internet access on all three floors.
- Furnished, air-conditioned, on-campus graduate apartments with full kitchens.

Costs (2014-15)

- Tuition and fees (Virginia residents): \$29,800
- Tuition and fees (nonresidents): \$38,800

Financial Aid (2014-15)

- Scholarship and fellowship recipients: 91% of the student body
- Total scholarship and fellowship value: \$9.6 million
- Military and Veterans: The Commonwealth of Virginia has a number of educational benefits and resources available to help active duty members of the military, veterans, and their families. For more information, please visit the website of the State Council of Higher Education for Virginia (SCHEV). Applicants to William & Mary Law School may also contact the William & Mary Veterans Benefits Officer (vabenefits@wm.edu) for more information.

Law: Philosophy

It would be inaccurate to suggest that a single point of view animates the work and teaching of every member of the faculty of the College of William & Mary Law School. Law professors are intensely individualistic. Yet there are certain core values which are shared by the faculty as a whole. These shared values impart a cohesiveness and an intellectual unity to the educational experience at the Law School that we believe is unusual in contemporary legal education.

Intellectual distinction is a fundamental attribute of a good lawyer. Our admission process is sufficiently stringent to ensure that each of our students possesses the intellectual potential for success at the bar. Once enrolled, particularly in their first courses, every effort is made to ensure that the intellectual capacity of our students is tested rigorously and directed along professionally productive lines. In addition, early emphasis is placed upon the acquisition of essential practical skills.

While none can doubt the primacy of intellectual rigor in the training of a lawyer, our faculty firmly believes that the education of a complete lawyer must be more than training in the life of the mind. Most lawyers perform many functions in their professional careers. They are often advocates, counselors and community leaders. In the discharge of these functions, more is required than an able intellect. Traditional traits of character are equally important. Of course, no law school can create character, compassion or sensitivity to human needs. A law school can, however, make it clear to its students that these qualities, in common with intellectual ability, are important in the education of a lawyer who aspires to genuine professional excellence.

At the College of William & Mary Law School, we have tried to emphasize the human side of the practice of law. Members of our faculty consistently strive to provide this perspective in the teaching of their courses. We have also developed educational programs designed to show the student by example how very important sensitivity to the personal needs and problems of clients can be.

The law is a learned profession; its mastery, if attainable at all, requires a lifetime of diligent study and practice. No law school, however distinguished, would presume to claim that its students, immediately upon graduation, are competent to contend on an equal basis with lawyers of long standing and substantial experience. It is, however, the highest aim of this school to prepare each of its graduates for a life in law, which, if pursued with persistence and integrity, will be marked by significant legal achievement and unflinching adherence to the highest ideals of the profession.

Classes are often conducted by the "case method," which requires critical study and analysis of judicial decisions, statutes and other legal materials. The curriculum also offers selected courses conducted by the "problem method" and a number of performance-based and clinical courses as well. In addition, there are a number of programs designed to foster independent inquiry and the continuing development of close reasoning skills. These include Independent Legal Research, Independent Legal Writing, Directed Reading, the various for-credit law reviews and the Moot Court program. A combination of these varied approaches to learning will afford each student the opportunity to design a personalized program of study. Advice is available from administrators, faculty, upper-level students and alumni on the most effective ways in which to structure a course schedule to meet individual needs.

Law: The Honor System

The Honor System was first established at William & Mary in 1779 and is one of the most cherished traditions of the Law School. It assumes that principles of honorable conduct are familiar and dear to all students and hence dishonorable acts will not be tolerated. The Honor System is administered by the students with the advice of the faculty and the highest administrative officers of the College, all of whom share a deep interest in the maintenance of high standards of honor. Students found guilty of cheating, stealing or lying are subject to dismissal. As a student, you have a responsibility to read, understand and follow the tenets of the Honor Code.

Law: Academic Calendar

Fall 2014

August 18	First-Year and LLM Student First Day
August 22	Final Grades Due-Noon (other than Legal Tech)
August 25	Law Classes Begin
August 29	Add/drop ends at 4:00 p.m.
October 1	Deadline to file for May or August 2015 Graduation
October 11 - 14	Fall Break - No Law Classes
October 27	3L and LLM priority registration
October 29	2L priority registration
November 26 - 30	Thanksgiving Break - No Law Classes

Fall 2014

December 5 Classes end

Spring 2015

January 12 Classes begin

January 16 Add/drop ends at 4:00 p.m.

January 16 Winter Graduation Date

January 21 Martin Luther King Holiday - no classes, Law School closed

March 4 - 8 Spring Break

April 24 Classes end

May 13 Grades Due for Graduating Students at noon

May 16 Commencement

Law: Policies

- Class Ranks
- Grading Policy
- Transcripts
- Working While in Law School
- Leaving Law School (before graduation) or Visiting Away
- Student Status
- Bar Passage
- Graduation

Law: Class Ranks

How we calculate your law GPA

- Statistically, there is little significant difference in a cumulative grade point average that extends beyond one decimal point. Therefore, the Law School uses only a rounded GPA as the law cumulative grade point average. The cumulative GPA reported to a third party by either the Law School or you is that which is rounded from the hundredths place to the tenths place.
- Examples of rounding:
3.05 rounds to 3.1
3.04 rounds to 3.0
2.99 rounds to 3.0
- It is this rounded GPA that is used for rank purposes.

How you are ranked

- Class ranks are based on the rounded GPA defined above.

- Because it is difficult to obtain meaningful percentage ranks above 3.6, students holding a GPA of 3.6 or higher will be given a numerical rank. All ranks of 3.5 and lower will be a percentage. The majority of the class will receive a percentage rather than individual class rank. In either case, it is conceivable that multiple students will share the same rank.
- Your first class rank is at the conclusion of one full year of legal study at William & Mary. Thereafter, you are ranked only at the conclusion of the fall and spring terms (i.e., no re-ranking will occur following a summer term).
- Your class rank is emailed to your William & Mary email address. We do not print class ranks on either the unofficial or official transcript.
- Graduates and, in rare cases, current students may require a statement of class rank. This is obtained through the Associate Dean for Administration.

Law: Grading Policy

How we grade

In the first year, faculty may grade solely on examinations or may also consider class participation when assigning the final grade. The Legal Practice Program will factor multiple assignments and participation into the final grade, which, beginning with the 1L class of 2014, may be "A" (for no more than the top 25% of the class), "P" (pass), "LP" (low pass), or "F" (fail)

In upper-level elective and seminar courses, your academic work may be graded entirely by an exam or paper; or the professor may factor with the exam or paper grade, any of the following or combination of the following:

- in-course assignments
- quizzes
- classroom participation

If a professor bases the final grade in a course in whole or in part on written assignments other than "traditional" exams, these written assignments should be graded anonymously except where the assignment involves student-faculty interchange that in the faculty member's judgment makes anonymity for all students impossible. Professors must announce their grading practices during the add/drop period

In clinical, externship and skills courses, how your grade is determined will be announced by the instructor prior to the end of add/drop. In most of these types of courses, your grade predominantly will be a matter of your participation and may include written work or an exam. Naturally, these courses will have an attendance requirement. If unable to meet the attendance requirement, you should consider dropping the course before the end of add/drop.

Since 2004, law faculty are required to adhere to a mandatory grade curve for classes of 30 or more students. Only the Vice Dean can grant an exception to this curve and only then for good cause shown by the faculty member.

What types of grades are given

Law grades in courses graded by standard letter grade have quality points from which your grade point average is determined:

"A+" (4.3) "A" (4.0), "A-" (3.7)

"B+" (3.3), "B" (3.0), "B-" (2.7)

"C+" (2.3), "C" (2.0), "C-" (1.7), "D" (1.0) and

"F" (fail -- 0 quality points that will factor into your grade point average, no credit is earned).

As an alternative to these standard letter grades, two different versions of pass-fail grades may be used in Law School courses:

1. "Standard Pass-Fail" grading means that only two grades are possible, "P" for pass and "F" fail. Students must earn a "P" in order for the course credits to count towards the total number of credits required for graduation. A "P" in a Standard Pass-Fail course will not affect a student's grade point average. An "F" in a Standard Pass-Fail course, however, will affect a student's grade point average.

2. "Extended Pass-Fail" grading means that the following four grades are possible: "H" (honors), "P" (pass), "LP" (low pass), and "F" (Fail). Similarly, grades other than "F" will not affect a student's grade point average but will count towards the total number of credits required for graduation. An "F" in an Extended Pass-Fail course will affect a student's grade point average.

Absent a controlling language in a course description, instructors may select which grading system they use in a given course. If the course description does not specify a grading system and the instructor does not specify a grading system before the end of

the add/drop period, Standard Letter grading will be used. If a course description or an instructor indicates that some form of pass-fail grading will be used, but does not use the exact phrase "Standard Pass-Fail" or "Extended Pass-Fail" or is otherwise ambiguous, Extended Pass-Fail grading will be used.

Other grades that have no effect on your grade point average may be on your transcript:

"T" (transfer credit from another institution -- students must request permission to "visit" another institution or an institution's abroad program and must seek approval to register in specific courses. To transfer, grades in approved credits must be a "C" or better and will come to the W&M transcript as a "P")

"NG" (no grade or credit earned – when a faculty member has not yet submitted your grade)

"I" (incomplete—can only be given with permission of the Associate Dean for Administration and is never given to a graduating student in the semester they are graduating)

"O" (audit—no credit earned)

You have the option to convert a non-required grade to a pass

You may not elect to take a regularly graded course pass/fail. You may only convert a grade earned (subject to the policy) to a "pass."

You may, if in good standing, elect to convert to a "pass" one course grade that was graded by a letter grade. This option is governed by the Grade Conversion Policy.

You can request a faculty member to explain how you were graded

We do not have a means to appeal a grade.

We do encourage grade review.

Law: Transcripts

Unofficial Transcripts

- The majority of your needs for a transcript can be satisfied by printing one from Banner.
- Career Services outlines the procedure to transport the Banner transcript to the Simplicity program for the job search process.
- Unofficial transcripts can also be ordered through the University Registrar's Office for no fee if you are still a student and on campus to pick up the transcript.

Official Transcripts

- Must be ordered through the University Registrar's Office. There is a small processing fee.
- Official transcripts should be mailed directly to the third party (such as an employer or a Bar); but may be picked up by or mailed to you.
- All graduates must order official transcripts.

William & Mary does not print class ranks on either the unofficial or official transcript. If you require a statement of class rank, please contact the Associate Dean for Administration.

Transfer Grades accepted towards the William & Mary Law Degree

- Students must receive permission to visit another ABA-accredited school or abroad program. Contact Dean Jackson when you begin planning this venture for the proper procedure to receive such permission.
- Students must have all courses approved through Dean Jackson prior to the end of the host school's add/drop period.
- Students must receive a "C" or better in approved courses for the credits to be applied to your William & Mary Law degree. All approved credits earned will be applied as a "P" grade.
- Students must request that an official transcript showing grades earned at the host school be mailed directly to Dean Jackson.

Law: Working While in Law School

We recognize that it may be necessary to have a steady or extra income while a student. However, the number of hours you may work is limited by the American Bar Association. The ABA mandates that full-time students devote "substantially all working hours to the study of law." We interpret this rule as a limit of 15 hours per week. In exceptional circumstances, the Associate Dean for Administration may grant permission to work up to but no more than 20 hours per week.

Law: Leaving Law School (before graduation) or Visiting Away

What happens if ... you need a break from school, you have family obligations that require you to be at home, you have a personal emergency that prohibits you to remain in school ...?

Contact Dean Jackson as soon as possible. She will work with you to create a course of action that allows you to take care of your personal needs and return to school within one year. As a matter of right, all law students may take a leave of absence from William & Mary Law School for up to one year.

Tuition and Fees are prorated based on the withdrawal date.

What happens if you just don't return to law school?

Your permanent record will contain the note: "Unofficial Withdrawal" and you will have no right to readmission. If you subsequently do want to continue your legal education with us, you must petition the Academic Advisory Committee to do so. Readmission can only be granted with their approval and the concurrence of the Dean.

You will be charged tuition and fees if you do not officially withdraw from the College prior to the start of the semester.

What happens if you want to finish your legal education but need to or wish to be in another location?

Sometimes personal reasons may necessitate your being in another location or you wish to take advantage of another ABA accredited program. In these cases, you request permission to visit away through the Academic Advisory Committee. If granted, you will attend and pay tuition to the host school for either one or two semesters of your final year. When not registered as a full-time student at William & Mary Law School, you are not eligible to receive scholarships nor fellowships from W&M Law.

You are still required to accumulate a minimum number of William & Mary Law School courses through a standard letter grade. If you visit only one semester, the minimum is 65 graded credits. If you visit two semesters, the minimum is 50 graded credits. All other course requirements must be satisfied at William & Mary Law School. The approved credits earned of "C" or better at the host school will be transferred to your William & Mary law degree. Credits will be applied only upon receipt of an official transcript from the host school.

See all the rules regarding visiting away on this form. This form as well as the petition to visit (with reason for wanting to visit away, list of schools attempting to visit to and list of courses intending to register in) and a current academic transcript should be submitted to Dean Jackson.

Law: Student Status

How to maintain good standing.

Attend class

The American Bar Association requires students to attend class regularly and punctually. Many of your professors will have specific attendance requirements (e.g., a maximum of only 3 absences is permitted). Students who are identified as having missed an excessive number of classes may be withdrawn from the class or the course grade may be adjusted if attendance is a factor in determining the final grade.

If you find you must be absent from your courses for an extended period of time, contact the Associate Dean for Administration who, in turn, will contact your professors.

Conduct yourself professionally

It's your obligation to conduct yourself in a manner commensurate with the educational purposes of our school. You are required to adhere to the Code of Student Conduct as well as any Law School specific policy. Infractions can result in disciplinary action by the Law School, the University or both.

Follow the Honor Code

The Honor System at William & Mary Law School is one of the oldest in higher education. It exists to provide a living and learning environment that reflects the values of the Law School community, including those of academic integrity, personal integrity, and personal and professional responsibility. Our students do believe in and cherish this system.

Be a full-time student

We are a full-time law program and you must successfully complete between 10 and 17 credit hours each term.

Limit work outside the study of law

We recognize that it may be necessary to have a steady or extra income while a student. However, the number of hours you may work is limited by the American Bar Association. The ABA mandates that full-time students devote "substantially all working hours to the study of law." We interpret this rule as a limit of 15 hours per week. In exceptional circumstances, the Associate Dean for Administration may grant permission to work up to but no more than 20 hours per week.

Eligibility to Continue as a Law Student and Terms Related to W&M Law Study

To be a full-time student in good academic standing

- *Commence the first year of study in the fall term.*
- *Complete all degree requirements by the end of the third consecutive spring term following commencement of study.*
- *Earn at least 10 academic credits in each term.*
- *Earn at least 20 credits in each academic year.*
- *Register for no more than 17 credits in any term.*

Earning credit

To earn credit a student must be properly registered in a course, for the required number of academic credit hours and have received a grade, including a failing grade. Credit hours are not counted when a student withdraws from a course prior to its completion. Academic year means the period beginning with the summer session and ending with the next succeeding spring term.

Academic year

The academic year is the period beginning with a summer session and ending with the next succeeding spring term.

Eligibility to continue in residence is determined by grade point average.

- In the first year, a student must obtain a 2.0 at the end of the first term. A student who has not achieved a cumulative average of at least 2.0 at the end of their first term, will be placed on academic probation. Regardless of whether the student has been placed on probation, a student who earns less than a 1.8 cumulative average at the conclusion of the first year will be dismissed for academic deficiency.
- To be able to continue in residence at the Law School beyond the first year, a student must maintain a term and cumulative grade point average of 2.0. To clarify, the student must maintain the minimum grade point average of 2.0 for each semester in the second year and each semester in the third year; as well as a cumulative grade point average of 2.0 at the conclusion of both the second and third year of legal study.

Students who are in-eligible to continue may petition for the right to continue

- A student who is dismissed for academic deficiency may petition the Academic Advisory Committee for reinstatement. The Committee, in its discretion, may grant such a petition for good cause shown and may impose such conditions as it deems appropriate in approving the reinstatement.
- A student who fails to qualify for a degree solely by reason of failing to maintain a 2.0 average in work undertaken during the third year may be permitted to continue in the Law School for an additional session. If, after the completion of the additional session, the student's average for that session combined with the average for the third academic year is 2.0 or higher, the student will be granted the degree.
- A student who fails to complete degree requirements within the stated time period, other than described as above for academic deficiency, may petition the Academic Advisory Committee for permission to continue. Their ruling may include specific terms and conditions for degree completion and will ensure the extension will comply with the American Bar Association guidelines for degree completion. The Dean must approve the petition and the terms or conditions imposed by the Committee.

These regulations apply to all degree candidates. Exceptions are granted only when approved in advance by first the Academic Advisory Committee and then the Dean.

Law: Bar Passage

Typically, a William & Mary graduating class enjoys above a 90% pass rate for all bar exams taken that year. Students in a graduating class take exams in more than 25 jurisdictions annually. The pass rates for the 2012 summer bar exams where 7 or more students from the Class of 2012 sat for the exam are:

VA	PA	MD	NY
90%	100%	71%	92%

More information regarding taking the bar exam is found in the Policies section.

Law: Graduation

The celebration.

Graduation is a weekend of celebratory events. The University sets the Commencement date, which typically is a Sunday in mid-May. The Law School hosts a ceremony and reception on Saturday afternoon that honors students who earn an academic award. On Sunday, the University Commencement begins about mid-day. Immediately following those exercises is the Law School Diploma Ceremony. Many students attend Commencement but it is at the Ceremony that your name is read, you walk across the stage and your diploma is presented.

Dates, times, places for 2013

Awards Ceremony

May 11, 2013 at 3:00 PM

Kimball Theatre (business attire; seating limited to 3 guests per student)

Awards Reception

May 11, 2013 at 5:00 PM

Wren Yard (business attire; no guest restriction)

Commencement

May 12, 2013 at Noon

William & Mary Hall (business attire; seating limited to 4 guests per student)

Diploma Ceremony

May 12, 2013 at 2:30 PM

Lake Matoaka (Sunken Garden rain location) (business attire; no seat limitation)

The Requirements

You must successfully complete:

For the Juris Doctor

- A. these courses:
 - Legal Skills Program: Legal Skills I, II, III, IV and Ethics
 - the first-year curriculum: Property, Torts, Constitutional Law, Contracts, Civil Procedure, Criminal Law
- B. the writing requirement, which can be satisfied by a seminar or course that requires a significant research paper, by the independent legal writing course, or by the completion of a note (or other substantial individual writing project) of publishable quality for any of the law reviews for which credit is given
- C. at least 86 semester credit hours
 - no more than four credit hours of Law 759 Private Practice/In-House Counsel Externship may be counted towards the 86 required semester credit hours
 - no more than six credit hours of "C" or higher earned through another school within the William & Mary academic community may be applied towards the law degree (Not applicable for Joint Degree candidates).

- D. a minimum of 75% (currently, this is 65 credits) of the required credits (currently, 86 credits are required) through William and Mary Law School courses graded by letter grade
- E. good academic standing
 - achieve no less than a 2.0 average for each upper-level fall and spring semester
 - achieve a cumulative GPA of 2.0 at the end of each upper-level academic year
- F. full-time status
 - earn a minimum of 20 credit hours in an academic year
 - earn a minimum of 10 credit hours in each fall and spring semester
- G. residency for three academic years

For the LL.M. in the American Legal System

- A. residency as a full-time student for two semesters
- B. a minimum of 24 credit hours
 - at least 15 credit hours must be earned in law school courses
 - nine credit hours in non-law courses approved by the Program director may be applied to the LL.M. degree provided a grade of "C" or higher is earned
 - no more than six credit hours may be earned from graduate legal research and writing projects supervised by a member of the law faculty
 - although not required, Methodologies of the U.S. Legal System is recommended for LL.M. students
- C. a cumulative quality point average of at least 2.0
- D. full-time status by earning a minimum of 10 credit hours in each fall and spring semester

Graduation Rate

Less than .5% of an entering class will not graduate due to academic deficiency.

Law: Transfer Student Information

Welcome

Each year, students with advanced standing are welcomed to the William & Mary family as degree-seeking students. The Administration and Student Bar Association orient you, as a transfer student, the week prior to school's start so you can hit the ground running as an active participant both in the curricular and extra-curricular life of the Law School. (Learn how to apply.)

Degree Requirements

Normally, we will accept as transfer credits to the William & Mary law degree only 30 credit hours from your former law school and then only those credits where the grade earned is a "C" or better. Under no circumstance will we accept more than 35 credit transfer credit hours. If the course previously taken is determined not to be substantially equivalent to the corresponding William & Mary course, it is possible that the student may be required to take additional credits in that subject area to satisfy the William & Mary requirement. Degree Requirements for transfer students differ from those of the standard three-year JD student only in the number of credits which must be earned in a William & Mary Law School course graded by letter grade. As a transfer student, you must earn at least 42 graded William & Mary Law credits and meet all other degree requirements.

Ranks

Our students are ranked only after one full year of legal education at William & Mary. As a transfer student, you will be ranked at the end of your second William & Mary Law School term.

Legal Practice

Transfer students may be placed by the Legal Practice Program to a first-year section if your first school did not have an equivalent program. Transfer students must take the second year, spring term Legal Practice III course.

The Job Search

Upon accepting admission to William & Mary, you should immediately contact the Office of Career Services. Our students begin their second-year job search process in early August.

Journals and Competition Teams

While you may have earned a position to a Journal, or Moot Court, Trial or ADR team at your former school, that position doesn't transfer to William & Mary upon admission here. Placement to such organizations is made after inter-school competitions held during our student's first year at the Law School. As a transfer student, you will be invited to participate in these competitions during your first year with us.

Academic Honors and Awards

Transfer students may earn course academic honors, called the CALI Award; are eligible for graduation awards; and are eligible for Latin Honors. To be eligible for Order of the Coif, a student must earn 75% of their graduation requirements by graded course work. Therefore, transfer students cannot be eligible for this academic award.

School of Law Programs of Study

Law: Programs

- Juris Doctor
- LL.M
- Joint Degrees

Juris Doctor

The J.D. degree is the basic law degree. With a J.D. (and after passing a state Bar exam), you can be a lawyer, whether that involves practicing law, or working in business, or politics, or public service, or whatever you want.

The Law School's required courses, like Torts, Contracts, Property, and others, give you a solid foundation in law and the legal system. After that, the elective curriculum will let you build on that foundation by selecting courses from a wide range of legal specializations.

Requirements for the JD

Total hours required	86 credit hours (of which 65 must be for a W&M Law letter grade). Additionally, the American Bar Association specifies that no more than 20% of the required credit hours may be taken in any one semester. At William & Mary, this means students may not take more than 17 credits in any one semester.
Length of program	This is a full-time program of legal education. As such, the American Bar Association specifies that it must be completed in no fewer than 24 months and no more than 84 months from the date of matriculation as a degree-seeking first-year law student.
Courses required	In the first year: Civil Procedure, Constitutional Law, Contracts, Criminal Law, Property, Torts, Legal Practice I and II. In the second year: Advanced Practice.

	In the second or third year: Professional Responsibility.
Writing Requirement	Yes, a significant paper of publishable quality is required. See Law: Writing Requirement section below for more information.
Complete the Graduate Employment Survey	You will not be certified to graduate without completing and updating the Survey.

In addition, you, as a law student, must maintain good academic standing by achieving at least a 2.3 cumulative grade point average at the end of your first year; at least a 2.0 cumulative average at the end of each successive semester and at the end of each successive academic year; and at least a 2.0 cumulative grade point average in order to graduate.

An option to supplement your law curriculum - W&M non-law credits

Up to six, approved, W&M non-law credit hours may be applied to your law degree (*joint degree students may not apply non-law credits towards their JD*). See Student Arranged Courses at <http://law.wm.edu/academics/programs/jd/electives/studentarranged/index.php>.

Note that curricular requirements are subject to change.

LL.M. Frequently Asked Questions

What is the LL.M. Program in the American Legal System?

This two semester **program** provides advanced training for students from outside the United States who wish to increase their familiarity with the American legal system.

How do I apply to the William & Mary Law School LL.M. program?

We prefer applicants to apply online through **LSAC**; however, we will accept the paper application which can be located on the LL.M. admission site.

When do you begin accepting applications?

September 1.

When is the application deadline?

February 1.

When will I receive a decision after submitting my application?

Applications will be reviewed as they become complete and most decisions are emailed in early March.

What are the requirements to be considered for admission?

1. An applicant must have a law degree from a country outside the United States from a college or university that is accredited and recognized by the relevant educational authority in that country, or be qualified to practice law in a foreign county.
2. A final transcript and degree certificate from those who have received their law degree prior to their LL.M. application. Those who will graduate after the application is submitted must submit their most recent transcript and, if admitted, the final transcript and degree certificate will be required prior to the start of classes.

Important Note: If you plan to sit for a bar examination in the United States, you need to obtain an additional set of "official" transcripts showing your degree conferral to submit with your bar application.

3. An applicant must take the Test of English as a Foreign Language (TOEFL) if (a) the applicant's native language is not English and (2) the applicant did not obtain a law degree from an educational institution in which the language of instruction is English. William & Mary will not consider TOEFL scores more than two years old at the time of application.

4. Two letters of recommendation (in sealed envelopes) from law professors, employers or other people who can attest to your professional or academic capabilities.

What factors are considered for admission to the LL.M. Program?

In an attempt to create a qualified and well-rounded entering class, William & Mary Law School considers a variety of factors including general academic ability (using factors such as academic transcripts, strength of school and schedule), extracurricular activities and work experience, capacity for legal study, and other relevant personal qualities and characteristics.

Does William & Mary Law School require seat deposits for the LL.M. Program?

Yes, William & Mary requires a \$250 nonrefundable seat deposit that will be credited to the first semester tuition bill.

If admitted to the program, how do I get a visa?

Instructions for obtaining a certificate of eligibility (I-20 or DS-2019) from the College of William & Mary will be included with the admission materials.

What is the minimum TOEFL score you will accept?

The minimum acceptable scores for admission on the TOEFL are 600 (paper-based total); 250 (computer-based total); and 100 (Internet-based total). In certain exceptional cases, William & Mary may accept a student with a slightly lower TOEFL score; however, an applicant with such a score should re-take the TOEFL to attempt to raise their score.

How do I submit transcripts from a college or university outside the United States or Canada?

Use the LSAC service for international transcripts or include them (with translations) in sealed envelopes with your paper application.

Is there a word limit for answers to the essay questions on the application for the LL.M. Program?

No. Please feel free to submit a statement that is long enough to express whatever you believe we should know.

How much does it cost to attend William & Mary Law School?

	Non-Residents (2012-13)
Tuition & Fees	\$37,800
Living Allowance	\$14,850
Books	\$1,450
Total Cost of Attendance	\$54,100

Are scholarships available to LL.M. students?

Scholarships for the LL.M. Program are limited and are based on merit. The probability of receiving aid through the Law School depends on the availability of funds and applicant qualifications. Students must be prepared to pay necessary travel, living and educational expenses from outside sources.

What additional aid is available to international students?

Although some scholarships are offered to LL.M. students, most of our students use individual or family savings and resources to fund their LL.M. Program expenses. Some international students have been funded by their employers for career enhancement.

LL.M. Admission Requirements

- To qualify for this program, students must demonstrate that they:
 - have completed the necessary legal education required to obtain an LL.B. in a foreign country or to take the equivalent of the bar examination in that country; or
 - are qualified to practice law in a foreign country.
- Applicants whose native language is not English, or who did not earn a law degree from an institution whose instruction is in English, must take the Test of English as a Foreign Language (**TOEFL**). The minimum TOEFL scores acceptable for admission are 100 (Internet-based total), 250 (computer-based total), or 600 (paper-based total).

3. All international students must satisfy the United States governments' requirements for admission into the United States. Admitted international students will complete financial forms to be submitted with their tuition deposit to apply for an F-1 student visa or a J-1 exchange visa. Students will be issued documents to present at a U.S. embassy or consulate when applying for their visa. (For additional information, visit the College's **International Student Service website**.)
4. Submit an application (online or paper format), along with the application fee, academic records, two letters of recommendation (in sealed envelopes), and TOEFL test scores. The academic records and letters of recommendation must be accompanied by English translations. (See **How to Apply** for more detailed information.)

LL.M. How to Apply

Apply for Admission to the LL.M. Program

Expand your horizons.

Our LL.M. Program is designed for individuals who have received legal training outside the United States and would like to expand their knowledge of American and international legal systems. The LL.M. Program in the American Legal System is split into fall and spring semesters, ending with graduation in mid-May. Attendance at an introductory week focusing on the American legal system is required of all LL.M. degree candidates and is held the week prior to the beginning of fall semester classes.

Degree Requirements:

1. Applicants must take the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English or the applicant did not obtain a law degree from a school in which the language of instruction is English. William & Mary will not accept scores more than two years old at the time of application. The minimum TOEFL scores acceptable for admission are 100 (Internet-based total), 250 (computer-based total), or 600 (paper-based total). William & Mary may accept a student with a slightly lower TOEFL score in certain cases. However, an applicant with such a score should retake the TOEFL to attempt to improve his or her score. The LL.M. degree program requires oral participation and an ability to write examinations and other papers in English. Your success in the Program depends upon your ability to participate fully in academic life. Only those students who are confident of their command of English should apply.
2. International students must satisfy the U.S. government's requirements for admission into the United States. Admitted international students typically apply for the F-1 student visa or the J-1 exchange visitor visa and must complete the proper financial forms to be submitted with their tuition deposit. You will be sent documents to present at a U.S. embassy or consulate for use in applying for your visa. For additional information, visit the College's International Student Service website.
3. To graduate, a degree candidate must be in residence as a full-time student for two semesters while earning a minimum of 24 credit hours with a minimum cumulative quality point average of 2.0. At least 15 credit hours must be earned in law school courses and, if approved by the director of the program and the course instructor, up to nine credit hours may be taken in other schools and departments. Three to six credit hours may be earned for graduate legal research and writing projects supervised by a member of the law faculty.

Deadlines:

We will accept LL.M. applications for August enrollment between September and February 1. Most decisions will be sent by March 15. All admitted students will be considered for merit-based scholarships.

Steps for Applying:

Preferred Application Method

(1) Complete the Application

Applicants should complete and submit the LSAC Electronic Application.

(2) Submit the Application Fee

Submit a nonrefundable \$50 (U.S. dollars) application fee with a credit or debit card payment through LSAC.

(3) Send Academic Records

Submit required transcripts or academic records (with translations) according to the LSAC LLM application process (www.lsac.org). For those students who have not yet received their law degree, if admitted, you will need to provide William & Mary with a final official undergraduate transcript showing your degree conferral.

Important Note: If you plan to sit for a bar examination in the United States, you will need to obtain an additional set of "official" transcripts showing your degree conferral to submit with your bar application.

(4) Submit Letters of Recommendation

Applicants are required to submit at least two letters of recommendation. We prefer letters from law professors, employers or other significant people who are knowledgeable about your academic or professional career. Letters may be submitted using the LLM application process (www.lsac.org) or recommenders may scan and email their recommendation letters directly to the Admission Office at llmadm@wm.edu.

(5) TOEFL Score

The Test of English as a Foreign Language (TOEFL) is required per instructions above. Reports must be submitted directly to LSAC per instructions at www.lsac.org.

(6) Apply for Virginia In-State Tuition Privileges (if applicable)

Applicants who have been living in Virginia for at least one year and wish to claim entitlement to in-state educational privileges must complete the Virginia Application for In-State Tuition Privileges, save, and add it as an attachment to the electronic application. If the admission application has already been electronically submitted, applicants applying for Virginia in-state tuition privileges must complete the form found on the University Registrar's website and return it to the Registrar by mail or fax.

Alternative Application Method

(1) Complete the Application

Applicants may complete and submit this paper application.

(2) Submit the Application Fee

Submit a nonrefundable \$50 (U.S. dollars) application fee by check or money order made payable to the College of William & Mary.

(3) Send Academic Records

Submit transcripts or academic records (with translations) in sealed envelopes with your application. For those students who have not yet received their law degree, if admitted, you will need to provide William & Mary with a final official undergraduate transcript showing your degree conferral.

Important Note: If you plan to sit for a bar examination in the United States, you will need to obtain an additional set of "official" transcripts showing your degree conferral to submit with your bar application.

(4) Submit Letters of Recommendation

Applicants are required to submit at least two letters of recommendation. We prefer letters from law professors, employers or other significant people who are knowledgeable about your academic or professional career. Letters may be submitted with application or emailed to llmadm@wm.edu.

(5) TOEFL Score

The Test of English as a Foreign Language (TOEFL) is required per above instructions. Reports should be submitted by ETS directly to William & Mary Law School (Institution Code: 5115, Dept. Code: 03). Photocopies of scores are not acceptable.

(6) Apply for Virginia In-State Tuition Privileges (if applicable)

Applicants who have been living in Virginia for at least one year and wish to claim entitlement to in-state educational privileges must complete the Virginia Application for In-State Tuition Privileges and return it to the Registrar as directed on the application.

Checklist:

1. Submit the application with all questions answered, essays and a \$50 (U.S. dollars) nonrefundable application fee by credit or debit card through LSAC or by check/money order made payable to the College of William & Mary;
2. Submit transcripts/academic records through LSAC or in sealed envelopes with your application;
3. Submit two letters of recommendation through LSAC or in sealed envelopes with your application (recommender may scan letter and email to llmadm@wm.edu); and
4. Submit an official TOEFL score to LSAC or have ETS send score directly to the Admission Office. Copies are not acceptable.

LL.M. Student Life

At William & Mary, we encourage our LL.M. students to participate in life outside the classroom, whether through other organizations at the College or by taking advantage of the attractions our town has to offer.

The Reves Center for International Studies supports international students at the graduate and undergraduate levels, and offers a variety of programs and events on campus. The Reves Center is an excellent resource, with information on topics from student visas to health insurance to local international restaurants and grocery stores.

The College has an active Office of Multicultural Student Affairs, which holds different programs and celebrations throughout the year. With more than 25 multicultural organizations on campus, there are plenty of ways to get involved.

Looking for a job? Students with F-1 visas are permitted to work on-campus, so peruse the listing of available positions at the College. LL.M. students with an F-1 visa may also be eligible to participate in one year of Optional Practical Training in the United States after graduation.

Williamsburg offers easy access to a host of local attractions. Experience the living history at Colonial Williamsburg, adjacent to the William & Mary campus; travel down the Colonial Parkway to the Revolutionary War battle site of Yorktown; or visit America's first permanent settlement at Jamestown on the James River. For those seeking an adrenaline rush, the rollercoasters and other thrill rides at Busch Gardens will surely fit the bill. For rides with a splash, Water Country USA is a few miles up the road. Shoppers will enjoy the Prime Outlets, and outdoor enthusiasts will appreciate Williamsburg's many cycling and jogging paths. Check out the seasonal farmer's markets in Merchants Square and New Town to sample locally grown produce.

These are just a few ways to enjoy Williamsburg! If the big city is beckoning, Washington, D.C. is just 2.5 hours away, and Richmond is less than an hour to the west. The Amtrak train station is located a few blocks off-campus, and the Newport News-Williamsburg International Airport is a 20-minute drive south.

LL.M. Legal Advantage Program

Summer English Study for International Students & An Introduction to the Study of American Law*

William & Mary Law School will again be offering our popular Legal Advantage Program during the summer of 2013. This program is open to all students admitted to the William & Mary LL.M. Program in the American Legal System and is a superb introduction for the student or lawyer who has been educated abroad and would like to be well prepared for the rigorous demands of LL.M. study. The English language portion of the program is also open to any graduate student who has been accepted to the College of William & Mary. Other students will be considered on an individual basis.

This program will be held from July 19 through August 16, 2013 and will provide international students with an excellent introduction to their legal studies and assist them with improvement of both their written and spoken English language skills. It also offers students the opportunity to come to Williamsburg before the beginning of the LL.M. Program to allow additional time to adjust to the American culture.

The Legal Advantage Program contains two major components:

1. An English for International Students Program (EISP) (Eng 251-01) provides spoken and written English language training with a special emphasis on legal communication, and
2. An Introduction to the Study of American Law course (Law 250-01) introduces students to American legal concepts and institutions. Students will learn the common law method and case analysis through coursework in substantive areas of U.S. law. The course emphasizes critical reading and effective writing in English.

The Legal Advantage Program has been designed to give LL.M. students and foreign-trained lawyers an advantage in comprehending American law and is taught by highly-trained William & Mary faculty members.

Students who successfully complete the pass/fail Introduction to Law course will earn 2 credits towards the New York Bar Examination's requirement for coursework in American Legal Studies. For William & Mary LL.M. students, these credits will also count toward their degree requirements.

The cost for participation in the Legal Advantage Program is:

1. Tuition & Fees- \$3,000
2. Housing in the Graduate Student Complex (air conditioned with cooking facilities) - \$ 24** per day
3. Mandatory Health Insurance - \$114**

**These are estimated costs and those who enroll in this program will be notified of the actual charges when they become available.

If you are interested in participating in this exciting program, please complete and submit the application with your tuition deposit. (Note: LL.M. alumni recommend that international students from countries governed by civil law - as opposed to the common law system of the U.S. - take the Legal Advantage Program.) Please contact Professor Ronald H. Rosenberg at rhrose@wm.edu, Director, William & Mary LL.M. Program, with any questions you may have.

The deadline to enroll is May 15, 2013.

* This course will be held subject to a minimum number of attendees.

LL.M. Course Information

Taking Classes at William & Mary

Some notes on what to expect when you arrive

Registration

Final course registration will take place during the orientation week before classes begin. You will first meet with a William & Mary faculty advisor to discuss your selections, then you will be registered for the courses you've chosen.

To find what courses are being offered, you can check two places: Cardozo (the Law School's intranet) and Banner. In Cardozo, click 'Courses' in the upper-right corner and then choose the appropriate semester; you can then view the courses by time, type, or instructor, and also see when the courses' exams are offered.

MyLaw

Many of your professors will use an online tool called MyLaw to post information about your courses. You may find your syllabus, course documents, and other relevant information on this site. (You will also use MyLaw to submit your final exams at the end of each semester.) After logging in with your W&M user ID and password, you will see a list of the courses in which you are enrolled. Click the course name to navigate to the specific information for that course.

Credits

To complete your LL.M. degree, you must earn a minimum of 24 credits in one academic year and maintain a minimum GPA of 2.0. Your credits may be divided as you like over the course of the fall and spring semesters. If you are interested in the subject matter of a course and want to be in the class but not take the exam (or receive credit), you may audit the course, with the instructor's permission. If you do not specify during the registration period that you plan to audit the course, then you will be expected to take the exam and will receive graded credit.

Class Structure

Most classes will be taken with American J.D. students. Many LL.M. students choose the first-year J.D. courses, such as Criminal Law, Civil Procedure, and Torts. Most classes will be lectures, but you may also take some seminar courses, which have smaller class sizes and are discussion-based. You can view the courses organized by category on Cardozo by selecting 'Courses by type.'

Exams are held at the end of each semester, following the last day of classes. You can go to Cardozo and select 'Course exam schedule' to see when each class's exam is held. Exams are written and may consist of essays, multiple choice questions, or a combination of both. Your professor will provide more specifics regarding the exam format. If you are from a country where English is not the national language, you will be given additional time to complete your exam.

Joint Degrees

4 Years = 2 Degrees

Enter a joint program and earn two degrees in four years - not the five years it would take otherwise. William & Mary law students can pursue a degree in law, and a second degree in either:

- Business
- Public Policy (MPP)
- American Studies (MA)

J.D. / M.B.A. Degree Program

Application

Apply and be admitted to each program. (Admission to one program will not affect admission to the other.)

- Apply to the Law School by March 1.
- Apply to the Graduate School of Business by the Program stated deadline.

If you're initially accepted to both schools, you can start your program at either, but you need to make the choice and inform both schools of your decision by May 15. Do so by contacting each school's Associate Dean or Director of Admissions.

You may also apply for a joint degree after you've become a law student. If you're accepted into the other program, then contact the Law School's Associate Dean of Administration and the other program's Director of Admission by May 15.

Plan of Study

Start at either program – during the first year of each, you'll only take courses in that program. You must complete the first year of one before you move to the other program.

You'll take a combination of law and business courses in your final two years.

If a course is cross-listed law/business, you must declare to which program the credits will belong at the time you register in the course. Under no circumstance may you move the course from law to business or business to law after the exam period for the term you are taking the course begins.

If the course is not cross-listed please declare to the Law School registrar upon registration to which degree the course will belong.

Regardless of where you are taking classes, you'll always retain the rights of a student at each school.

Public Policy, JD / MPP

Application

Apply and be admitted to each program. (Admission to one program will not affect admission to the other.)

- Apply to the Law School by March 1.
- Apply to the Thomas Jefferson Program in Public Policy by the Program's stated deadline.

If you're initially accepted to both schools, you can start your program at either, but you need to make the choice and tell both schools about it by May 15. Do that by contacting each school's Associate Dean or Director of Admissions.

You can also decide to apply for a joint degree after you've become a law student. If you're accepted into the other program, then contact the Law School's Associate Dean of Administration and the other program's Director of Admission by May 15.

Plan of Study

- Start at either program – if you start at the Law School, you'll take only law courses your first year. If you start in the Policy Program, you'll only take policy courses.

- You will take a combination of law and policy courses in your final two years.
- You must declare your intentions regarding Law classes that you plan to count toward your policy degree and this **must be done at the time of registration**.
- You must register in the Policy cross-listed number (if the course is listed as either Law or Policy) when you intend to apply the credits and grade to the Policy degree.
- If the course is not cross-listed, for instance the PUBP 600 option, then we need to manually code your registration as Grad A&S in the Law course.
- Regardless of where you are taking classes, you'll always retain the rights of a student at each school.

Degree Requirements

- Earn 75 law credits.
 - You may not apply non-law credit hours to your law degree.
 - 65 of your credits for graduation must be in William & Mary Law School courses graded by a letter grade (i.e., A, B, C).
- Complete the first- and second-year Law School course requirements.
- Satisfy the Law School Major Paper Requirement.
- Earn a minimum cumulative law GPA of 2.0.
- Comply with all M.P.P. requirements:
 - 36 Policy hours
 - All other degree requirements
 - Earn a minimum cumulative GPA of 3.0.

Tuition and Fees

- Pay tuition and fees at the Law School rate for three years.
- Pay tuition and fees at the Graduate Arts & Sciences rate for one year – typically the year when predominantly taking M.P.P. courses.

Financial Assistance

- If you are eligible, you can be considered for available scholarship funds at either school.
- J.D./M.P.P. students may be eligible for a Bolin Fellowship.
- If you are eligible, you can receive up to three years of Law School-administered aid.
- If you receive Law School scholarship funds or aid, they are not available during the year you're paying tuition to the other program.
- Educational loan applications are processed by the Office of Student Financial Aid for the College of William & Mary.

J.D. / M.A. Degree Program

Application

Apply and be admitted to each program (admission to one program will not affect admission to the other).

- Apply to the American Studies Program by the Program's stated deadline.
- Apply to the Law School by March 1.

Typically, students in the joint program are already William & Mary JD students at the time of application to the M.A. program. So, if you're accepted to the M.A. program and plan to attend, you will need to tell the Law School's Associate Dean of Administration by May 15. If you're accepted to the joint program simultaneously, you'll need to tell the Admission Deans of both programs and you will begin the joint program at the Law School.

Plan of Study

The first year is taken in the Law School. The first-year curriculum must be completed prior to beginning the other program.

In the remaining two to three years, you will take courses in both programs. Typically, some of your elective law courses will compliment the nature of your work in American Studies and your joint degree will be truly integrated in nature.

Degree Requirements

- Earn 80 law credits.
 - 6 specified (AS 551 and one elective) non-law credit hours will be applied to the law degree.
 - 65 credits must be by a William & Mary Law School course graded by letter grade (i.e., A, B, C).
- Complete the first- and second-year Law School course requirements.
- Satisfy the Law School Major Paper Requirement.
- Earn a minimum cumulative law GPA of 2.0
- Comply with all M.A. in American Studies requirements
 - 24 M.A. hours
 - All other degree requirements including:
 - A thesis
 - AS 551 and 5 elective courses.

Tuition and Fees

- You will pay tuition and fees at the Law School rate for three years.
- You will pay tuition and fees at the Graduate Arts & Sciences rate for any remaining term needed to complete the M.A. degree.

Financial Assistance

- If you are eligible, you can be considered for available scholarship funds at either school.
- If you are eligible, you can receive up to three years of Law School-administered aid.
- If you receive Law School scholarship funds or aid, they are not available during the year you're paying tuition to the other program.
- Educational loan applications are processed by the Office of Student Financial Aid for the College of William & Mary.

School of Law Courses

Law: Legal Practice Program

A commitment to educating highly skilled and ethical lawyers. Our Legal Practice Program helps students gain the tools and ethical sensibilities they'll need to be great lawyers.

Legal Practice Program

The Legal Practice Program is a required three-semester course of study. In the Program, you will work in small classes with a designated member of the Legal Writing Faculty, a practicing attorney, a teaching assistant, and law librarians. In the first year,

you will concentrate on objective and persuasive writing, as well as other practical skills necessary for successful law practice. In the second year, you will choose a specialized, upper-level course of study, such as criminal or civil practice or appellate advocacy.

Curricular Details

Our first-year curriculum will introduce you to the essential analytical skills you'll need to practice law. Through the study of traditional first-year subjects and your responsibilities in a Legal Practice firm, you'll develop the ability to read and analyze cases, conduct legal research, and prepare legal documents.

Receive training in legal research and writing, drafting, interviewing, and negotiation. The small class size and discussion based format will allow you to practice and master the necessary skills to be a successful law student and attorney. Designated writing faculty, law librarians, and practicing attorneys will work closely with you to develop your talents.

Gain the confidence you'll need as you enter the job market. Your Legal Practice training will help you feel prepared as you interview for summer or permanent positions.

Find answers to the "big questions." What does it really mean to be a lawyer? Beyond knowledge of the law, what skills do you need to represent a client effectively? How do lawyers relate to one another as colleagues or as opponents? Legal Practice helps to prepare you for your future practice of law.

Law Week

As a Legal Skills student, you will:

Be welcomed into the Law School community and the world of law. Your legal education begins with "Law Week," a multi-day intensive experience where you will receive a head start to your legal education. You will receive information about the law school and have a chance to develop relationships with your classmates. You will receive instruction on the American legal system and briefing and analyzing cases. Finally, you will actually begin your first-year legal writing practice courses and attend your first lecture in criminal law.

Law: Writing Requirement

Legal writing, contrary to common thought, is actually just good writing. To develop this skill is to develop an inherent responsibility of all lawyers. Consequently, our law students are encouraged to write often. They will begin writing legal briefs and memos in the Legal Practice Program. As an upper-level student they are required to complete a paper of significant length and publishable quality. All papers written to satisfy the major paper requirement should evolve through four major stages, each of which should occur in consultation with the supervising faculty member:

A. Topic Development

The student should produce a succinct, coherent topic statement that sets out the thesis of the proposed paper.

The topic development should occur prior to registration in the Independent Writing course. The statement should be attached to the Independent Writing form. This form must be submitted to the Law School registrar to trigger registration in the course.

B. Outline

The student should produce a reasonably comprehensive outline of the paper, including a statement of the basic steps in the argument, the major sources used, and the tentative conclusion or a comparable writing.

C. First Draft

The student will produce at least one draft of the paper. The drafts should be submitted with sufficient time for the supervising faculty member to make comments and for the student then to respond to those comments in the form of a subsequent draft. Normally the first draft should be submitted to the supervising faculty member by the end of the 10th week of classes.

D. Final Draft

The student will submit the final draft by noon on the last day of exams for the registered semester, or earlier as designated by the professor.

How to satisfy the Paper Requirement

You can take an elective course for which the paper satisfies the requirement (these courses will be so noted in the curriculum and must be for three credit hours); by writing a note for a credit-earning journal; or by writing a two-credit independent legal writing paper.

Courses

- First-Year Courses
- Electives

Law: First-Year Courses

Designed to introduce the essential analytical skills needed for your upper-level courses, the first-year curriculum emphasizes the many sources of law that govern our society--judge-made common law, statutory law and regulatory law as developed by governmental agencies--and the two major systems of law in the United States--the civil justice system and the criminal justice system.

In your first year, you will develop the skills to read cases, read and interpret statutory and regulatory materials and understand the fundamental principles of the traditional first-year subjects. For each first-year course there is a corresponding tutorial in our Academic Support Program.

- LAW 102 - Civil Procedure
- LAW 109 - Constitutional Law
- LAW 110 - Contracts
- LAW 111 - Legal Practice I
- LAW 112 - Legal Practice II
- LAW 108 - Property
- LAW 107 - Torts

Law: Electives

In your first year, all courses are chosen for you. But in your second and third years, you have a wide range—a very wide range—of optional courses to choose from. Some advice about the process of course selection might therefore be helpful.

Philosophies and strategies for course selection vary widely. Some believe that a student's selection of electives should be entirely an academic exercise, with a student choosing courses that she would enjoy or that would provide her with a broad-based education. Others believe that a student should choose courses that will prepare him to practice in a particular area. Still others think that a student should select courses that will help prepare for the Bar exam, believing that the Bar exam reflects the collective wisdom of learned professionals and should be used as a guide.

There's no right philosophy or strategy. If you're interested in a particular area of law, then one strategy is to choose courses in that area. If you don't know what you're might want to do after graduation, then take a variety of courses in many different areas of law. If you intend to take a Bar, you should take the courses that may prepare you best for that exam. You should also feel free to take courses simply because you think you'd enjoy them.

However you go about choosing courses, keep in mind the basic academic requirements for graduation.

Law Course Descriptions

LAW M01 - Human Rights Law Europe

A survey of European human rights and freedoms, both under the European Convention of Human Rights and the legal system of the European Union. Special attention shall be devoted to differences in the legal framework and techniques used under the two European systems, as well as its main enforcers: the European Court of Human Rights, in Strasbourg, and the Court of Justice of the European Union in Luxembourg.

LAW M04 - Legal System European Union

After a brief introduction on the motives and history of European integration, the course provides an accurate portrait of the general framework and functioning of the legal system of the European Union, with special emphasis on the decision-making process, the distribution of power between member states and the EU, and the principles that govern the relationship between the legal systems of the EU and its member states. Additional study will follow in the legal setting of the European Common Market. Attention will be paid to the economic liberties guaranteed by the Treaty of Rome, as well as the other rights and duties shaping the legal environment of any corporation conducting business in Europe. (Students may enroll in M04 or M05, but not both.)

LAW M05 - European Union Law/Pol

An introduction to the European Union (EU) legal system and the political work of its institutions, with an appendix on NAFTA. The course studies EU decision-making, focusing on the Commission, the Council and European Parliament. Attention will be given to the Community's system of legal remedies and the European Court of Justice, its constitutional principles, and the expansion of Community powers. Finally, the course covers rules on free movement of goods inside the European market. (Students may enroll in M04 or M05 but not both).

LAW M12 – International Environmental Law

The course considers topics such as liability in transboundary pollution; institutional framework of international environmental regimes; the cooperative system of management of global environmental problems (climate change, biodiversity loss...) and of the global commons (atmosphere, oceans, Antarctica...); debt for nature swaps; environmental restraints on international aid and technology transfer; international trade and the environment (WTO and the environment; unilateral environmental measures and trade sanctions; shipping of hazardous waste; CITES...); international environmental torts and human rights; and environmental issues in transnational contracts, mergers and acquisitions.

LAW M13 - Securities Regulation in Europe

The course will examine the European Financial Services Action Plan and how, for financial markets and services, it has developed the general freedoms (freedom of establishment, freedom to provide services) established under European Law. The course will also review the common requirements imposed to harmonize business conduct rules on the stock markets (Directive on Market Abuse). Lastly, following the general trend towards corporate governance reform, the course will consider European developments in the area and the European response to the Sarbanes-Oxley requirements.

LAW M16 - Comparative Corporations

An exploration of the legal structure of corporate institutions both in the United States and Europe, emphasizing the control of managers in publicly held corporations; the mechanisms to establish US/European corporations; and the distribution of authority among shareholders, directors and officers. The course then moves to the differing views of the corporation's proper role in society and the present debate, on both sides of the Atlantic, about the ideal corporate governance structure.

LAW M17 - Comparative Family Law

This course will serve as both a survey course on family law in the U.S. and an exercise in comparative legal studies. The materials will relate to core topics in family law - marriage, paternity, divorce, property distribution, and child custody and visitation - but will include, in addition to U.S. law materials, primary and secondary sources of law from other countries relating to those topics.

LAW M18 - European Internet Law

An overview of this increasingly globalized area of the law through an examination of how the European Union (EU) and European countries, together with their respective courts, have addressed it. After the study of the Internet itself and of Internet law and governance, the course will cover two main areas: first, the basis of the regulation of the physical network for information and communication technologies in Europe according to the telecom policies; second, the regulation of Net contents by focusing on the following aspects: civil rights in cyberspace (including its projection on labor relations), substantive and jurisdictional problems arising from cybercrime, the law of intellectual property in the Internet and electronic commerce. Finally, we will address future trends in the Internet world (such as big data, the Internet of Things and cloud computing) as well as their respective legal implications.

LAW M22 - Civil Law & Comparative Constitutional Law

Introduction to Civil Law and Comparative Constitutional Law Structured in two parts, the course begins by introducing the particular approach to the law and the distinct way of legal thinking that characterize the Civil Law legal tradition and mark the contrast with the Common Law legal culture. It explores how and why these two legal paths developed and examines the contemporary trend towards convergence. The second part focuses on major aspects of Comparative Constitutional Law. Against the background of successive waves of democratization after the Second World War and the collapse of the Soviet Union, consideration will be given to the issues of constitution-making, designing democracy, constitution-interpreting and constitutional courts. The phenomenon of judicial globalization will also be given special attention.

LAW M27 - Special Topics in Environmental Law: Climate Change

This course will examine the phenomenon of global climate change and its implications for law and policy across all institutional levels. Climate change will be examined both as a physical and social phenomenon with implications for scientific, legal, economic, and political systems. In addition to exploring the global response, the course will study the U.S. approach, including federal, state, local and private initiatives. Topics of study may include, among others, renewable energy, sustainable land development, property rights and climate change, food sustainability, carbon sequestration, and regulation of greenhouse gas emissions.

LAW M28 - International Intellectual Property

Much commerce crosses international borders; a good portion of that commerce comprises copyrightable material like books, movies, and music, or patentable materials like machinery and pharmaceutical drugs; even more of it is sold under one or more trademarks. International commerce gives rise to international questions and disputes: may a U.S. patent holder enforce a patent in Spain? May a U.S. website operator publish photographs of French fashion designs when those designs are copyrighted in France but not in the U.S.? This course examines questions like these, with attention to fundamental underlying questions such as how intellectual property rights are obtained, how they are enforced, how they are lost, what country's law applies to international disputes, and what country's courts have jurisdiction over such disputes. Prior courses in intellectual property law will be helpful, but are not a prerequisite.

LAW M29 - International Criminal Law

This course examines the emergence of international criminal law during the last century and assesses the desirability and efficacy of international criminal prosecutions as a response to large-scale violence. The course traces the development of international criminal law, focusing primary attention on events taking place since the Nuremberg and Tokyo Tribunals, and concentrating in particular on the work of the international criminal tribunals for the former Yugoslavia, Rwanda, Sierra Leone, and East Timor, as well as the International Criminal Court. The course traces the substantive development of international criminal law through an examination of the core international crimes, namely: genocide, crimes against humanity, war crimes, and aggression. The course will likewise trace the development of international criminal procedure, a unique body of law that blends features of adversarial and non-adversarial criminal justice systems. Finally, the course will examine the political context in which the prosecution of international crimes take place. It will consider the effect of such prosecutions on peace negotiations and the desirability of international prosecutions in comparison with other responses to mass atrocities, including domestic and transnational criminal prosecutions, truth commissions, lustration efforts, and reparations schemes.

LAW 101 - Criminal Law

An intensive study of the basic doctrines underlying the criminal law, including actus reus and mens rea; the principal substantive and inchoate crimes; the accountability for the criminal acts of others; and the general defenses to criminal liability.

LAW 102 - Civil Procedure

This course focuses on the strategic options federal law provides to persons attempting to resolve disputes through litigation. It introduces students to basic concepts involved in the federal civil adversary system, federal jurisdiction, choice of law, and finality. Students will explore in depth the policies governing and the mechanics involved in pleading, discovery, and disposition before trial.

LAW 107 - Torts

A survey of the legal system's responses to problems arising from personal injury and property damage. Concentration on the legal doctrines relating to liability for harm resulting from fault and to strict liability. Analysis of the goals and techniques of accident prevention and compensation for loss.

LAW 108 - Property

Property focuses on the rules for acquiring, using, dividing (in various dimensions), and losing rights over scarce resources. Most material concerns realty, with limited consideration of person property. Property will introduce the rudiments of capture, finds, and adverse possession; landlord-tenant law; the system of estates; co-ownership; easements; and restrictive covenants. In addition to these private law subjects, the course will introduce zoning and takings/

LAW 109 - Constitutional Law

A study of the structure of government, from the role of the courts and the concept of judicial review, through the distribution of power in the federal system and the allocation of power among the three branches of the government, followed by a study of individual rights protected by the Constitution.

LAW 110 - Contracts

This course explores legally enforceable promises, normally exchanged as part of a bargain between private parties. Among the topics that may be covered are: bases of enforcement, capacity to contract, contract information, interpretation, conditions, excuse of performance, and remedies for breach.

LAW 111 - Legal Practice I

In Legal Practice, students will learn legal analysis, writing, research, and other practical skills. Students will work with full-time writing faculty and research librarians to research and write objective office memoranda and a letter to a client. Students will also work with practicing attorneys to learn skills necessary in client interviewing, counseling, negotiation, and oral presentations.

LAW 111 - Legal Skills I

In Legal Practice, students will learn legal analysis, writing, research, and other practical skills. Students will work with full-time writing faculty and research librarians to research and write objective office memoranda and a letter to a client. Students will also work with practicing attorneys to learn skills necessary in client interviewing, counseling, negotiation, and oral presentations.

LAW 112 - Legal Practice II

This is the second semester of Legal Practice for 1L students. The course continues instruction of legal analysis, writing, and research. Additionally, students continue working with practicing attorneys and refining the skills necessary in client interviewing, counseling, negotiation, and oral presentations.

LAW 112 - Legal Skills II

This is the second semester of Legal Practice for 1L students. The course continues instruction of legal analysis, writing, and research. Additionally, students continue working with practicing attorneys and refining the skills necessary in client interviewing, counseling, negotiation, and oral presentations.

LAW 113 - Legal Skills III

Legal Skills III and IV compose the second year of a two-year course required of all students. Taught primarily in small student "law firms," the course's coverage includes professional responsibility, the nature of the legal profession, legal research and writing and numerous legal skills including drafting, interviewing, negotiation, introduction to trial and appellate practice, and alternative dispute resolution.

LAW 114 - Legal Skills IV

Legal Skills III and IV compose the second year of a two-year course required of all students. Taught primarily in small student "law firms," the course's coverage includes professional responsibility, the nature of the legal profession, legal research and writing and numerous legal skills including drafting, interviewing, negotiation, introduction to trial and appellate practice, and alternative dispute resolution.

LAW 114A - Advanced Practice: Appellate

The course will prepare students for practice in the appellate field. Students will receive in-depth instruction on persuasive writing and oral argument and will receive practical training in appellate advocacy. Students will have opportunities to review a trial record, create an appendix, and strategize which issues to bring on appeal. Students will note an appeal, write and revise a substantial appellate brief, and orally argue a case. This class does not require a supplemental writing class, but will have a more substantial out of class writing requirement.

LAW 114B - Advanced Practice: Civil

The Pretrial Civil course is designed to introduce students to persuasive pretrial advocacy in a civil context. The course will prepare students for practice in civil litigation by introducing them to writing and practical skills necessary to represent a client in a civil case. Students will follow a single civil case from pre-litigation negotiations through the complaint and answer, discovery, and pre-trial motions. Students will learn civil litigation skills through a variety of practical assignments, such as drafting pleadings, conducting discovery, and engaging in alternative dispute resolution. Students will also write a demand letter and one or more substantive motions and briefs in support of motion(s). In addition to attending practice classes with adjunct professors, the students will register for and attend an additional required writing class for the first six weeks of the semester. At the end of the semester, students will present oral arguments on a substantive motion.

LAW 114C - Advanced Practice: Criminal

The Pretrial Criminal course is designed to introduce students to persuasive pretrial advocacy in the criminal law context. Unlike what you might see on television, criminal cases are not usually won in 22 minutes in the courtroom. Rather, the bulk of criminal litigation is handled pretrial through pleadings, discovery, witness interviews, and pretrial motions. Students will follow a single criminal case from the commission of a crime to the start of trial, focusing on the behind-the-scenes issues that criminal lawyers are forced to address every day. Students will receive reports of a crime, interview the defendant and/or the victims, investigate

the evidence, and determine which charges to bring. Students will then engage in various pretrial activities typically found in criminal practice, such as moving for discovery, preparing exhibits for trial, and negotiating plea deals. Students will write two or more substantial motions to suppress. In addition to attending practice classes with adjunct professors, the students will register for and attend an additional required writing class for the first six weeks of the semester. The class will culminate with a final oral argument based upon a written motion to suppress.

LAW 114L – Advanced Practice Large Section

This course is a co-requisite with Law 114 Advanced Practice: Civil and Law 114C Advanced Practice: Criminal. Students will attend a once weekly class for the first six weeks of the semester that will focus on persuasive writing skills. This class emphasizes clear and effective reader-focused writing that is tailored to a particular audience. Students will build on objective writing techniques and learn to adapt their writing to a persuasive context. Students will learn techniques for writing persuasive legal arguments, persuasive fact statements, and persuasive rules and rule explanations. This class will complement the curriculum and instruction in the Pretrial Civil and Criminal classes.

LAW 115 - Legal Skills/Ethic Exam

The final examination on legal professional and ethical issues for the Legal Skills Program. Operates in conjunction with Legal Skills IV. Students must enroll in either section 01 or 02 of Law 115 in conjunction with Law 114.

LAW 115 - Professional Responsibility

The final examination on legal professional and ethical issues for the Legal Skills Program. Operates in conjunction with Legal Skills IV. Students must enroll in either section 01 or 02 of Law 115 in conjunction with Law 114.

LAW 118 - Professional Responsibility for LLMs

This course is designed to introduce international attorneys to legal professional responsibility in the United States.

LAW 250 - Intro to American Law

This course is designed to provide an introduction into the structure and content of the American Legal System to foreign students who have not received American law training. The course is composed of two components: 1) instruction in American Law and Legal Institutions and 2) Legal Research Training. The substantive element contains materials on the Basic Principles of American Law, the Legal Profession, the Jury System, Constitutional Law and Torts. The research portion provides a basic introduction into the modern American law library's holdings and computer-based research techniques. The course meets for a total of 15 class meetings for at least 90 minutes at each session and will be graded on a pass/fail basis.

LAW 251 - LLM Language Course

This course is designed to improve the English language skills of entering international students in the LLM program or at the University.

LAW 301 - Law & Intimate Associations

An in-depth study of the state's role in creating legal family relationships and in encouraging or discouraging particular social relationships, with a primary focus on the parent-child relationship. The course will take a multi-disciplinary and comparative approach, drawing materials from the social sciences (e.g., sociology, psychology, political science) and the humanities (e.g., philosophy, history, literature) as well as from law, and examining the laws and social circumstances relating to intimate associations in other countries as well as in the U.S. The course will also have a law reform orientation; we will study the topic with an eye to determining whether and how state legislatures should rewrite the laws that dictate who a child's first legal parents will be. Students will also attend a conference on this topic to be held at the law school, where academics from various disciplines will present papers.

LAW 302 - Statistics for Lawyers

This course introduces basic statistical analysis and its application to problems that arise frequently in litigation. It covers the concept of distributions and summary statistics; statistical sampling; analyzing the validity of data collection methods; basic hypothesis testing; and methods for studying correlations in data. The course will cover a variety of legal applications of statistics, including discrimination litigation, use of DNA to identify individuals, products liability, and discrimination in jury selection. The course assumes no prior knowledge of probability or statistics. It will emphasize broad understanding over the details of calculation. Grading will be based on weekly homework assignments and a final exam.

LAW 303 - Corporations I

An introductory examination of the law applicable to corporations. This course examines the process of formation and capitalization of corporations, the concept of limited liability, and the role of fiduciary duties in corporate governance. We will examine how these duties are enforced in different settings (public corporations and closed corporations); under state and federal

law; and some other recurring litigation and planning issues. Students who take Corporations may not take Business Associations.

LAW 305 - Trust and Estates

A study of the law governing inter vivos and death time gratuitous transfers of property. Aspects covered include transfers under intestate succession statutes; the law of wills, including the formalities of execution, testamentary capacity, undue influence and fraud, interpretation, and revocation; non-probate transfers; the law of trusts, including methods of creation and termination, rights and interests of the beneficiary, and special problems relating to resulting, constructive and charitable trusts; and fiduciary administration, including an introduction to probate proceedings and problems of trust administration.

LAW 306 - Bankruptcy Survey

This course will examine the federal Bankruptcy Code. Issues to be discussed include property of the estate, the automatic stay, claims, preferences, exemptions, priorities, and discharges. We will review these issues as they arise in liquidations under Chapter 7, corporate reorganizations under Chapter 11, and wage earner adjustments under Chapter 13. Students enrolling in this course cannot also register for nor have taken Law 421 Business Bankruptcy, Law 406 Consumer Bankruptcy.

LAW 309 - Evidence

An intensive study of the law of evidence primarily utilizing the Federal Rules of Evidence. Topics addressed by the course include relevance, authentication, real evidence, competence, hearsay, impeachment of witnesses, and privileges.

LAW 309T - Evidence-CLCT Summer

Intensively discusses the law of evidence, primarily utilizing Federal Rules of Evidence. Topics addressed include relevance, authentication, real evidence, competence, hearsay, impeachment of witnesses, and privileges.

LAW 310 - Electronic Discovery & Data Seizure

This course addresses the legal and practical issues inherent in conducting electronic discovery in civil cases, especially under the Federal Rules of Civil Procedure, as well as the law of electronic data search and seizure under the Fourth Amendment and Federal Rules of Criminal Procedure. No special information technology knowledge or background is required.

LAW 310T - E-Discovery/Data Seizures-CT Sum

Introduces electronic discovery as an essential part of legal practice. The class takes a practice-oriented approach and presents the relevant case law and the applicable Federal Rules of Civil and Criminal Procedure. Identifies both the client's and attorney's responsibilities in the production and preservation of electronically stored information. Provides the basic technical knowledge to understand the legal requirements to help attorneys and clients avoid the shocking consequences and potential sanctions handed down in court.

LAW 311 - Federal Income Tax

A study of the basic laws relating to federal income taxation of the individual. Included are problems relating to computing gross income, the reduction of gross income to taxable income, and the recognition and character of gains and losses from disposition of property.

LAW 314 - Title Insurance

This course considers the topic of land title and the potential encumbrances and defects that might exist. It will focus on title insurance as an evolved form of risk management with special attention given to the principal title insurance policies currently in use. In particular, the course will discuss the insuring provisions of both the lender's and the owner's policy, exclusions from coverage, claims and claim processing, significant other policy provisions and risk analysis. This class is highly interactive with an emphasis on practical solutions.

LAW 315 - Employee Benefits: Employee Rights

The course is an introduction to the federal regulation of employee benefits (including retirement benefits, medical coverage, disability, and severance). The course introduces students to the rights that employees have under the federal statute ERISA. It covers topics such as vesting of benefits, preemption of state law, fiduciary duties, enforcement, and remedies. This course is particularly appropriate for students interested in a labor, employment, or health-care practice.

LAW 316 - Topics of International Criminal Justice

This short course offers students an introduction to the international criminal justice system, by critically exploring recent topics and trends. Topics to be covered will include the national prosecution of the crime of piracy, the admissibility of cases at the

International Criminal Court (situations of Kenya and Libya), and the position of the Defense in the procedures at the Extraordinary Chambers in the Courts of Cambodia. Grades will be based on a final examination.

LAW 317 - Law & Neuroscience

This course examines a variety of cutting-edge, at times controversial, linkages between law and neuroscience, ranging from social and environmental influences on the brain and behavior to the interpretations of neuroimaging and the prediction of criminality and predispositions towards mental illnesses and addictions. Students will learn how discoveries in neuroscience intersect with societal responses and legal decision-making. Scientists are increasingly using new techniques to investigate the brain activity underlying cognitive phenomena. The course will explore whether, and if so how, the law should engage with various emerging neuroscientific findings, technologies, and perspectives on such topics as evidentiary rules, memory bias and enhancement, lie and deception detection, the neurobiology of criminal culpability and punishment, emotions and decision making, addiction, adolescent brains and juvenile law, moral and legal reasoning, tort law, artificial intelligence, and the like. The course will also address a variety of challenging questions raised by the increasing introduction of brain scans as evidence in courtroom proceedings. A background in science may be helpful, but is not required, as the course will provide a "brain basics" introduction for law students.

LAW 318 - Advertising Law

This short course provides an introduction to the laws and regulations relating to advertising and marketing in the United States. Topics to be covered will include the assessment of truth and falsity in advertising, copyright law, trademark and unfair competition law, rights of publicity and privacy, and FTC and other regulatory schemes. Grades will be based on a final examination.

LAW 320 - Business Associations

An introductory examination of the law applicable to contemporary forms of business enterprise: the general partnership, the limited partnership, the limited liability partnership (LLP), the limited liability company (LLC), and the corporation. The course begins with an introduction to the principles of agency, which govern all these forms of enterprise. The course then explores the process of organization, formation and capitalization, limits on investors' personal liability, and the role of fiduciary duties in different business contexts. We will then examine how these duties are enforced under state (and some federal) law. This course is a general introduction to the field. Students who take Business Associations may not take Corporations or Small Business Entities.

LAW 324 - Business & Legal Problems

Entrepreneurship: Business and Legal Problems Entrepreneurship: Business and Legal Problems The Mason School of Business and the Marshall-Wythe School of Law will offer this course jointly. It is designed to familiarize 1) MBA students with the bodies of law and legal issues faced in a start-up, or smaller business enterprise and in the financing of an enterprise; and 2) to familiarize law students with the kinds of legal and business issues business executives face. Both business and law students will gain a hands-on understanding of how business executives and lawyers can work together to deal efficiently and effectively with matters inextricably part business and part legal. The course will have as its operational context the development and implementation of an actual business situation which will include a business plan. Students will be divided into teams with each team having a legal component (in-house counsel) and a business component executive team). The executive team will be primarily responsible for developing and implementing the business aspects of the enterprise, while in-house counsel will be responsible for raising and solving associated legal issues and implementing the necessary legal structures and agreements. The teams will be required to work together as they would be in any business to develop and implement the business plan and to bring the specified business case to commercial viability. In-house counsel will be paid (graded) in part by the executive team and executive performance will be assessed (graded) in part by in-house counsel. There will be a professor from each School with overall responsibility for the course and for the respective groups of students. Individual class sessions will usually involve other professors from the respective schools and outside resources as well. The class meetings will alternate weekly between the Mason School Marshall-Wythe. The course will use two texts: *The Entrepreneurial Venture*, 2nd Edition and *The Entrepreneur: A Guide to Business Law*, 2nd Edition. This is a non-law course cross listed with law. The course materials will be found in Blackboard.

LAW 325 - Private Equity & Venture Capital

Covers the essential principles of the risks and rewards associated with Private Equity and Venture Capital. Financial analysis of a business and risk/return characteristics, business valuation methods, and the financing sources are covered to better understand the required returns to risk investors. Other topics include: fund raising, early stage, middle stage and ultimately late stage investments; buyouts and exit strategies; the structuring of the "deal"; the creation of term sheets, negotiation strategies, and human capital and resources. This is a non-law course cross listed with law. The course materials will be found in Blackboard.

LAW 326 - Partnership & LLC Taxation

This course examines the fundamental rules governing the federal income taxation of partnerships, including LLCs treated as partnerships for income tax purposes. An overview of S corporation taxation and federal income tax issues to consider in choosing the appropriate entity are also covered.

LAW 327 - Banking Law

The course covers the regulation of banks and other financial-services institutions. Specific topics include the definition of banking, the regulation of bank activities and capital structure, and the resolution of failed banks. The course also covers the financial crisis of 2007-2009, the resulting Dodd-Frank legislation, and international efforts to prevent future crises (such as Basel III accords).

LAW 328 - Regulation of Markets

This course provides a survey of how the state intervenes to address major market failures with emphasis on regulation of competition, natural monopolies, externalities, and imperfect information. We will examine the reasons why markets fail and the theoretical rationale behind government intervention to correct those failures. We will study the tools the state uses to regulate markets including price and rate regulation, command and control regulation, market-based mechanisms, and incentive regulation. We will also analyze the economic consequences of various forms of regulation. The course will include case studies of a variety of regulated industries including electricity and utilities, telecommunications, and transportation. This course should be taken by students who want to work in a regulatory agency, on a house or senate committee that deals with regulated industries, in a law firm that deals with regulatory matters, or in a regulated industry. COURSE OBJECTIVE: At the end of the course students should understand and be able to explain to others the economic rationale for government regulation of markets. Students should also be able to evaluate the likely consequences of a regulation given appropriate information about the regulated industry and the policy in question. Students will be familiar with key types of economic regulations and the ways the regulations work (or fail to work) to increase efficiency. Students will also have an increased understating of key regulated industries. METHOD OF EVALUATION: Students will take midterm and final examinations, each accounting for 30% of the final grade. Students will also develop an industry case study which they will present orally and in writing (12 to 15 page paper) that will account for the remaining 40% of the final grade. This is a non-law course cross listed with law. The course materials will be found in Blackboard.

LAW 331 - Intro to Statutory Analysis

This 1-credit mini-course provides an introduction to the toolbox of arguments available to lawyers working on behalf of clients whose conduct is regulated in whole or in part by statute. This applies to basically all clients and their lawyers, but particularly those future lawyers who intend to practice in DC or a state capital like Richmond. The grade will be based on participation and a memo assignment due October 14th. Laptops will not be used in class.

LAW 333 - Securities Regulation Survey

This survey course examines the federal law and policies governing the purchase and sale of securities, particularly the Securities Act of 1933 and the Securities Exchange Act of 1934 and related regulations. The first portion of the course will deal with the securities law issues faced by privately-owned companies up to and including a company's initial public offering. The second portion of the course will deal with the issues faced by public companies, including periodic reporting, insider trading, and selected business transactions. Pre-requisite: LAW 303 - Corporations I or LAW 320 - Business Associations

LAW 334 - Community Association Law

This class will cover the legal structure of covenants and servitudes organizing modern community associations. The number of community associations has increased exponentially over the last two decades as local governments have increasingly looked to the private sector to provide amenities and services historically provided by such governments. In addition, these entities have become more prominent as the development focus has been on higher density housing and mixed use developments which combine commercial and residential uses in integrated planned developments. This course will consider the corporate and governance functions of community associations and the legal documents which provide the contractual framework for such governance. Coverage will include discussions of the respective roles and functions of the various parties involved in the formation, management and operation of Community Associations including local government and zoning officials, land planners, developers, investors, lenders, homeowners, boards of directors, property managers, homeowners committees and citizens groups. Class time will consist of a combination of lectures covering textbook materials and posted reading materials, discussion and consideration of posted problems corresponding to topics covered in class, role playing, and document drafting exercises.

LAW 339 - Natural Resources Law

The course provides an introduction to federal natural resources law, with an emphasis on living resources. We will examine the theoretical conflicts that underlie various approaches to resource management, as well as the special qualities of natural resource problems that render management efforts difficult. Focusing on the legal treatment of fisheries and marine mammals, wildlife and

biodiversity, water resources, forests and preserved public lands, we will probe the complex interplay between environmental, economic, cultural, and political factors in natural resource decision making. Note: this class does not meet every year.

LAW 345 - Environmental Policy

This course is offered by the Public Policy Program and offers limited enrollment to law students. Law students must receive professor permission to enroll. The course will explore policy making for environmental problems and will focus on issues that are local, national, and international. We will primarily focus on national environmental policy, and how that policy is implemented at a local and regional level. Issues we will explore will include water pollution policy and land-use in the Bay, U.S. Marine Mammal Policy, and U. S. Pollution Policy. For each of these issues, we will examine the U.S. laws and regulations as well as each agency's approach for quantitatively assessing the benefits and costs of environmental policy.

LAW 346 - Fundamentals of Environmental Science for Policy

This course is intended primarily for students in Law, Public Policy and related disciplines. It is cross-listed with PUBP 600. It is designed to introduce the students to the science of natural systems and ecological processes. Through readings, lectures and discussion, the first half of the course examines the current state of our understanding in terms that will give the student confidence and the facility to critically assess theories and observations in environmental science. With this as a foundation, the second half of the course begins with an instructor led discussion of the enhanced greenhouse effect followed by student led discussions of other major case examples such as coastal eutrophication, biodiversity loss, water resources, sea level rise, environmental contamination, land use trends, and invasive species impacts. Student expectations include mid-term and final exams, and the development of a case study presentation extending over two class periods. This is a non-law course crosslisted with Law and the course materials will be found in Blackboard.

LAW 347 - Public Policy for Science & Professions

Public policy analysis is vital for defining problems and evaluating alternative solutions that lead to new laws, regulations or government policies. This course prepares students to deal with an increasingly regulated business environment, rapidly changing regulations in environmental science, and the widening scope of the practice of law. Offered one evening per week throughout the semester, the course is team taught by an economics professor and a political science professor in an engaging seminar format using provocative materials with practical application. Topics include markets, political economy, market failure, equity and efficiency, government failure, regression analysis and surveys (including political option polling) and data collection for public policy analysis. Prior exposure to economics or statistics is helpful but not required, and college algebra is sufficient mathematical preparation for the course. Satisfactory completion of this course is a prerequisite for enrollment for graduate students outside Public Policy in subsequent Public Policy courses, whether or not they are cross-listed outside of Public Policy. This is a non-law course crosslisted with Law and the course materials will be found in Blackboard.

LAW 349 - Commons, Anti-Commons

Commons, Anti-Commons & Impenetrable Commons. This short course will begin by examining the problems presented in effectively managing the use of common resources such as fisheries. Next the course will cover the anti-commons: situations in which excessively splintered property rights prevent the assembly of property interests into socially useful bundles. The course will conclude by considering a novel category of impenetrable commons: situations in which interconnected property rights become literally undecipherable as the number of interested parties grows. The motivating case is the complex web of credits and debits between financial firms exposed by the economic crisis of 2008. For each of these three phenomena, we will begin with theory, consider a number of real world examples, and conclude by considering a range of possible solutions. Students will write 2 to 3 page reaction papers to each day's readings.

LAW 351 - Alternate Dispute Resolution Survey

Knowledge about the various alternative processes of dispute resolution, as well as the law of ADR is quickly becoming indispensable to the civil legal practice of law. This survey course will introduce students to the important legal principles and issues posed by the growing use of ADR within the legal system. Further, the course will focus on the different types of alternative processes available to lawyers, with the goal of recognizing that conflict can present opportunities for significant change and growth that will enable lawyers to more adequately represent the interests of their clients. Students can choose to have this course satisfy the writing requirement or not.

LAW 353 - Law & Psychology

Many issues of law involve questions that are psychological in nature, referring to human behaviors and/or mental processes. For example, how do juries reach decisions? What do we know about memory, and to what extent can it be trusted in making legal judgments about guilt or liability? When is a confession voluntary; does the law think about voluntariness in a way that makes psychological sense? When is a criminal defendant mentally competent to stand trial? When may a criminal defendant be considered insane? What types of psychological defenses (defenses grounded upon mental illness) should a defendant be able to claim? When may a person be involuntarily incarcerated when (s)he has not committed a crime? What is the proper role of expert testimony? To what extent are the innovations of modern brain science, including technologies such as structural and functional

MRI, relevant to judgments about legal responsibility? And so forth. Psychology and law have adopted overlapping, but also significantly contrasting perspectives on such issues. In this course we will investigate how psychologists work within the legal system and how psychological theories, research data, techniques, and methods might contribute to our understanding of the law. This is a three credit course which will meet twice weekly. Major components of the course grade will be a final exam, a class presentation by each student, and class attendance and participation.

LAW 354 - Law, Equality & Social Exclusion

The aim of this course is to provide a general overview of the interface between the law, the Constitutional mandate for achieving substantive equality and justice, and social dynamics in contemporary India. It examines how, in a society characterized by considerable inequality and hierarchy on the basis of caste, class, ethnicity and religion, the law operates to maintain the status quo but is also used as an instrument to challenge inequality by marginalized social groups and by socially-engaged activists. The limits of the use of the law as an instrument of achieving substantive social justice and equality are also explored. This course will familiarize students with a range of Indian laws and Constitutional provisions that often work in contradictory ways from the perspective of the marginalized. Although the course deals specifically with the Indian case, insights that it provides will prove useful for making cross-country comparisons and for understanding the dilemmas related to the role of the law in relation to socially-excluded groups in many other countries. The course will be divided into five or six sessions. The first, introductory, session familiarizes students with the reality and magnitude of social exclusion in contemporary India. The second and third sessions discuss various anti-discriminatory laws and Constitutional provisions related to socially-excluded groups, as lower castes, indigenous tribal peoples and religious minorities. The fourth session looks at the actual impact and achievements of these laws and Constitutional provisions and of various state-sponsored affirmative-action and other such measures for marginalized groups. The fifth and final session frames the various issues discussed in the previous sessions in a cross-country perspective. A 10-12 page paper will be required to be submitted by email within two weeks after the conclusion of the course.

LAW 355 - Introduction to Islamic Law

This course introduces the basic sources for Islamic jurisprudence and describes the role of Islamic law in today's diverse and rapidly changing world.

LAW 359 - E-Commerce Law

Electronic commerce has swept the nation and continues to increase in size and importance. This three credit course will focus the effect of information technology on commercial transactions by considering current and emerging legal issues. The course will use Ronald J. Mann's *Electronic Commerce* (4th edition) as the class text with class sessions also using the problem discussion method. Although the course will have a final examination, it will also include drafting exercises, and students will frequently be asked to assume the role of a transactional attorney during class discussion. Attendance, class participation, and the completion of problems will account for 20% of the final grade. The final contract review exercise will account for an additional 20% of the grade. The final examination will comprise the remaining 60% of the course grade.

LAW 359T - E-Commerce Law CLCT Summer

This course focuses on the effect of information technology on commercial transactions by considering current and emerging legal issues. Students will use drafting exercises, and assume the role of transactional attorneys during class discussion.

LAW 360 - Legal Issues in Education

An advanced course on school law designed to explore legal issues of interest to graduate students. After satisfactory completion of this course, students should be capable of 1) identifying and analyzing significant legal issues in education; 2) translating statutes, governmental regulations, and court decisions into educational policy and administrative procedures; 3) expanding their knowledge of legal issues in education through continued refinement of their skills in legal research, interpretation of statutes, and legal analyses; and 4) understanding the nuances of legal reasoning. This is a non-law course crosslisted with law and the course materials will be found in Blackboard.

LAW 362 - Education Law

An examination of principles of school law by use, in part, of the care study approach. Legal foundations of public and non-public schools are studied with consideration given to the Virginia School code. Basic legal principles and guidelines for assisting teachers, administrators and professional support personnel are developed.

LAW 363 - Special Education Law & Advocacy

Special education litigation is exploding, resulting in three decisions from the U. S. Supreme Court in three years. Students in this multi-disciplinary course will learn about federal statutes and regulations governing the education of children with disabilities, their historical basis, evolution, and expected future developments. This course will focus on the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the No Child Left Behind Act, the Family Educational Rights and Privacy Act, and the McKinney-Vento Homeless Assistance Act. Students will learn about the disabilities, from visible physical

handicaps like cerebral palsy, to "hidden handicaps" autism spectrum disorders and learning disabilities. Students will learn to use data from psycho-educational evaluations to determine a child's unique needs, and whether the child is progressing and receiving a free, appropriate public education. This 3 credit course will be graded, with the grade determined through an examination at the end of the semester. Pre-requisite (or concurrent requisite in spring 2009) for Special Education Advocacy Clinic.

LAW 364 - Legislation, Litigation & Special Education

A study of the impact of legislation and litigation on the field of special education.

LAW 365 - Law & Higher Education

A course for advanced graduate students that examines constitutional, statutory, and case law relevant to higher education and the implications of this body of law for policies and practices affecting students, faculty, administrators, and staff. Students will learn basic legal concepts and become familiar with relevant legal terminology.

LAW 369 - The Wire: Crime, Law & Policy

This course explores legal and policy issues raised by David Simon's critically acclaimed HBO series *The Wire*. Among the topics explored will be wiretapping, confessions, search and seizure, sentencing law, police manipulation of crime statistics, race and the criminal justice system. In addition to class participation, grades will be determined based on two short reaction papers and a final paper of no more than fifteen pages due at the end of the exam period. The class materials will include all five seasons of *The Wire* as well as cases, law review articles, public policy papers, book excerpts, and statutes. Before enrolling in this course, please be advised that (1) *The Wire* contains a considerable amount of violence and offensive language, and (2) this course will require you to invest a significant amount of time before the semester begins because all students must watch the first two seasons of the show in advance of the first class.

LAW 375 - Advocacy Regulation

This course will introduce students to the multi-tiered and often contradictory ethics rules governing those who lobby government officials at the federal, state and local levels. The course aims to expose students to the various lobbyist registration, licensing, and reporting requirements (including HLOGA, FARA, and selected state and local requirements) in order to give students a broad survey of the differing regimes applicable to the industry. A primary focus will be on the types of conduct prohibited for lobbyists (and the government officials with whom they deal) and the policy choices and implications feeding, and stemming from, those ethics regulations. Students should emerge from this course with an understanding of the rules governing lobbyists at all levels of government, as well as a comprehension of the challenges inherent in the American system of government in creating and enforcing a uniform set of standards. Students will be asked to examine not only the legal requirements but also real-life scenarios faced by lobbyists and ethics regulators, and to consider the policy implications behind the decisions those actors make. Grading: 10-12 pp paper.

LAW 376 - Election Law Practicum

Challenges of the General Counsel. This course will explore the fundamental roles played by lawyers who work in-house at companies, political parties, and other entities (campaigns, etc.), including the roles of a legal technician, wise counselor and leader. The course will advance for critical analysis the idea of the general counsel as a complex business leader who is required to navigate between different constituencies (i.e. regulators, the media, senior officials). The course will address the conflicting concerns faced by these in-house practitioners by examining a series of hypothetical cases. The "cases" in this course involve questions beyond narrow legal issues and delve into larger issues of policy and politics, by using specific illustrations drawn from the political and business world. These cases involve a broad range of considerations: risk management, public policy, politics, and reputation. For each case the students would be given the factual scenario, reports from the media, and other background materials. The students would be directed to issue spot and research the laws that could be involved. For each case the students would come prepared to discuss not only the scenario itself and the law implicated, but also appropriate responses by general counsels to each scenario, examining the pros and cons of responding to the situations in differing ways. Each student would be required to prepare a 3 to 5-page memo examining each of the cases, including analysis of key legal, public relations, and corporate citizenship issues. Each memo must also include recommendations on appropriate responses by the company/campaign/party involved in the case. The papers will be of the type used in practice by in-house counsel, in presenting emergency items to management and the board for action. In addition, each student would be asked to present his or her memo once during the semester to the rest of the class with the class assuming the role of the Board/management, and asking the student to discuss the identified issues and make recommendations. Grading will be based upon the quality of the papers submitted (80%) as well as the presentations made to the class (10%). Participation in class discussion will count for 10% of the total grade.

LAW 377 - Post-Election Litigation

This one credit course will meet on two Saturdays at the William & Mary's DuPont Office in Washington, DC. The course will focus on the legal issues and consideration in post-election disputes. In general, such disputes take the form of either recounts of contests. The first describes the process of retabulating ballots cast in an election. The second describes challenges brought to the

election process itself - including election administration, standards, claims of fraud, etc. Both recounts and contests can be handled administratively, judicially or legislatively (i.e., as part of the seating process). This course will touch on each of these processes and will focus on the related constitutional issues - including due process, equal protection, federalism, separation of powers and the political question doctrine. Some attention will also be paid to the strategies and tactics most often employed in such disputes. In addition to class participation, grades will be based on a short paper - 10-15 pages analyzing the legal concerns and strategies available under different existing state recount statutes.

LAW 378 - Hot Button Topics-Constitutional Federalism

This course is a one credit, one-week, intensive review of recent constitutional developments in the field of constitutional federalism. Specifically, the course would examine the following three areas each taken from very recent decisions of the U.S. Supreme Court: 1) The "Obamacare" case (the scope of national enumerated powers), *National Federation of Independent Business v. Sebelius*, 2) the Gun Control Law cases ("the Second Amendment...the right to keep and bear arms") of *Heller v. District of Columbia* and *McDonald v. City of Chicago* and 3) the Arizona "illegal immigrant" case of *Arizona v. United States* (the scope of national enumerated powers, and the tenth and fourteenth amendments). These three current topics and the several edited principal cases (to be supplemented with accessible references to subsequent lower court decisions) will be discussed in this one week long mini course. A short paper will be required of each student.

This course satisfies the writing requirement.

LAW 378 - Selected Topics in Constitutional Law

This course is a one credit, one-week, intensive review of recent constitutional developments in the field of constitutional federalism. Specifically, the course would examine the following three areas each taken from very recent decisions of the U.S. Supreme Court: 1) The "Obamacare" case (the scope of national enumerated powers), *National Federation of Independent Business v. Sebelius*, 2) the Gun Control Law cases ("the Second Amendment...the right to keep and bear arms") of *Heller v. District of Columbia* and *McDonald v. City of Chicago* and 3) the Arizona "illegal immigrant" case of *Arizona v. United States* (the scope of national enumerated powers, and the tenth and fourteenth amendments). These three current topics and the several edited principal cases (to be supplemented with accessible references to subsequent lower court decisions) will be discussed in this one week long mini course. A short paper will be required of each student.

This course satisfies the writing requirement.

LAW 379 - Legislative Redistricting

This course reviews the doctrinal history and present status of judicial review of legislative redistricting with an emphasis on the Voting Rights Act of 1965, the requirements of nondilution, the governing Supreme Court decisions and judicial remedies.

LAW 380 - Comparative Law

This course introduces and compares sources of law, underlying values and goals, and applications of the major legal traditions of the world, including civil law, common law, Islamic law, Talmudic law, customary law, and Asian legal systems as they originally developed and as they are evolving and changing in the world today. Course satisfies the Major Paper Requirement. This course satisfies the writing requirement.

LAW 381 - International Election Principles

The purpose of this course is to examine international election standards based on the rule of law. The ultimate goal is to establish knowledgeable, predictable, rule-based decision-making that limits the power entrusted to government officials, while concurrently encouraging the widest development of democratic systems. The course will cover each step in the electoral process: (1) recognition of political parties and which candidates will be qualified to stand for election; (2) voter registration including registration, maintenance of lists, grounds for suspension and reinstatement; (3) absentee ballots, if they are to be used, as well as the procedures for their issuance and as to their counting; (4) early voting and remote voting if it is accepted as a means of increasing participation; (5) ballots, ballots design, machinery, pre-vote verification, the observation of that process so that it is transparent, ballot collection, computerized and other mechanical voting systems, ballot audits, physical security, and the availability of election day remedies; (6) verification of who is, and is not, a voter; (7) the conduct of the election itself, including how officials are trained and qualified; (8) the process for recounts; (9) the process for challenges and contests; and, (10) administration and supervision applying objective standards. Each of these steps will involve the class in a discussion of the development of concrete standards for the international community to apply in the election process.

LAW 382 - Human Rights Law

This course will cover fundamental international human rights law. It will address the sources of international law, United Nations human rights instruments, domestic jurisdiction, organizations for enforcement for human rights law, non-governmental organizations that promote human rights enforcement, and current issues in human rights law.

LAW 385 - International Criminal Law

This course examines the emergence of international criminal law during the last century and assesses the desirability and efficacy of international criminal prosecutions as a response to large-scale violence. The course traces the development of international criminal law, focusing primary attention on events taking place since the Nuremberg and Tokyo Tribunals, and concentrating in particular on the work of the international criminal tribunals for the former Yugoslavia, Rwanda, Sierra Leone, and East Timor, as well as the International Criminal Court. The course traces the substantive development of international criminal law through an examination of the core international crimes over which these bodies have jurisdiction: genocide, crimes against humanity, war crimes, and aggression. The course will likewise trace the development of international criminal procedure, a unique body of law that blends features of adversarial and non-adversarial criminal justice systems in an effort to meet the challenges of prosecuting large-scale crimes that can span many years, many miles, and feature many thousands of victims. Finally, the course will examine the political context in which the prosecution of international crimes takes place. It will consider the effect of such prosecutions on peace negotiations and the desirability of international prosecutions in comparison with other responses to mass atrocities, including domestic and transnational criminal prosecutions, truth commissions, lustration efforts, and reparations schemes. Completion of Public International Law is desirable though not compulsory.

LAW 387 - Summer Legal Advantage Prog

Introduction to American Law. This course is designed to provide an introduction into the structure and content of the American Legal System to foreign students who have not received American law training. The course is composed of two components: 1) instruction in American Law and Legal Institutions and 2) Legal Research Training. The substantive element contains materials on the Basic Principles of American Law, The Legal Profession, the Jury System, Constitutional Law, and Torts. The research portion provides a basic introduction into the modern American law library's holdings and computer-based research techniques. The course meets for a total of 15 class meetings for at least 90 minutes at each session and will be graded on a pass/fail basis.

LAW 390 - European Internet Law

This course will consider various topics regarding European Internet Law. The nature of the topics will change from term to term.

LAW 390 - European Internet Law

This course will consider various topics regarding European Internet Law. The nature of the topics will change from term to term.

LAW 390 - Special Topics in EU Internet Law

This course will consider various topics regarding European Internet Law. The nature of the topics will change from term to term.

LAW 391 - Election Administration & the Law

This course will examine the basics of election administration with a particular focus on the system in place in the Commonwealth of Virginia. Topics include (1) a quick history of election reform 2000-2008, 2) an overview of the administration of elections, including a consideration of the distribution of power, responsibility and authority over elections between the federal, state and local governments; and (3) questions of eligibility to vote, such as voter registration, voter identification, and provisional voting. While the class will also touch on issues relating to voting technology and post-election procedures and litigation (including audits, recounts and contests), it will do so only generally and in relation to Virginia's place in the overall national system.

LAW 392 - The State Secrets Privilege

Analysis of Supreme Court case in United States v. Reynolds (1953) that first recognized the State Secrets Privilege and its application to current SSP cases involving such issues as NSA Surveillance and the "Extraordinary Rendition" of individuals by the United States to other countries for interrogation and likely torture (the cases of Khaled el-Masri and Maher Arar). What standards of review should be followed by federal courts? Deference, utmost deference, or a more independent judicial check? What "balancing tests" should be applied by courts to both protect state secrets and protect the rights of litigants to challenge government practices? What might Congress enact to clarify this area?

LAW 393 - Campaign Finance

The purpose of this course is to provide an overview and in depth understanding of the finance system at the federal and state levels. This will be accomplished through the analysis of the Federal Election Campaign Act of 1971 as amended (FECA) including extensive analysis of the Bipartisan Campaign Reform Act of 2002 (BCRA). The course will provide a guide to the practice of campaign finance law from a practitioner's perspective. The course will be a thorough review of federal law as it applies to the entities that it affects, including candidates, party committees, PACs, 527's, corporations, non-profit organizations and individuals. The course will emphasize a practical preparation for the practice of law in this area through the review of case law, regulatory trends, as well as a review of the institutions that regulate campaign finance law. Students will be encouraged to follow current developments in campaign finance law during the course and should expect broad discussion about the practical, policy and political aspects of the practice of campaign finance law.

LAW 394 - Post-Conflict Justice & the Rule of Law

This course will cover two aspects of post-conflict justice: retributive and restorative justice with respect to human depredations that occur during violent conflicts and mechanisms for restoring and enhancing justice systems that have failed or become weakened as a result of such conflicts. Areas of study will include policy issues relating to accountability, mechanisms for assessing accountability, post-conflict peacekeeping and justice, and (re-)establishing the rule of law in post-conflict environments. A paper, which will satisfy the writing requirement, will be required.

This course satisfies the writing requirement.

LAW 397 - Virginia Criminal Procedure

A review of the Virginia statutes and Rules of Court governing criminal procedure in Virginia's courts. Covers Va. Code Title 19.2, Rules of the Supreme Court of Virginia affecting criminal and traffic litigation and a large number of cases interpreting the statutes and rules. The course also lightly covers appellate procedure for criminal cases. Some of the topics covered are jurisdiction, venue, pre-trial motions and procedures, competency and insanity issues, trial, sentencing and appeals. It is not a constitutional law course but there is discussion of how state statutes and rules mesh with constitutional requirements. Course is structured for students who wish to do criminal litigation, either as defense counsel or prosecutor in Virginia. This course is open to 2L and 3L students. Either having completed or being enrolled in Criminal Procedure I & II is helpful, but not required.

LAW 398 - Election Law

This course will examine the laws that govern the political process in the United States. Topics will include the right to vote, political representation, election administration, political parties, ballot initiatives, and campaign finance. The goal of the course is to provide students with a solid foundation in the basic principles of election law in this country.

LAW 400 - The First Amendment

³ This course will examine in depth the First Amendment's guarantees of freedom of speech, press, and association. We will discuss First Amendment theories or justifications; the regulation of various categories of expression including incitement to unlawful action, threats, libel, child pornography, commercial speech, and obscenity; and content-neutral restrictions including limits on symbolic content (e.g., draft card burning, flag desecration, and nude dancing). The course will cover application of the First Amendment to government while acting in special capacities, including employer, educator, landlord, subsidizer/speaker, regulator of the airwaves, regulator of the Bar, controller of the military, prison warden, and regulator of immigration. The course will also cover certain ancillary First Amendment rights, including the right not to speak and the right of expressive association. Finally, we will examine the "press" and newsgathering rights.

LAW 401 - Criminal Procedure I

An in-depth study of the Fourth, Fifth and Sixth Amendments to the Constitution including criminal procedure. Considered are general due process concepts; the right to counsel; arrest, search and seizure; police interrogation and confessions; identification procedures; and the scope and administration of the exclusionary rules.

LAW 402 - Criminal Procedure II

A study of the constitutional and non-constitutional procedural components of the criminal process. Included are discretionary aspects of the decision to charge; the preliminary hearing; pre-trial release; grand jury proceedings; venue; jury selection; trial procedures; sentencing; double jeopardy; appeals, and post-conviction proceedings. Criminal Procedure I is not a prerequisite.

LAW 403 - Criminal Procedure Survey

A survey of all of the major elements of the trial of a criminal case including search and seizure, interrogation, identification procedures, the right to counsel, arrest and prosecution, preliminary hearings, grand juries, jury selection, trial procedure and sentencing. The course will address all of the major issues covered by Criminal Procedure I and II but will do so in less depth. Students who take Criminal Procedure Survey may not take either Criminal Procedure I or Criminal Procedure II for credit.

LAW 404 - Secured Transactions

A study of Article 9 of the Uniform Commercial Code governing security interests in personal property and fixtures.

LAW 405 - Payment Systems

This course will survey the uses of different payment mechanisms (negotiable and non-negotiable instruments, credit cards and electronic funds transfer and wire transfer systems) in both credit and cash transactions. The course will consider allocation of risks for fraud, countermands, defenses on the underlying contract, mistake, timeliness and unauthorized payments. In each case the allocation of risks in connection with different payment mechanisms will be considered, along with whether these allocations should be the same or different for each mechanism. The course will focus on Articles 3 and 4 of the Uniform Commercial Code and, as time permits, consider letters of credit under U.C.C. Article 5 and the International Chamber of Commerce Uniform Customs and Practice. Special emphasis will be given to techniques of statutory analysis, commercial counseling and a rethinking

of present rules, especially in the light of the revision of Articles 3 and 4. The impact of federal legislation on the state payments law (U.C.C. Articles 3, 4, and 4A) may also be treated.

LAW 407 - Labor Law

A study of employee-union-management relations as regulated by the National Labor Relations Act, as amended. Issues considered include the organizational process, representation elections, collective bargaining and picketing activities.

LAW 408 - Insurance

This course will survey the fundamental legal principles governing selected kinds of insurance including: automobile, fire and property (homeowners), liability, life, health, and disability. Among the topics examined will be the formation and operation of the insurance contract, coverage and exclusions, insurable interest, the claims process and subrogation. A practical approach will be featured, placing students in the roles of attorneys for the insurer, insured and third party claimant as issues are discussed.

LAW 409 - Public International Law

An examination of the nature and sources of international law and municipal law; the law of treaties; principles of jurisdiction; statehood and recognition of states and governments; sovereign immunity; rights of aliens; human rights; environmental issues; and regulation of international coercion.

LAW 410 - Conflict of Laws

How the courts of a state address the fact that other states and nations, with their own laws, exist. The primary focus is choice of law--which state's or nation's law should apply to a case with multi-jurisdictional elements. Also covered will be the constitutional restrictions on choice of law and state court recognition of sister state judgments. Other possible topics are: the extraterritorial application of federal (including constitutional) law, state and federal court recognition of the judgments of foreign nations, and conflicts between federal and state law, including the Erie doctrine.

LAW 411 - Antitrust

A study of restraints of trade, mergers and monopolies. The central concern of the course is to analyze what laws are necessary to protect a system in which goods are allocated by competitive markets.

LAW 413 - Remedies

This course explores the law of judicial remedies in civil litigation. After reviewing the main differences between law and equity, we will study the main types of remedies-- declaratory judgments, injunctions, restitution, damages (both compensatory and punitive), and litigation costs-- considering both their basic characteristics and finer points that emerge in judicial decisions. Substantive examples will come primarily from contract and tort law, but property interests, statutory violations, and constitutional harms also will be discussed. Students will be evaluated on the basis of class participation and a final.

LAW 415 - The Federal Courts

An examination of the federal judicial system encompassing such topics as allocation of federal judicial power; original jurisdiction of the Supreme Court; the Eleventh Amendment; suits in federal court against state officials; restrictions on federal adjudication of state-created rights; federal question jurisdiction and federal common law.

LAW 416 - Family Law

This course covers requisites for marriage, pre-nuptials, paternity, property management during marriage, spousal abuse, parental child rearing rights, grounds for divorce, property distribution upon divorce, consequences of cohabitation prior to marriage, alimony, child support, and child custody and visitation.

LAW 419 - Virginia Civil Procedure

Prerequisite(s): Third year status

Covers procedural law for both law and equitable claims, including applicable statutes, rules of court and cases interpreting the statutes and rules. Appellate procedure for both the Court of Appeals of Virginia and the Supreme Court of Virginia are covered.

LAW 419 - Virginia Procedure

Prerequisite(s): Third year status

Covers procedural law for both law and equitable claims, including applicable statutes, rules of court and cases interpreting the statutes and rules. Appellate procedure for both the Court of Appeals of Virginia and the Supreme Court of Virginia are covered.

LAW 420 - Real Estate Transactions

This course will deal with residential and commercial real estate transactions both from a practical and a theoretical perspective. The course will cover purchase and sale agreements, deeds, recording acts, financing, residential and commercial leases and real estate development. Class discussion will focus on both the analysis of case decisions and practical aspects of real estate law.

LAW 422 - Accounting for Lawyers

This course provides an introduction to basic financial accounting, auditing, and finance for students who have not previously taken an accounting course. The course will be limited to such students unless they receive permission from the professor. Accounting topics will include basic accounting procedures and principles, and the analysis of basic financial statements including the balance sheet, income statement, and statement of cash flows. Auditing will focus on the role of the auditor and the meaning of audit reports. Finance topics will include "time value of money" issues and business valuation topics. All topics will emphasize implications for the legal profession. This course has been revised and has been increased to three (3) credits in order to provide necessary business background and greater depth in each topic area.

LAW 424 - Environmental Law

A study of the nature and causes of environmental pollution and of the main legal techniques for its control. The course will consider the common law, the environmental impact assessment process (e.g., the National Environmental Policy Act), and the basic regulatory framework for air, water and solid and hazardous waste control (the Federal Clean Air Act, Clean Water Act and Resource Conservation and Recovery Act), with attention given under each statute to the basic regulatory framework and the main policy issues presented by it.

LAW 425 - Land Use Control

An analysis of the legal principles governing the use and management of land and the fundamental values underlying those principles. While focusing primarily on government regulation of land use, the course also will examine common law rules which affect the way that land is used. Topics that might be considered include judicial control of land use, zoning and the rights of landowners, zoning and the rights of neighbors, land use planning, public regulation of land development, aesthetic regulation, and the preservation of natural and historic resources.

LAW 427 - Real Estate Tax

Prerequisite(s): LAW 311 - Federal Income Tax

Problem oriented analysis of tax aspects of real estate investment from a life cycle perspective of acquisition, operation and disposition. Areas studied are: start-up costs; acquisition costs and capital vs. ordinary expenditures; treatment of interest and depreciation; anti-tax shelter limitations on tax losses; deferred payment (installment sale and basis recovery reporting) and non-recognition like-kind exchange and involuntary conversion techniques; character issues including treatment of real estate dealers. Many topics are most frequently litigated by IRS. This is the principal area of common law of taxation; tax policy and politics are also examined.

LAW 429 - Local Government Law

This course examines the scope and nature of local government powers and their relationship to state and federal governmental authority. Particular emphasis is placed upon matters of concern to cities, counties and other units of local government. Special consideration will be given to questions of governmental design, political theory, and intra- and inter-governmental sharing of power. Specific topics may include: theories of authority, boundary changes, personnel, public contracts, government tort liability and immunity, municipal finance, land planning and development management. Course readings will include both legal materials and excerpts from the fields of public administration, economics, municipal finance and city planning.

LAW 435 - Sales

This course deals with commercial and consumer sales transactions governed by Article 2 of the Uniform Commercial Code. Coverage includes: contract formation and readjustment; general obligations of the buyer and seller; contract performance; risk of loss; warranties; breach, repudiation and excuse; remedies; and federal legislation affecting these issues.

LAW 436 - European Union Law

The European Union (EU) is different in many ways from a Federation, although the exercise of power in the Union has some federal traits and one can draw some useful comparisons. "European Union Law", in any case, is a heading that today refers to as many topics as "US Law" would. Therefore, it is impossible to study with some depth in one single course all relevant and substantive aspects of European Union Law. In this introductory course we will study the basic Law of European Union (institutions, law-making procedures, legal remedies, role of the European Court, relationship between EC law and national law, all of this taking into account the recently passed Constitution). This will provide you with analytical tools to feel comfortable when you have to work in any area of substantive EC law. The method of instruction will be the typical interactive approach used in American law schools, although at times I will introduce or summarize a topic with a lecture. We will be using a set of teaching materials that you should obtain before the course starts. These materials are included in the book "Foster on EU Law",

by Nigel Foster. Class attendance is mandatory. Participation will be counted as an important part of the grade (50%). The exam will be a two hour exam with two or three questions based on cases pending before the European Court or important current issues in the legal and political development of the EU.

LAW 438 - Corporate Taxation

Prerequisite(s): LAW 311 - Federal Income Tax Recommended: LAW 303 - Corporations I or LAW 320 - Business Associations.

A general introduction to the federal income taxation of corporations and their shareholders. This course is designed for students intending to pursue either a general business practice or a tax practice. Topics covered will include tax classification of business entities, incorporation and capital structure, taxable and non-taxable dividends, stock redemptions, corporate liquidations, non-acquisitive corporate reorganizations, and "S corporations".

LAW 440 - White Collar Crime

Topics covered include RICO, mail fraud, tax fraud, bank secrecy and currency reporting offenses, false statements, forfeiture statutes, and selected procedural problems in the prosecution of white collar crimes, including privilege against self-incrimination issues, attorney-client privilege issues, and double jeopardy issues arising from duplicative state and federal prosecution.

LAW 441 - Admiralty Law

An introduction to the law of the sea under federal and international law. Topics covered will include rules governing liability for maritime collision, rights and duties arising from personal injury or death of a seaman, liabilities of ship owners and insurers, maritime liens and mortgages, and special problems caused by involvement of governments as parties to maritime transactions and litigation. Other topics will include admiralty practice and procedure and maritime environment law.

LAW 442 - Trademark Law

Covered first will be broad concepts of unfair competition and trademark law, followed by a close analysis of how trademark rights are gained and lost, as well as issues arising out of the trademark registration process. Further discussions will focus on trademark infringement and available remedies. The course will conclude with a detailed examination of federal unfair competition law, authors' and performers' rights, trademark dilution, and lawful unauthorized use.

LAW 444 - Law & Literature

"Law & Literature" will be coordinated by Jim Heller and Chris Byrne. There will be up to 18 students enrolled in the class, which will focus on how legal issues and themes are developed in works of literature. The class will meet four times during the semester, in the homes of participating faculty members. All those participating in the class are expected to bring food and/or drink each month to share as we dine together. The class will meet on the following days, from 6:00-8:30 PM Tuesday, January 15 Tuesday, February 12 Tuesday, March 12 Tuesday, April 2. The faculty will select four books that the students must read and write papers on. The books will be available to purchase in the bookstore, but you may use any edition you already have or purchase/borrow elsewhere. No later than the Thursday prior to each meeting, students must send via email to Jim Heller and Chris Byrne a 3-5 page paper responding to at least one of the questions previously given out by the faculty member responsible for each book. These papers will be distributed electronically ahead of time to other students in the class and to the faculty, and will be graded on a pass/fail basis. Students are required to prepare papers for all four books and attend all four sessions, unless their absence is excused in advance. Students will participate in discussion sessions with five or six students and one or two faculty members in each group, lasting for approximately one hour. Then, for the second hour the entire class will discuss the book. Students may also be asked to draft discussion questions for the books. There will be an organizational meeting the first week of the Spring 2013 semester. Students must attend this session in order to enroll in the course.

LAW 446 - Small Business Plan

Prerequisite(s): LAW 311 - Federal Income Tax Suggested but not required: LAW 303 - Corporations I or LAW 320 - Business Associations.

The students will explore alternative solutions to planning issues encountered by small businesses, including formation, compensation to labor and capital and retirements. The course emphasizes income tax planning but requires the synthesis of state partnership and corporate law, and other non-tax rules with tax planning.

LAW 446 - Small Business Planning

Prerequisite(s): LAW 311 - Federal Income Tax Suggested but not required: LAW 303 - Corporations I or LAW 320 - Business Associations.

The students will explore alternative solutions to planning issues encountered by small businesses, including formation, compensation to labor and capital and retirements. The course emphasizes income tax planning but requires the synthesis of state partnership and corporate law, and other non-tax rules with tax planning.

LAW 447 - Patent Law

The course will present the essential principles of the patent law, as well as significant policy considerations which are the basis for many patent doctrines. Highlighted will be decisions of the Supreme Court and the Court of Appeals for the Federal Circuit.

LAW 448 - Intellect Property

A review of the legal protection of artistic, technical and business creativity through the law of copyrights, trademarks, patents and trade secrets.

LAW 450 - Philosophy of Law

A survey of problems generated by philosophical reflection on the law. The central topic will be the fundamental nature of the law. Is the law reducible to social facts? To morality? To neither of these things? But other topics will also be dealt with, including: the structure of legal systems, the nature and possibility of authority, whether there is a moral duty to obey the law, the status of international law, the lawmaking role of courts, and the effect of semantic and moral theories on adjudication. Classics in the field - including John Austin, H.L.A. Hart, Hans Kelsen, Ronald Dworkin, Joseph Raz and the American Legal Realists - will be discussed, as will arguments by some more recent writers.

Students can choose to have this course satisfy the writing requirement or not.

LAW 451 - Products Liability

A study of the product-related injuries to person and property. The major concentration will be on liability for injuries caused by defective and dangerous products, with additional consideration of product safety legislation.

LAW 452 - Employment Discrimination

This course introduces the laws prohibiting discrimination in employment because of race, national origin, sex, religion, age, and disabilities. In particular, the course emphasizes federal statutory protections provided by Title VII of the 1964 Civil Rights Act, The Age Discrimination in Employment Act and the Americans with Disabilities Act. Students will have the opportunities to grapple with the theories at work in employment discrimination law, to trace the evolving judicial interpretations of the anti-discrimination statutes, and to learn practical skills at dealing with the special problems inherent in the litigation of employment discrimination cases.

LAW 453 - Administrative Law

Administrative law establishes the legal controls over the operation of government and hence it relates to almost every legal practice, from security regulation to social programs to criminal justice. Indeed, administrative law is essential to justice in a modern society because administrative agencies generate most of the law that actually affects our lives and because administrative agencies adjudicate far more disputes than the traditional judiciary. This course is an introductory examination of the rules and procedures governing agency decision making. It explores (1) how agencies make policy and (2) how businesses, interest groups, and citizens challenge agency policymaking in court.

LAW 454 - Economic Analysis of the Law

A study of the many applications of economic reasoning to problems of law and public policy including economic regulation of business; antitrust enforcement; and more basic areas such as property rights, tort and contract law and remedies, and civil or criminal procedures. No particular background in economics is required; relevant economic concepts will be developed through analysis of various legal applications.

LAW 455 - Sports Law

This course will introduce a compendium of legal issues as they apply within the context of professional and amateur sports. The course will also provide both practical and theoretical approaches to sports industry legal issues. The negotiation of sports contracts, the argument of preliminary injunctions and the conducting of hearings on discipline and gender equity issues will be discussed. Readings will consist of case law in the sports area as well as sports law articles of interest.

LAW 456 - Employment Law

This course addresses both the common law and contemporary statutes governing the employment relationship, with an emphasis on their practical application in today's private -sector workplace. Topics to be addressed will include establishment of the employment relationship, wage and hour regulation, conditions of employment, discharge and termination, and noncompetition and other post-employment obligations. The course will also include a brief review of unemployment compensation and workplace health and safety issues, address workplace privacy issues in the electronic/social medial age, as well as provide an introduction to employment discrimination law. This course will not address traditional labor law nor will it cover issues unique to public-sector employment. Neither will it significantly overlap the LAW 452 - Employment Discrimination course.

LAW 457 - Entertainment Law Litigation

This class will explore five major areas of litigation law (as opposed as to transactional questions) as they relate to the entertainment industry. We will spend time on the protection of ideas through contract and property theories, defamation, various rights of privacy, the right of publicity, and the First Amendment consideration overlaying several of these areas. LAW 459 - Entertainment Law is not a prerequisite.

LAW 458 - Health Law and Policy

This course will provide an introduction to some of the issues that lawyers face in the diverse practice area known as "health law." The course will cover topics such as health care regulation and financing, health insurance regulation, legal and ethical issues around reproduction and dying, and duties and responsibilities in the patient-provider relationship. Class discussion will frequently focus on problems where students will be asked to act as lawyers who advise clients on options for how to proceed, weighing legal and non-legal factors. The course will involve some transactional work and counseling, as well as assessment of the risks of liability and a bit of policy discussion. The grade will be based on class participation and either (1) two memos involving research or (2) one research paper, which would satisfy the writing requirement. Students may choose which option they prefer. The top student papers will be featured in a symposium as part of the Benjamin Rush program. Regardless of the option, students will be subject to the usual curve for classes over 30 students (assuming more than 30 in the class total). There will be no final exam or laptops.

Students can choose to have this course satisfy the writing requirement or not.

LAW 459 - Entertainment Law

This course will provide an in-depth study of the components of transactions in the entertainment industry, including record deals, music publishing, book deals, film deals, television, talent representation by attorneys and managers, merchandising, licensing, and multi-media. Students will be expected to participate in at least one transactional project.

LAW 464 - Mergers & Acquisitions

A survey of various forms of business combination transactions, including mergers, share exchanges, tender offers and asset purchases. This course will focus on planning for and structuring such transactions to address business, corporate law and securities law issues from the standpoints of both the acquiring company and the target company.

LAW 465 - Copyright Law

A study of the Copyright Act, with coverage of the subject matter of copyright, copyright ownership and transfers, the nature of copyright rights, copyright infringement, remedies, and First Amendment considerations.

LAW 469 - Family Wealth Transactions

Prereq/Corequisite(s): LAW 311 - Federal Income Tax and LAW 305 - Trust and Estates.

A study of the tax and non-tax rules applicable to wealth transfers. The course will emphasize planning for intra-family transfers. It will also cover "living" wills, durable powers of attorney, and special problems associated with disability. The student will be required to synthesize federal gift, estate and generation skipping transfers with state property, decedent's estate and trust law considerations.

LAW 470 - Internet Law

The emergence of the internet and digital technologies that enhance our abilities to access, store, manipulate, and transmit vast amounts of information has generated a host of new legal issues for which lawyers of the 21st century must be prepared. Although many are trying to apply existing legal concepts onto problems arising in cyberspace, it is increasingly evident that this strategy is not always effective. The course will explore specific problems in applying law to cyberspace in areas such as intellectual property, freedom of speech, privacy, content control, and the bounds of jurisdiction. Familiarity with the internet and intellectual property law is helpful but not required.

LAW 470 - Law and the Internet

The emergence of the internet and digital technologies that enhance our abilities to access, store, manipulate, and transmit vast amounts of information has generated a host of new legal issues for which lawyers of the 21st century must be prepared. Although many are trying to apply existing legal concepts onto problems arising in cyberspace, it is increasingly evident that this strategy is not always effective. The course will explore specific problems in applying law to cyberspace in areas such as intellectual property, freedom of speech, privacy, content control, and the bounds of jurisdiction. Familiarity with the internet and intellectual property law is helpful but not required.

LAW 471 - Consumer Law

Coverage of some federal statutory and regulatory laws affecting consumer financing transactions. Included are the Truth in Lending Act, Fair Debt Collection Practices Act, and Federal Trade Commission regulations on [1] elimination of the HDC doctrine on financing of sales of personal property, and [2] certain credit practices in consumer loans.

LAW 472 - Medical Malpractice & Health Care

This class will examine the unique area of tort law that is commonly litigated in the U.S. The initial weeks of the course will cover the essential elements of a medical malpractice claim giving special attention to the specific statutes governing this kind of lawsuit illustrating the impact of these laws on the litigation of medical malpractice cases. Students will then be asked to apply trial advocacy skills to a hypothetical medical malpractice case. Using a fact pattern from a wrongful death action recently tried in Virginia, students will plan and participate in a range of discovery, pretrial and trial exercises. The trial advocacy activities will include undertaking pre-trial discovery, witness preparation, juror selection, and closing arguments. The class will have the students engaging in all aspects of taking a medical malpractice claim from the filing stage to the jury verdict.

LAW 473 - Non-Profit Law Practice

Nonprofit organizations are an influential and significant sector in America. They range from small volunteer organizations to large corporations. This course will concentrate on understanding the unique tax and legal concepts applicable to non-profit organizations as well as the practical procedures utilized in forming a nonprofit, operating and governing a successful nonprofit, dealing with nonprofit tax, business and fundraising issues, understanding the state and federal regulation of nonprofits and, finally, effectuating the merger or dissolution of a nonprofit organization. The principal objective on this course is to introduce the law student to the world of nonprofit law so that as a lawyer, he or she can be prepared for an active role in establishing, advising, serving on the board or even working as in-house counsel for a nonprofit organization. Classes will be a combination of lectures, discussions, preparation of documents, group problem solving, and evaluation of solutions to actual practice queries. Grading criteria for the course will include participation, assignment and project/memo preparation, and a final examination. Regular attendance is required.

LAW 475 - National Security Law

This course examines the structure and functions of the U.S. government by focusing on the pervasive issue of national defense. The student will study the institutional framework for national security - including the separate powers of the President and Congress, legal issues surrounding the formulation and implementation of national security law and policy, and the role of the Judiciary in the national security process. The course will also address the national military command structure and the interaction of the President and Congress in the areas general and covert war, intelligence collection, strategic stability, and arms control. The course grade will be based upon one short paper (approx. 10 pages), a final exam and class participation.

LAW 476 - Complex Civil Litigation

This course will focus on the problems and procedures inherent in complex civil litigation. Class actions and other forms of multiple forum cases will be examined. We will discuss complex discovery issues, including electronic discovery, and their possible resolutions. Both pretrial and trial management of complex cases by the court as well as counsel will be presented. We will explore the use of alternative dispute mechanisms and the effect of claim and issue preclusion by judgments in complex litigation.

LAW 481 - Bioethics/Medical Ethics & Law

This course will explore the manner in which the law affects ethical issues of national and individual health care as they impact the most acute questions of health care policy in the twenty-first century. Materials presented will cover emerging as well as developing issues relating to classic and contemporary constructs of ethical appraisal and analysis and their application to topics such as: legal and ethical issues of technical advancements in human reproduction, medical research involving human subjects, and organ harvesting and transplantation; definitions of death; accommodation of humanity in the dying process; and ethical considerations involving the administration and cost of health care to the totality of society. The course will be presented through traditional case and statutory material, integrated with analysis of prevailing and proposed medical, economic and ethical applications. Where appropriate, client oriented problems will be utilized to introduce legal practice reality into abstract issues of medical, legal and ethical principles.

LAW 482 - Transnational Litigation

This course will explore some of the challenges faced when suing foreign defendants in American courts. We will consider issues such as the extraterritorial reach of American statutes, the limits of personal and subject matter jurisdiction, choice of law problems, problems in the discovery process, problems of enforcement, diplomatic interference, and some of the alternatives to traditional litigation, especially international arbitration.

LAW 483 - Principles of International Taxation

This course will provide an overview of the problems presented by the taxation of income that has a connection to two or more jurisdictions and the solutions offered by different countries. While addressing issues common to all jurisdictions, the focus of the class will be on the approach of the United States to the taxation of inbound and outbound business activities. Issues considered may include jurisdiction, expatriation, techniques for relieving double taxation, tax havens and tax treaties, among others.

LAW 485 - Immigration & Citizenship

This course will examine federal immigration law and policy. Topics include citizenship, admissions, deportation, an introduction to refugee law, and the role of the courts in reviewing the actions of executive officials. We will examine the history of immigration to the United States, the constitutional rights of non-citizens, the federal agencies that administer the immigration and citizenship laws, undocumented immigration, and the balance between national security and openness to non-citizens.

LAW 488 - Youth Law

This course covers child abuse and neglect, adoption, legal representation of children, emancipation, status offenses, delinquency, trial of minors as adults, and the constitutional rights of youths. There is no exam for this course. Students will write a research paper on a topic of their choice.

LAW 493 - Labor Arbitration & Collective Bargaining

This course will focus on collective bargaining and how labor arbitration had its genesis in the collective bargaining contract. The course will cover the "federal common law" that has developed in support of traditional labor arbitration. The course will cover how labor contracts are negotiated and discuss the arbitration provisions that are normally included in such labor contracts. The course will cover the possible expansion and use of labor arbitration as a substitute for employment litigation in the courts. The course will emphasize both the theoretical and practical application of the arbitration system to current employment issues. A paper will be required in lieu of an exam; however, the course does not satisfy the writing requirement.

LAW 496 – International Business Transactions

This course analyzes the international law, United States law, and selected foreign law issues regarding doing business abroad. The course is conceptually organized into three primary areas: international sales, international licensing of intellectual property, and foreign direct investment. We will examine particular sub-issues related to and arising out of these three primary areas of focus. The course is taught with a particular emphasis on planning and structuring an international business transaction, using actual contracts for purposes of illustration. The course emphasizes a transactional (not litigation) approach to the practice of law, that is, advising clients, planning and structuring a transaction, drafting contracts. Because this is an internationally oriented class, transactions studied will be those that involve issues that cross national boundaries (i.e. buyer and seller, licensor and licensee are in different countries). Students who have taken IBT in the Madrid Summer Program are not prohibited from taking this course.

LAW 497 - International Trade Law

This covers the regulation of international trade at the international level by organizations such as the World Trade Organization, at the regional level by such arrangements as the North American Free Trade Agreement, and at the national level by the U.S. and its principal trading partners through various U.S. trading institutions. Topics include the constitutional allocation of authority over international trade in the U.S., customs law, non-tariff barriers, import relief measures and other trade remedies, government procurement, trade in services, regional economic integrations, and the need to examine trade issues in relation to the new trade agenda, namely labor and environmental issues and the protection of intellectual property rights.

LAW 498 - Law Practice Management

Introduces law office management enhanced with modern technology. Includes hardware and software selections, practical issues relating to email, mobile computing, electronic timekeeping and billing systems, use of video-conferencing, project management, case management, security, social networking and the practice, marketing, business plans, presentation systems, remote court reporting and technology-related issues.

LAW 501 - Law and Social Justice Seminar

This seminar will discuss whether and to what extent our legal system, including its law schools, perpetuates or counteracts social injustice. Many of the readings derive from modern critical legal theory, particularly critical race theory and radical feminism, and from liberal and non-liberal responses thereto. These readings primarily address the subordination of particular groups in our society and ways in which taken-for-granted legal categories--such as objective/subjective, public/private, and negative rights/positive rights--serve to entrench hierarchies of power and wealth. Other readings include foundational political theories (e.g., Mill, Rawls, Nozick) and classic texts on topics such as civil disobedience and justified revolution. Discussions will mostly be student-directed.

LAW 503 - Military Law Seminar

This minicourse in Military Law is an intensive and critical introductory examination of the foundational aspects of criminal law and procedure in the armed forces of the United States. Topics will include sources of military criminal law, the application of the Bill of Rights, alternatives to prosecution, prosecutorial control by the convening authority, the nature of the military "jury," judicial independence, and the appellate process. Where possible, a comparative approach will be used. Although this is largely a seminar, lecture will be used to introduce critical subjects. A graded paper is required; there is no examination. The course will be taught in five evening sessions the first two weeks of the semester, with the possibility of at least one optional session later in the semester. The text will be Fredric I. Lederer, "Military Law, Cases and Materials" (draft 2003 edition) which will be supplied. Francis A. Gilligan & Fredric I Lederer, "Court-Martial Procedure" 3rd edition 2006) (with 2012 supplement) will be made available. Note that this course does not address military commissions or the law of war. This course satisfies the writing requirement.

LAW 505 - Problems in Constitutional Law

This course will compare the ways countries and cultures approach and reify constitutional issues. Transnational constitutional norms and themes will be analyzed. Readings, discussions and presentations will focus on issues such as roles and functions of constitutions, economic and social protections, forms of government and balances of power, and constitutional protection of human rights. Constitutional processes in the modern era, including in post-conflict environments, will be examined. . This course satisfies the writing requirement.

LAW 505 - Selected Problems in Constitutional Law

This course will compare the ways countries and cultures approach and reify constitutional issues. Transnational constitutional norms and themes will be analyzed. Readings, discussions and presentations will focus on issues such as roles and functions of constitutions, economic and social protections, forms of government and balances of power, and constitutional protection of human rights. Constitutional processes in the modern era, including in post-conflict environments, will be examined. . This course satisfies the writing requirement.

LAW 509 - Legal Themes in Literature Seminar

Exploration of law and lawyering as seen through various works of literature. Readings drawn from novels, short stories, and film. Students may take the seminar for two or three credits. For two credits, students take a final exam. For three credits, students take the exam and write a paper in addition.

LAW 510 - Special Topics in Environmental Law

This seminar will consider various topics regarding environmental law. The nature of the topics will change from term to term. Students can choose to have this course satisfy the writing requirement or not.

LAW 516 - International Organizations

International Organizations The course aims to provide a comprehensive analysis of the legal status of international organizations and associated persons (as well as their privileges and immunities) and the conditions under which and the procedures by which states and other entities acquire membership of these international bodies, including the United Nations. The course also considers the functions and activities of international organizations, paying particular attention to how decision-making within these organizations are shaped not only by legal principles and interpretations of the UN Charter but also by non-legal considerations including policy and politics. An important aim of the course therefore is to highlight the tension between law and politics that frequently arises in the process of decision- making in the UN system and its constituent organizations. The course also examines the structure, jurisdiction and functions of the International Court of Justice as well as the nature and functions of the International Institutions for the protection of human rights. It also focuses attention on how the UN system has shaped responses to issues of war, peace and terrorism.

LAW 517 - Law & Development

The seminar examines the manner in which law and state power are used (or misused) in tackling the problems of development in Africa (economic as well as political). The insights gained and the methodology developed in the seminar will be useful in determining the appropriateness of state power in the context of other developing countries as well. This course satisfies the writing requirement.

LAW 522 - Problems in Criminal Law

This seminar will consider various topics regarding criminal law. The nature of the topics will change from term to term.

LAW 525 - Drafting: Corporate/Finance Lawyers

Prerequisite(s): LAW 303 - Corporations I or LAW 320 - Business Associations.

This is a seminar addressing the challenges of drafting to facilitate corporate transactions and meet public company disclosure obligations. This course will focus on understanding and manipulating standard agreement forms such as a stock purchase

agreement, an asset purchase agreement and related ancillary agreements. The course also will address some of the intricacies of drafting securities laws disclosure.

LAW 527 - Corporate Governance & the Public Corporation

This seminar explores current topics in the field of corporate governance, drawing on business and finance sources, as well as traditional legal materials. The class will delve into corporate theory, the increasing activism of boards of directors, the emerging powers of institutional shareholders, and the changing balance between shareholders, board, and management, and the impact of the courts in encouraging business enterprises. There will be a field trip.

This course satisfies the writing requirement.

LAW 531 - Special Problems in Criminal Justice

This seminar will consider various topics regarding criminal justice. The nature of the topics will change from term to term. Students can choose to have this course satisfy the writing requirement or not.

LAW 536 - Selected Problems in Security Regulation

This seminar explores the primary mechanisms of enforcement of the federal securities laws: criminal prosecution, civil enforcement proceedings by the Securities and Exchange Commission, class actions by private litigants, and arbitration of broker/customer disputes. The seminar will focus on enforcement mechanisms (imprisonment, injunctions, occupational bars, restitution, fines and civil penalties) rather than the substance of the securities laws. Completion of Securities Regulation is not required but may be helpful in understanding some of the materials. Satisfies the writing requirement.

LAW 542 - American Jury Seminar

This seminar provides a broad overview of contemporary jury system management and trial procedure with an emphasis on current policy debates concerning the American jury. The course begins with a brief review of the history of the jury and current public perceptions of its role in contemporary society. It then examines the jury selection process from summoning and qualification procedures through voir dire. After a brief examination of jury behavior and decision-making based on contemporary social science, the course focuses on contemporary issues concerning the American jury in civil and criminal litigation. Specific topics include juror comprehension of expert testimony, civil jury verdicts and awards including punitive awards, racial and ethnic bias in criminal verdicts, and the effects of death qualification procedures in capital juries. Grades are based on a combination of homework assignments, short essays, a group project and class participation.

LAW 543 - Terrorism Seminar

Terrorism is a special form of political violence that has been used throughout history by both states and sub-state organizations to sustain a wide variety of causes. This course examines the challenges faced in protecting against and responding to acts of terrorism, including the conflicts of law, jurisdictional limits imposed by international and domestic legal regimes, and the need to balance increased security measures against protection of civil liberties. The course satisfies the Writing Requirement.

LAW 544 - Patent Litigation Seminar

Prerequisite(s): Civil Procedure is a prerequisite.

This seminar considers procedural and substantive issues surrounding patent litigation and administrative remedies that are available for patent disputes. Topics will include a broad range of issues relevant to the subject that potentially may discuss jurisdictional matters, pleadings, motions, discovery, jury trial, damage requests and post-trial motions. The exact selection of seminar topics will be identified on the seminar syllabus. Prior successful completion of Intellectual Property Survey or Patent Law is strongly preferred. This seminar is not intended to provide the basic coverage of Patent Law but rather it is intended to build upon the fundamental knowledge of that subject. For two credits, the students, in consultation with the professor, will prepare a footnoted or end noted research paper between 20 and 25 pages in length. For an additional credit, the minimum page requirement is 35 pages.

Students can choose to have this course satisfy the writing requirement or not.

LAW 546 - Government Contracts

This course will examine the processes by which the federal government awards and administers contracts ranging from acquisitions of multi-billion dollar weapon systems and large public works contracts, to routine purchases of office equipment and supplies. Discussions will focus on how federal contracting differs from contracting under state law, and address special topics unique to government contracting, such as procurement ethics, socioeconomic considerations, bid protests, changes, contract disputes and litigation, fiscal law requirements, and terminations.

LAW 547 - Selected Topics in American Legal History

This seminar will consider various topics regarding American Legal History. The nature of the topics will change from term to term.

LAW 549 - Property Rights Seminar

This course focuses on the role that property rights play in society and on constitutional protection of private property. In addition to exploring the economic, social, and political roles of property, students will consider the extent to which government can regulate private property to protect the environment. Among other topics, students will explore conflicts between private property rights and public interests in the commons, including possible legal resolutions of those conflicts. Grading in this one-credit mini-course will be based on class participation and a 10 page paper.

LAW 552 - State & Local Government Finance

State and Local Government Finance: Power, Debt, and Special Interests. This seminar first will consider the basic structures restricting the borrowing of money by state and especially local government entities, the common state constitutional limitations on debt incurrence and the historical and policy reasons for such limitations. It also will consider the increasingly common devices by which such limitations are avoided or undermined. The seminar then will address the legal and policy issues raised by the increasing use of tax abatements, government funds and government borrowing to support a wide range of "private activities," including public private partnerships, inducements to businesses to locate or expand and subsidies to professional sports teams.

LAW 558 - Special Topics in Civil Procedure

This seminar will consider various topics regarding civil procedure. The nature of the topics will change from term to term. This is a one-credit, graded course.

LAW 559 - Comparative Civil Procedure

This course will examine the major rules, practices, and modern developments of civil procedure used in legal systems around the globe. Study will focus on dominant legal systems, including the U.S., U.K., Continental Europe and East Asia. Anticipated coverage includes global comparison of the following issues: jurisdiction over the parties, organization of courts and the bar, pleading of facts and allegations, obtaining and proving facts, summary proceedings and provisional remedies, and appellate process. Reform efforts and prospects for the harmonization of procedure may also be covered. Grades will be based on class attendance, class participation, and a substantial writing component.

LAW 560 - Comparative Corp Governance

This short course will examine a range of corporate law governance issues from the comparative perspective illustrating the similarities and differences between approaches taken in the United States and in the European Union. Materials will include the OECD Code, NACD Agreed Principles, the EU Commission Action Plan, Sarbanes/Oxley legislation and EU Commission Recommendations. The subjects will range from director's remuneration, takeover regulation to transparency obligations. The course will examine corporate governance issues from both American and European points of view.

LAW 561 - Legal Profession & Legislation

Influence of Legal Profession on Legislative and Judicial Process George Wythe was the "Father" of the William & Mary Law School. He was an extraordinary lawyer who served in all three branches of Virginia's government. Wythe's curriculum insisted his students actively participate in mock legislative sessions which dealt with the substantive and procedural aspects of important legislation pending before the Virginia General Assembly. Wythe understood the inevitable and critical interplay between the legal profession, politics and public policy. History suggests the legal profession has disproportionately impacted legislative outcomes. Our focus this semester will be to examine how this principle remains a truism in the 21st century. In 2007, the Virginia General Assembly passed the highly controversial "Omnibus Transportation Bill" that was dramatically impacted by the legal profession at every conceivable stage; and ultimately declared unconstitutional by the Virginia Supreme Court. This course will use this bill as a framework to more broadly examine the legal profession's influence on both the substantive and procedural history of legislation. Active student participation will be expected as we analyze, dissect and advocate as appellants and appellees the constitutional merits of this legislation, offering individually, student drafted amendments to cure any constitutional infirmities.

Students can choose to have this course satisfy the writing requirement or not.

LAW 562 - Legislative Advocacy Seminar

This course will provide students with a comprehensive insight into state legislative process from the perspective of the advocate. The course will examine the legislative process from the conceptual stage ("there ought to be a law"), through drafting and filing of a bill, coalition building ("nose counting" and "horse trading"), grass roots advocacy and direct lobbying ("arm twisting"), and culminating in presentation of the bill before a committee ("the shad treatment"). Students will gain insight into how political and public policy concerns, the vested interests of various constituencies, as well as the personalities of the lobbyists, staffers and legislators themselves, combine to influence the legislative process. The course will include a series of exercises in which students will practice the skills necessary to effective legislative advocacy.

LAW 567 - Copyright Litigation Law Seminar

This course will explore current issues involved in litigating copyright disputes. The class will cover a range of topics including originality questions, derivative works, technology, special music copying concerns, infringement actions, fair use, remedies, and First Amendment considerations.

LAW 569 - Constitution & the Family

Prerequisite(s): The family law survey course is useful but not a prerequisite. Grading Policy: Both the research paper and class participation contribute to the final grade for the course.

Constitution & the Family The Supreme Court has in many ways "constitutionalized" the family mandating application of select constitutional clauses in deciding many family law disputes. This seminar examines the development of the Court's jurisprudence and explores how (and whether) it implicates numerous contemporary issues, including: the extent to which certain family practices should escape state regulation; the constitutional status of marriage (including same-sex and polygamous marriage); limits on child-rearing and parental rights (including the parental rights of adults not biologically related to a child); and reproductive rights, including rights to alternative methods of reproduction and surrogacy. The seminar will also examine state policy-making responses to changing family structures and shifting constitutional doctrine. Texts: There is no assigned casebook. Readings will include relevant Supreme Court opinions; secondary literature, including law review articles and book excerpts (e.g., addressing theoretical underpinnings of law, providing historical backdrop, and including biographical material); and some state statutory excerpts. Requirements: The seminar requires that students attend and participate actively in class sessions. Students will also present to the class an original research paper of publishable quality. Students with more than one unexcused absence may be dropped from the course.

This course satisfies the writing requirement.

LAW 570 - Selected Problems in International Trade & Econ

This course will examine both the benefits and the costs that have resulted from increasing interdependence among national economies as globalization facilitates the cross-border flow of capital, goods, services and technology. Selected topics will include international intellectual property; issues of increased economic growth and efficiency; job loss versus job gain due to free trade; the special needs of developing countries; economic inequality, the impact of these economic policies on global environmental degradation; economic integration (such as the creation of the World Trade Organization, the North American Free Trade Agreement, and the European Union); the relationship, if any, between markets and democracy; race, ethnicity, and culture, specifically as they relate to structural market reforms.

LAW 575T - Legal Technology-CLCT Summer

An exploration of the possible implication of legal high technology to law and the legal system with an emphasis on law firm and office technology but also addressing government agency, court, courtroom, and litigation related technologies. The seminar will consider the probable, ethical, procedural, evidentiary, and systemic effects of technological innovations such as knowledge management, technology-dependent lawyer-client relationships, new forms of communication, multi-media court records, remote deposition and hearing appearances, imaged documents, and computer based courtroom information and evidence display.

LAW 581 - Selected Topics in Eng Legal History

This seminar will consider various topics regarding English legal history. The nature of the topics will change from term to term.

LAW 586 - Topics in Intellectual Prop

This seminar will consider various topics regarding intellectual property. The nature of the topics will change from term to term. This is a one-credit, graded course.

LAW 587 - Animal Law Seminar

This seminar offers a practical survey of legislative and regulatory effects and litigation on behalf of animals under U.S. and International law. The course will address the historical status of animals in the law; the current application of animal protection laws for companion animals, wildlife, and farm and other domesticated animals; legislative efforts and citizen initiatives to strengthen animal protection laws; and the limitations on implementation and enforcement of laws addressing anti-cruelty, wildlife, marine mammal and other areas of animal protection and the impacts of free speech, religious expression, and other Constitutional provisions on animal protection statutes will be explored.

LAW 595 - Citizen Lawyers

In 1779, Thomas Jefferson got the William & Mary Law School started. His goal was to train citizen lawyers - people who would be good citizens and leaders in their communities, states and nation, as well as good lawyers. This course will examine whether Jefferson's model continues to represent an achievable "life's work" for lawyers in the 21st century. We will look at the different roles traditionally played by lawyers in the United States; the extent to which lawyers have provided community, state and federal leaders for all sorts of venues, public and private; reasons why legal training and experience so well equip lawyers for

leadership; and the nature of today's societal distaste for lawyers and what might be done to restore a more balanced view. The course will include practical advice for fledgling lawyers.

LAW 596 - Incarceration & the Family

Prisoners come from families. Imprisonment can have a dramatic impact on prisoners' family relationships, and conversely family relationships can affect inmates' experience in prison and success after release. This seminar will examine the connections between the aims of the penal system and the preservation or loss of family relationships; existing rights and regulations relating to prisoner contact with family members before, during, and after incarceration; and legal rules that determine to what extent the interests of prisoners' spouses and children can be protected (e.g., divorce, child support, termination of parental rights). The course should be of interest to students intending to practice in the areas of criminal defense or prosecution, domestic relations, or child protection.

LAW 597 - Adoption Law Seminar

The course will provide some preparation for counseling and representing persons who are unable to have children by normal reproduction or who prefer to become parents through adoption. We will study statutory bases for terminating the status of birth parents and for selection and approval of adoptive parents. We will learn the legal consequences of adoption, obstacles to adoption that arise from state and national boundaries, and what occurs when an adoption is disrupted after the child has lived with the adoptive parents for some time. We will also devote some attention to the law governing the alternative to adoption that is presented by assisted reproduction.

LAW 598 - Special Topics in Juvenile Law

This seminar will consider various topics regarding juvenile law. The nature of the topics will change from term to term.

LAW 599 - Topics in Disability Law

Disability Human Rights: This mini-course will examine the current and future status of disability rights around the globe. Beginning with the first human rights treaty of the twenty-first century--the United Nations Convention on the Rights of Persons with Disabilities, whose negotiation the instructor participated in--we will study how disability rights are conceived and developed around the world. In so doing, we will consider several countries where the instructor is advising governments on drafting or revising their laws (e.g., Vietnam), as well as conducting hands-on human rights training with disabled persons organizations (for example, Bangladesh). We also will look at a few specific disabilities (such as Deafness) as a way of identifying themes that cross boundaries and cultures. Students are required to write a 12 page double spaced light research paper. All material will be distributed via MyLaw.

LAW 599 - Topics in Disability: Human Rights

Disability Human Rights: This mini-course will examine the current and future status of disability rights around the globe. Beginning with the first human rights treaty of the twenty-first century--the United Nations Convention on the Rights of Persons with Disabilities, whose negotiation the instructor participated in--we will study how disability rights are conceived and developed around the world. In so doing, we will consider several countries where the instructor is advising governments on drafting or revising their laws (e.g., Vietnam), as well as conducting hands-on human rights training with disabled persons organizations (for example, Bangladesh). We also will look at a few specific disabilities (such as Deafness) as a way of identifying themes that cross boundaries and cultures. Students are required to write a 12 page double spaced light research paper. All material will be distributed via MyLaw.

LAW 602 - Special Problems in International Law

This seminar will consider various topics regarding international law. The nature of the topics will change from term to term.

LAW 604 - Islamic Law Seminar

This course will examine the historic roots of Islam and its significance as law and religion before surveying several representative systems of Islamic law. This course satisfies the writing requirement.

LAW 606 – Special Problems: Post-Conflict Justice & Rule of Law

Special Problems in Post-Conflict Justice and the Rule of Law Seminar. Throughout the post-conflict and developing world, Rule of Law teams work on creating and reforming legal systems, drafting new legislation, and introducing and strengthening the Rule of Law. Often they work in isolation and dangerous conditions without the benefit of assistance from law clerks or legal researchers. In this seminar, students will serve as long-distance law clerks to Rule of Law teams in post-conflict and developing. Working in teams of two, students will be assigned a legal problem currently confronting a development team in a post-conflict or developing country. Ideally, students will work in contact with the legal team in their assigned country. The final research

memorandum will be turned into the field team for its use. Possible countries from which legal problems will be assigned: Afghanistan, Argentina, Azerbaijan, Cambodia, China, Kosovo, Libya, Sudan and Zimbabwe.

LAW 607 - Gender and Human Rights Seminar

This course studies and critically assesses the role of international human rights law in bringing about social change. The course uses gender, specifically the treatment and status of women, as a lens for exploring this issue. The course begins with theories on state behavior, which will provide a foundation for exploring the role of law in changing state practices. Topics to be explored will include international trafficking of women, gender and citizenship, women's political participation, the regulation of gender issues by customary law in plural legal systems, women's access to land, violence against women, and gender mainstreaming in national policy development. Through study of these specific topics, students will examine the potential and limits of law as a mechanism for bringing about particular substantive changes within a society or organization. This course will complement the existing international law courses that address human rights, such as Human Rights Law, International Trade Law, and Public International Law. The Human Rights Law course provides students with a foundation in the fundamental aspects of human rights law, which includes the sources of international law, United Nations human rights instruments, methods for enforcing human rights law, and non-governmental organizations that promote human rights enforcement. This seminar will provide in-depth coverage of the topics noted above. Preferred Course: Public International Law, Human Rights Law. Students can choose to have this course satisfy the writing requirement or not.

LAW 611 – Selected Topics in Admiralty Law

This seminar will consider various topics regarding admiralty law. The nature of the topics will change from term to term.

LAW 613 - Presidential Public Financing

The Presidential Public Financing System: An Overview of the System and Options for Reform. The presidential public financing system is at an historic crossroads: With Barack Obama's recent decision to turn down public funds for the general election, and become the first presidential candidate since Watergate to privately finance his election, many election law scholars and practitioners believe that the presidential public financing system is broken and beyond repair. However, both Senator Obama and Senator McCain have supported past proposals to overhaul and modernize the presidential public funding system, and there are increasing signs that Congress will seriously consider various overhaul proposals in 2009, which could take effect for the 2012 presidential election. This course will analyze the presidential public financing system, the regulations and restrictions that apply to candidates who accept public funds, and major court decisions that have addressed the constitutionality of public financing regimes. We will also study various legislative proposals to overhaul the presidential public funding system and will debate whether there should be a presidential public financing system at all in the 21st century. We will also discuss several proposals to extend public financing to congressional elections. The course will emphasize the unique blend of legal, constitutional, political, and public policy issues that influence contemporary debates about the future of the presidential public financing system.

LAW 614 – Selected Topics in Election Law

Electoral Reform-Developing Election Standards. This course will provide students with the framework necessary to explore the current status and the development of electoral reform in a comparative setting of U.S. and international law. The course objective is two-fold; first, to foster a more thorough analysis of national and international election law, and second, to provoke student thought towards a better application of the underlying normative principles within the need for reform. Student participation is required.

LAW 614 - Special Topics in Election Law

Electoral Reform-Developing Election Standards. This course will provide students with the framework necessary to explore the current status and the development of electoral reform in a comparative setting of U.S. and international law. The course objective is two-fold; first, to foster a more thorough analysis of national and international election law, and second, to provoke student thought towards a better application of the underlying normative principles within the need for reform. Student participation is required.

LAW 619 - Supreme Court Seminar

This course will look at the Court's most recent term as well as the current term; this course will also provide students with an opportunity to meet leading advocates and commentators. There will be seven or eight class sessions over the course of the semester. Students will also attend parts of the annual Supreme Court Preview program, Friday, September 28 (around 4-7 pm) and Saturday, September 29 (lunch as well as morning or afternoon sessions). Over the course of the semester, students will discuss last term's health care decision, discuss whether the Court is ideologically divided along Democratic/Republican lines, discuss the affirmative action issue now before the Court, and meet with (among others) Erwin Chemerinsky (Supreme Court advocate and academic commentator), Rick Hasen (election law scholar), and (tentatively) John Yoo (former Justice Department official and academic commentator). Students earning one credit will write three short papers (each around 4 typed pages) about

issues now before the Court; students earning two credits (with instructor permission) will write three short papers and one longer paper (around 10 pages).

LAW 624 - Constitution Making

This course concerns the theory and practice of constitution building, with particular reference to experience over the past 20 or 30 years. It will focus on four case studies--South Africa, Iraq, Kenya and Nepal--and through these examples, examine the full range of constitution building processes from their origins, through design choices, drafting, ratification, implementation and subsequent challenges to constitutionalism. Several questions about constitution making will run through the course including: Are there preconditions for successful constitutional making? How do underlying differences in constitutional arrangements in different countries affect the substance and process of constitution-making? What is the impact of the internationalization on the making and amendment of constitutions? How can the tension between the roles of the people, elites and experts be managed? A short paper 10-13 pages in length is due two weeks, by email, following the completion of the class meetings.

LAW 627 - Topics in Insurance Regulation

Since its inception, insurance has evolved from a purely private contractual arrangement to a highly regulated industry. This course will explore how legal and regulatory principles have changed to address this ever more complex industry. We will also explore the public policy underpinning the development of our complex insurance regulatory system. Specific topics covered will include the creation and growth of the regulatory process, the state versus federal debate over the regulation of insurance, the powers of state insurance commissioners (both legal and practical), and how the regulatory process imposes specific restrictions and requirements on certain areas of insurance and certain types of insurance products. We will also explore how public policy pressures are currently affecting insurance law and regulation (e.g., legal and legislative reactions to the insurance industry's handling of major catastrophes, such as hurricane Katrina, the attempts by both the states and the federal government to create residual markets to cover losses which the private market is unwilling to take on, and the effect of the current health care reform debate on the health insurance landscape). In addition to the writing requirement, students will have an opportunity to participate in a debate on the comparative benefits of state and federal regulation of insurance and to select a cutting-edge topic for class discussion.

This course satisfies the writing requirement.

LAW 628 - Race & American Legal History

Selected Topics in Race and American Legal History. Seminar topics will vary from term to term but will focus on race as it relates to American legal history.

LAW 629 - Special Topics in Legal History

This seminar will consider various topics regarding legal history. The nature of the topics will change from term to term. This is a one-credit graded course.

LAW 630 - The Death Penalty

This course will explore the history, constitutional rules and implementation of the death penalty in the United States. We will examine the special requirements for a capital trial including the selection of a "death qualified" jury, use of aggravating and mitigating evidence in the punishment phase of the trial, and the right to effective counsel. Arguments by proponents and opponents of the death penalty will be discussed. Students will write a research paper on an instructor approved topic and present the results of their research in class.

Students can choose to have this course satisfy the writing requirement or not.

LAW 636 - Special Topics in Judicial Admin

This seminar will consider various topics regarding judicial administration. The nature of the topics will change from term to term.

LAW 637 - Comparative Constitutional Law

Constitutional Convergence: US, European and Commonwealth approaches to human rights law. The course examines similarities and differences in the constitutional adjudication of human rights controversies in selected jurisdictions. Through a series of case studies, the course seeks to illuminate two discrete fields: (a) the approach to judicial nullification of statutes (or, alternatively, reading them down or otherwise interpreting them in light of human rights, or declaring their inconsistency); (b) making the public-private distinction (attributing to acts of a non-state actor the character of "publicness" such that the actor bears the burden of observing rights); (c) rights horizontality (the extent to which private actors are controlled by constitutional norms in their dealings with each other); (d) pre-legislative means to prevent rights infringing laws being enacted. (2) Second, a comparative study of the substance of particular rights. These rights will be-- (a) freedom of expression, in the context of hate propaganda and offensive speech; (b) freedom of religion, in the context of (i) its interface with anti-discrimination law (ii) religious symbolism in the public sphere and (iii) the question of making exceptions from general law to facilitate free exercise;

(c) liberty in the sense of personal autonomy. The comparative focus of the course is the jurisprudence of the US, Canada, the European Court of Human Rights, South Africa, Australia, NZ and certain Pacific states.

LAW 638 - Statutory Interpretation

This seminar is a scholarly exploration of the modern debate about how courts should (and do) interpret statutes. The course is not designed to be a comprehensive survey of thinking about statutory interpretation. Rather, the course is designed to introduce you to, and encourage you to think critically about, several of the major theories and themes that inform the modern debate (the virtues and vices of, for example, textualism, purposivism, legislative history, and the public choice theory of legislation). It is also designed to give each student an opportunity to sharpen his or her skills of critical analysis by writing critiques (and also defending) articles addressing issues of statutory construction. Grades will be based on the short written critiques (less than 10 pages a piece) and classroom participation.

LAW 639 - Antitrust & Mergers

Prereq/Corequisite(s): Suggested prereq or co-req: LAW 411 - Antitrust

Using recent real world examples, this course will examine the application of U.S. antitrust laws to evaluate the competitive effects of mergers. The relevant statutes covered will be the Sherman Act Section 1, the Clayton Act, the FTC Act, the Hart-Scott-Rodino Act and EU Title 81. The course will begin with an examination of these statutes and the two federal agencies jointly Merger Guidelines. It will then move to examine the relevant case law, FTC decisions and DOJ statements on product market definition, geographic market definition, competitive effects analysis, and the increasing importance of efficiencies in merger analysis. The course will end with an examination of the divergent views on merger analysis between the U.S. authorities and the EU. The course will deal with the antitrust laws of the United States, a topic covered by the law schools current course on antitrust. The proposed course, however, will focus on the application of antitrust laws to mergers and the merger review process conducted by the federal agencies and the EU.

LAW 640 - Tax Planning for Small Businesses

This seminar will explore the issues presented in the planning of major transactions common to small business. The class will consider three or four problems that require synthesizing the sometimes competing rules drawn from different areas of the law including income taxation, state partnership and corporate law, securities law, trade law and foreign law. Students will prepare relevant documents and submit written analysis of problem areas.

LAW 641 - Topics in Estate Planning

Prerequisite(s): LAW 305 - Trust and Estates

Selected Topics in Estate Planning and Elder Law Seminar This seminar will examine the issues involved in crafting comprehensive plans for the management of financial and medical affairs for diverse clients, and the practical application of principles covered in Trusts & to the analysis of client situations and the preparation of appropriate documents. Case studies will progress from basic planning considerations to the more complex issues involved in planning for blended families, minors, the disabled, and the elderly, including incapacity, long term care and Medicaid issues; the consequences of the failure to plan or poor planning; and alternate courses of action. Classes will include simulated client conferences, discussion of ethical issues, and practical exercises.

LAW 642 - Law & Sexual Violence Seminar

This seminar examines the criminal law's response to sexual violence in three major contexts: rape and sexual assault generally; sexual violence in the family; and sexual attacks on children. In each of these legal contexts we will read, discuss, and analyze various theoretical approaches to the issues, emphasizing the contributions made by feminist theory to criticism and reform in the law governing sexual violence. We will then apply the theoretical literature to actual case law and doctrine in both the civilian and the military contexts. One goal will be to answer core questions about the nature of sexual violence and the possible solutions to it. For example, can we coherently speak of sexual violence as one thing, as one social problem/pathology which is best analyzed using a single theoretical approach (and if so, which theoretical approach would be best?). Or does sexual violence have such different causes, and produce such differing effects across the legal spectrum, that we should view it as several quite distinct problems which are best analyzed from a context-drive, as opposed to universal point of view (and if so, what context(s) matter and what approaches would best be applied in each relevant context?). This will be a two-credit seminar which will meet once weekly. Major components of the course grade will be preparation, attendance, class participation, and a class presentation by each student. The course materials will be distributed via coursepak and Blackboard, and will be drawn from cases, statutes, empirical and theoretical literature in psychology, and legal theory.

LAW 644 - Taxation Mergers Acquisitions

Prerequisite(s): LAW 438 - Corporate Taxation

Selected Problems in the Taxation of Mergers & Acquisitions This advanced course focuses primarily on corporate transactions and by using a series of examples, this course will explore different ways to structure both nontaxable and taxable combinations

of business entities considering the tax goals and consequences of such transactions, and the role of the tax lawyer in representing a party to a business combination.

LAW 645 - Foundations of the Common Law

This seminar will study the foundations of the common law, with a special emphasis on the law of torts and the law of contracts. We will examine both the historical foundations of the common law (How did we get this law?) and its normative foundations (Is this law justified?). Readings for the class will include a mixture of cases, historical materials, and classic and contemporary articles on tort and contract law. We will examine normative arguments based on both economics and moral philosophy. Each student will produce a final paper, and the grade will be based on the paper and class participation. At some point during the semester, refreshments will be served.

Students can choose to have this course satisfy the writing requirement or not.

LAW 645 - Special Topics in Contract Law

This seminar will study the foundations of the common law, with a special emphasis on the law of torts and the law of contracts. We will examine both the historical foundations of the common law (How did we get this law?) and its normative foundations (Is this law justified?). Readings for the class will include a mixture of cases, historical materials, and classic and contemporary articles on tort and contract law. We will examine normative arguments based on both economics and moral philosophy. Each student will produce a final paper, and the grade will be based on the paper and class participation. At some point during the semester, refreshments will be served.

Students can choose to have this course satisfy the writing requirement or not.

LAW 646 - The New Feudalism

This short course will survey a number of long-term legal developments to argue that, despite modernist trappings, developed economies paradoxically are evolving in the direction of feudalism. We will begin with the disappearance of the Rule Against Perpetuities, which has enabled wealthy citizens (the new nobility) to maintain dynastic trusts over arbitrarily long horizons. We will then examine laws facilitating the creation of gated communities (modern castles) that enable the wealthy to live at greater separation from the rest of society (the new serfs). Other legal changes along with economic fundamentals have created a growing gap in wealth between the new nobility and the new serfs, making society more class-like, along with declines in social mobility and the aforementioned dynastic trusts. Finally, we will study legal rules that have fostered the growing influence of money in politics, and how it enables the new nobles to have inordinate influence in government, just as they had as attendees at the royal court in medieval times. We will assess the extent to which we may be well into the process of creating an upper caste that will have immobile wealth, high income, and influence on government that could last for centuries, like the barons and lords of feudal Europe.

LAW 647 - Legal Drafting: Transactional

This seminar provides students an opportunity to draft agreements often used in representing business entities in a transactional legal practice. Students will analyze hypothetical and actual case studies to explore basic concepts of drafting in a business situation from a practical viewpoint. The class will examine how law, language and business factors interact in drafting. Assignments may include: 1) Partnership Agreements and Operating Agreements for Limited Liability Companies, 2) Certificates of Incorporation and Corporate Resolutions, 3) Executive Employment Agreements, 4) Term sheets and Letters of Intent, 5) Asset Acquisition Agreements, 6) Share Acquisition Agreements, 7) Licensing Agreements.

LAW 648 - Congress & the Courts

This course will survey the various attacks on the federal judiciary, including the Court-packing plan, efforts to restrict federal jurisdiction, and recent attempts to limit judicial oversight of the government's conduct in the "war on terror." Those events will be contrasted with congressional efforts to empower the judiciary by expanding federal jurisdiction and increasing the number of judges. The course will draw on both legal and political science literature in examining these developments.

Students can choose to have this course satisfy the writing requirement or not.

LAW 649 - Special Topics in Special Education Law

This one week mini-course features national and regional experts teaching the following topics: special education case law, legislation, and regulations; utilizing evaluations, tests and measurements in determining eligibility in special education, and in the preparation of Individualized Education Programs and Section 504 Plans; issues of juvenile justice, behavior and discipline for students with disabilities; strategies for negotiating with schools and working with parents; dispute resolution procedures in special education; preparing legal claims and remedies on behalf of students with disabilities who are denied an appropriate education; and creating systemic change in the system. Students will attend more than 25 hours of instruction with fellow attorneys, law students, and experienced advocates interested in learning how to represent children and families in special education. Preparation for and participation in all sessions is required, as well as a paper of no less than ten double-spaced pages on a mutually agreeable topic, due to Professor Roberts by August 10th. This is a two-credit graded course. Further scheduling details can be found on the PELE Clinic website.

LAW 651 - Role of Legal History in Supreme Court

This course examines the increasingly prominent role legal history plays in modern U.S. Supreme Court opinions. The class will survey recent cases decided primarily with historical reasoning, examine the cited historical sources directly, and consider academic praise and criticism of the judicial invocation of legal history all toward the goal of equipping students to confidently incorporate historical argument into their legal thinking as well as their future advocacy. Students can choose to have this course satisfy the writing requirement or not.

LAW 654 - Justice Brennan: Liberal Champ

From 1956 to 1990, Justice William Brennan was considered the leader of the Court's liberal wing (both as the architect of many Warren Court rulings and as the principal foil to Chief Justice William Rehnquist at the end of his tenure). This mini-course will examine Brennan and his legacy. It is being taught by Stephen Wermiel, Brennan's official biographer and co-author of *Justice Brennan: Liberal Champion*. Students will read this book as well as some of Justice Brennan's papers. Students will write a short paper at the end of this mini-course.

LAW 656 - Advanced Election Law

2 This course will examine advanced topics in election law taught by a leading practitioner in the field. This course will teach students how election attorneys approach litigating and representing clients in day-to-day election law practice. Students in this course will be required to read a series of full, un-edited cases for each of the topics covered. Specific subjects will include state versus federal powers in elections; individual rights versus state rights in elections; equal protection/due process claims since *Bush v. Gore*; photo ID controversies; regulation of money in elections; and disclosure/privacy in elections. Students will be expected to have taken LAW 398 - Election Law as a prerequisite for the Advanced Election Law course. However, students with election law experience may be allowed to register with instructor approval. Grades will be determined on the basis of class participation (10%) and a 20-25 page final paper (90%).

LAW 660 - Patent Appeals & Interferences

The course will cover ex parte and inter partes appeals to the Board of Patent Appeals and Interferences (BPAI). Matters considered will include jurisdictional requirements for appeal, as well as practical considerations bearing on the decision to appeal or continue prosecution before the patent examiner. Briefs and oral arguments before the BPAI and review of BPAI decisions in the courts will be addressed. The fundamentals of interference law and procedure before the BPAI will be explored. Interference concepts covered will include: conception; reduction to practice; diligence; "the standing order"; interference counts; motion practice; discovery; the first and second "final" hearings; and review in the courts. Patent reissue, patent reexamination, and proposals for post grant cancellation will also be discussed.

LAW 661 - Privacy Technological Age Seminar

New technologies are changing the ways information is gathered, used, shared and disseminated. This course will review the laws that have emerged in response to these developments and cases that have attempted to apply them. Particular emphasis will be given to (1) the historical roots of privacy law in the United States and elsewhere; (2) the balance between the individual's right to protect and control personal information and the corresponding duty placed on public and private entities possessing such information; and (3) the shifting balance of these rights and duties in rapidly changing technological contexts. The course will examine these issues in a variety of settings (in the workplace, court record rooms, doctors' offices, police databases, etc.), and across legal disciplines (tort law, criminal law, constitutional law, etc.). Finally, the course will examine the shortcomings of legal solutions in protecting privacy and emerging technological alternatives some think are better. Grades will be determined by class participation and a final paper.

LAW 662 - Media, Technology & the Courts

Few people head to the courthouse to watch trials anymore. As a result, the media's relationship with courts increasingly defines how the public learns about the law. This course will investigate the interaction between the media and the courts with particular emphasis on the impact of technology. In addition to covering the basic legal concepts governing media coverage of courts (prior restraints, libel, privacy, and so forth), this course will examine more foundational questions of the nature of the public interest in courts, whether lawyers and judges ought to be more involved in public education about courts. In addition, the course will explore whether courts and the media are effectively harnessing new technologies to educate the public about the business of courts. Ought privacy or other concerns curtail the use of such technology? Students in the class will gain a foundation in media law and a sophisticated sense of the broader questions of public education about law.

LAW 663 - Special Topics in Sports Law

This seminar will consider various topics regarding sports law. The nature of the topics will change from term to term.

LAW 664 - Attribution & Authenticity Intellectual Property Law

This seminar is designed to explore two issues-attribution and authenticity-that lurk in at least two separate regimes of intellectual property law--copyright and trademark. By preserving a system of indicators of the sources of goods and services, trademark law both reduces consumers' search costs in the marketplace and, relatedly, encourages producers to maintain consistent quality in the goods or services associated with a particular trademark. These interests are no less important in areas that are traditionally the province of copyright law: books, music, painting, and film, to take just a few examples. For these creative pursuits, source identification serves not only a reader's, viewer's, or listener's interest in selection but also the author's or artist's interest in attribution. But neither trademark law nor copyright law addresses particularly well these needs and desires for attribution and authenticity. This course will consider the related problems of attribution and authenticity from the perspective of both trademark law and copyright law as well as consider whether extralegal norms and traditions do a better job of addressing the needs of authors and audiences. Students will be required to participate in class discussions and submit a 10-20 page paper related to the topic of the course.

LAW 665 - Cyber Crime

2 This seminar will examine key legal and policy issues arising from the ever-expanding field of cybercrime law. The course will examine these issues from both theoretical and practical perspectives. An important goal of the course is to prepare students for a legal career that will require facility with digital evidence. The successful student should finish the course with the ability to recognize the ways in which cybercrime affects governments, businesses, and individuals, while developing comfort with digital evidence and how it will be used in and out of the courtroom.

LAW 670 - Cultural Property Law

Looted Artifacts and Stolen Heritage Interpol has estimated that stolen art and antiquities is the third largest illegal market, behind drugs and the arms trade. This two credit seminar will examine the legal framework for the protection of cultural property both internationally and in the United States, with emphasis given to the illicit international trade in art and antiquities and the repatriation of cultural objects. The course will examine classic controversies, such as the rightful ownership of the Elgin Marbles, while likewise considering more recent events such as the looting of museums in Iraq. The seminar will also survey American cultural property protections and examine their broader ethical and policy implications.

LAW 671 - Topics: Disability & Bioethics

This seminar will consider various topics regarding disability and bioethics. The nature of the topics will change from term to term. This is a one-credit, graded course that may be taken up to two times. Students are required to participate in classroom discussion and produce a short paper.

LAW 680 - Topics in Employment Law

Selected Topics in Employment Law Seminar This seminar will focus on issues in the contemporary workplace. Among the topics to be examined will be sexual harassment and gender discrimination, office dating policies and other gender-related privacy issues, pay equity issues, workplace sexual stereotyping, and gender-specific employment. The course's orientation will be more practical than theoretical, with an emphasis on real-world fact patterns and challenges viewed from the problem-solving perspective of a working employment law attorney.

LAW 681 - Special Topics in Bankruptcy Law

Prerequisite(s): Bankruptcy Law is a prerequisite. A paper will be required.

Bankruptcy & Bailout This seminar will examine the 2008-2009 financial crisis through the lens of bankruptcy law and policy, focusing on the auto bailouts and the new regulatory response to the problem of insolvent banks that are "too big to fail."

LAW 701 - Legal Writing for LLMs I

This course is designed for graduate law students whose native language is not English. The course will provide essential grammar, vocabulary, sentence structure, and essay writing skills necessary for legal memoranda, law school and bar examination essay questions and basic written legal communication.

LAW 702 - Legal Writing for LLMs II

This course is designed for graduate law students whose native language is not English. The course will provide essential grammar, vocabulary, sentence structure, and essay writing skills necessary for legal memoranda, law school and bar examination essay questions and basic written legal communication.

LAW 703 - Directed Reading

An examination of a specialized subject that generally is not offered as a course within our curriculum on a regular basis. This course is arranged between an individual student or group of students (maximum, 5) through readings selected in agreement by the directing faculty member and students. Prior approval by the Associate Dean for Academic Affairs is required. Students are limited to one Directed Reading credit per year. Graded on a pass/fail basis.

LAW 703T - Directed Reading-CLCT Summer

An examination of a specialized subject that generally is not offered as a course within our curriculum on a regular basis. This course is arranged between an individual student or group of students (maximum, 5) through readings selected in agreement by the directing faculty member and students. Prior approval by the Vice Dean is required. Students are limited to one Directed Reading credit per year.

LAW 704 - ILR Moot Court

This course requires the completion of a scholarly paper on a subject selected by the student, under the supervision of a faculty member. Does not satisfy the writing requirement. For Law 704-02 or 03, please see term description.

LAW 704 - ILR Moot Court

This course requires the completion of a scholarly paper on a subject selected by the student, under the supervision of a faculty member. Does not satisfy the writing requirement. For Law 704-02 or 03, please see term description.

LAW 704 - Independent Legal Research

This course requires the completion of a scholarly paper on a subject selected by the student, under the supervision of a faculty member. Does not satisfy the writing requirement. For Law 704-02 or 03, please see term description.

LAW 704T - Independent Legal Research-CLCT Summer

This course requires the completion of a scholarly paper on a subject selected by the student, under the supervision of the course faculty member. Does not satisfy the Writing Requirement.

LAW 705 - Independent Legal Writing

This course requires the completion of a significant research paper on a topic selected by the student, under the supervision of a faculty member. Students may enroll in this course for credit no more than twice and this course satisfies the writing requirement. An important goal of the major paper requirement is to improve students' writing skills. Faculty supervisors should communicate this goal to students at the beginning of the process and reinforce it throughout the paper-writing process, especially after submission of the first draft. Papers that satisfy the major paper requirement should evolve through four major stages, each of which should occur in consultation with the supervising faculty member: 1. Topic Development: The student should produce a succinct, coherent topic statement that sets out the thesis of the proposed paper. 2. Outline: The student should produce a reasonably comprehensive outline of the paper, including a statement of the basic steps in the argument, the major sources used, and a tentative conclusion or a comparable writing. 3. First Draft: The student should produce a first draft of the paper in time for the supervising faculty member to make comments and for the student to respond to those comments in the form of a second draft. Normally, the first draft should be submitted to the supervising faculty member by the end of the 10th week of classes. 4. Final Draft: The student should turn in the final draft of the paper by noon on the last day of exams for the semester, or as otherwise designated by the professor.

This course satisfies the writing requirement.

LAW 705T - Independent Legal Writing-CLCT Summer

The course requires the completion of a significant research paper on a topic selected by the student, under the supervision of the course faculty member. Students may enroll in the course for credit no more than twice and this course satisfies the Writing Requirement.

LAW 707 - Law and Politics

Law & Politics is a series of presentations by leading academics, practitioners, and government officials about a range of issues related to the intersection of law and politics. Students are required to attend at least seven presentations over the course of the semester. At present, there are eight scheduled presentations (seven on Thursday afternoons and one on Monday, April 1). Some presentations require students to read papers and write short 3-page pass/fail response memos (4 over the course of the semester); other presentations have no formal paper component (there will be background reading for some but not all of these sessions). Law student enrollment is capped at 20; there will also be 10 government students and some law school faculty in attendance at each session. The tentative schedule for spring 2013 speakers are January 24-Stanley Fish (Florida International and New York Times opinionator columnist; formerly at Yale, Columbia, Duke); February 7-David Cole (Georgetown Law; columnist for Nation and New York Review of book; Supreme Court advocate); February 14-Walter Dellinger (O'Melveny & Myers; former Duke law professor, former head of Office of Legal Counsel & Acting Solicitor General; Supreme Court advocate); February 21-Heather Gerken (Yale Law School); March 21-Daryl Levinson (NYU Law); April 1-Mike Klarman (Harvard Law); April 4-Rob McDowell (Commissioner, Federal Communications Commission); April 18-John Green (University of Akron Political Science). John Yoo (Berkeley Law and former Deputy Assistant Attorney General for the Office of Legal Counsel) may also be added to the schedule.

LAW 709 - Constitutional Literacy

The class explores the U.S. Constitution's application to public campuses and prepares law students to teach local high school students about civics through discussion of the U.S. Constitution and the Bill of Rights. The class constitutes the William & Mary Chapter of the Marshall-Brennan Constitutional Literacy Project; therefore, law students are Marshall-Brennan Fellows. The class meets twice a week; it meets once at the law school and once at the Sir Christopher Wren Building. During the law school class, the Marshall-Brennan Fellows will be required to take a stance on constitutional issues as applied to public campuses, speak and think on their feet, attempt to reconcile competing interests, and prepare to teach the weekly class at the Wren Building. During the class at the Wren Building, the Marshall-Brennan Fellows will afford high school students the tools they need to be engaged participants in our republican form of government, thus honoring William & Mary's rich tradition of training aspiring lawyers to be "public citizens". Grading for this course will be on a pass-fail basis. Enrollment is limited to 12 students.

LAW 710 - Dunn Civil Liberties Workshop

This workshop will provide law students an opportunity to hear from leading academics, practitioners, and government officials about civil liberties issues. There will be six sessions over the course of the semester, roughly one every other week. The focus of the 2011-12 academic year workshop will be law and religion. Students will need to attend all sessions and write 5 two to three page pass-fail memos about materials (sometimes draft articles, sometimes briefs, sometimes agency regulations and related commentary). Speakers for this workshop include academics Rick Garnett (Notre Dame Law) Steve Teles (Johns Hopkins), and Chip Lupu (George Washington Law); government officials Chai Feldblum (EEOC Commissioner, on leave from Georgetown Law); and academic practitioners Doug Laycock (UVA Law; Marci Hamilton, Cardozo Law--each of whom has argued before the U.S. Supreme Court). Workshop dates are January 19, January 26, February 2, February 16, March 1, March 22, April 19). Limited to 25 law students.

LAW 711 - Legal Spanish

I This course that will give students an opportunity to use Spanish language skills in a legal context. This class will begin with a grammar review and an introduction to basic legal vocabulary in Spanish. Each class will then concentrate on one substantive area (i.e., Family Law, Immigration Law, Criminal Law and Business/Employment Law). Students will learn and be able to use in an oral and written context vocabulary related to each area. Oral exercises including discussion and role play will help students to further develop listening and speaking skills. Literature and films appropriate to the topics will be used to stimulate discussion related to the legal issues involved and the realities of Spanish speaking citizens in the U.S. The course will meet once a week for 50 minutes. Materials will include THE ABA LEGAL SPANISH PHRASEBOOK, AL TANTO: CATORCE CUENTOS CONTEMPORANEOS, CINEMA FOR SPANISH CONVERSATION, and various legal documents in the target language. This will be a pass/fail course. Students will be evaluated through vocabulary quizzes, performance on oral role playing exercises, and a final group project or written/oral examination TBD. Students should have intermediate or advanced proficiency in spoken and written Spanish.

LAW 713 - State Supreme Court Bloginar

This unique course is part of a new IBRL project called the State Supreme Court Initiative which aims to create a blog about an important source of law in this country that receives scant media coverage: our state supreme courts. In effect, the project seeks to establish a 'SCOTUSBlog for the states.' The first component of the course is classroom-based. This course will meet once a week for 70 minutes. For the first three weeks, Professors Devins and Green will lecture on media law and topics related to the structure and output of state supreme courts. The course will also feature guest speakers from the National Center for State Courts and elsewhere. Subsequent meetings will consist of students presenting their work and discussing worthy cases to cover emanating from state supreme courts. The second component of the course is blogging. Students will be assigned specific states and topics (death penalty, elections, and so forth). Students will prepare 10 memos on assigned state supreme court outcomes. Each memo will contain considered legal analysis. Students will turn in a preliminary draft for comments. A final version will be posted on the State Supreme Court Initiative Blog. Each memo must be 800 words (minimum). The grade for this course will be determined on the basis of the quality of memos submitted. Materials: Materials will be distributed in the form of weekly handouts. Materials will consist of law review and political science literature about state supreme courts and cases/law review articles on medial law topics. Registration: This course is limited to 10 students. Students must apply before they will be allowed to register. To apply, students should submit (1) a short writing sample; (2) a resume; (3) a transcript; and (4) a paragraph about why they are interested in taking the course.

LAW 716 - Power & Influence

This is a course about learning to use power and influence as effective tools for both understanding your surroundings and achieving your goals. It is a course about getting things done in the real world, where politics and personalities can often seem to hinder rather than help you. It is a course for those of you who want to make things happen, despite the obstacles that might stand in your way. Consequently, it is a course about you. Course Objectives: This course presents conceptual models, tactical approaches and self-assessment tools to help you understand political dynamics as they unfold around you and develop your influence style. By focusing on specific expressions of power and influence this course gives you the opportunity to observe their effective and ineffective uses in different contexts and stages of a person's career. The subject matter will introduce different

ethical questions. This course should challenge you to define what will constitute the ethical exercise of power and influence in your life. In this course we will rely on a mix of case studies, exercises, self-assessment tools and readings. Your grade will be based 50% on class participation and 50% on the final paper.

LAW 719 - Advanced Family Law Advocacy

This course will introduce students, in the context of Virginia substantive and procedural law, to the major practice areas typically encountered in a family practice: child abuse and neglect; domestic violence; child custody and support; and divorce. Through readings, class discussion, and simulated exercises, it explores concepts of client-centeredness and the development of case theory. Students will practice and develop necessary lawyering skills that include client interviewing, client counseling, negotiating, and litigation skills (pretrial practice, pleadings/motions drafting, and trial advocacy skills).

LAW 720 - Trial Advocacy

Trial Advocacy - Basic Advanced Litigation An advanced litigation course intended for those students who have a substantial interest in litigation. The course is designed to develop the student's skills as a trial lawyer for both civil and criminal cases. Trial Advocacy will deal with trial strategy, jury selection, opening statements, presentation of evidence, including the examination of witnesses, closing arguments, and preparation of jury instructions. Evidence presentation and related technologies will be fully integrated into all aspects of the course. A trial will be required. Students who take Trial Advocacy-Basic Advanced Litigation may not take any other Trial Advocacy section (Tech Trial Ad or National Trial Team Trial Ad) for credit. Pre-requisite: satisfactory completion of Legal Skills I, II, III, IV, Ethics and Evidence. Open to third-year students only. For Trial Advocacy: Technology Augmented--see term description.

LAW 720 - Trial Advocacy: Technology Augmented

Trial Advocacy - Basic Advanced Litigation An advanced litigation course intended for those students who have a substantial interest in litigation. The course is designed to develop the student's skills as a trial lawyer for both civil and criminal cases. Trial Advocacy will deal with trial strategy, jury selection, opening statements, presentation of evidence, including the examination of witnesses, closing arguments, and preparation of jury instructions. Evidence presentation and related technologies will be fully integrated into all aspects of the course. A trial will be required. Students who take Trial Advocacy-Basic Advanced Litigation may not take any other Trial Advocacy section (Tech Trial Ad or National Trial Team Trial Ad) for credit. Pre-requisite: satisfactory completion of Legal Skills I, II, III, IV, Ethics and Evidence. Open to third-year students only. For Trial Advocacy: Technology Augmented--see term description.

LAW 721 - Alternative Dispute Resolution

This course will explore the various processes of Alternative Dispute Resolution (ADR) available to attorneys and their clients, with particular focus on negotiation, mediation, arbitration, and court and agency-annexed ADR. The role of the lawyer in counseling a client and recommending a specific ADR process will be examined, as will the role of technology in ADR (including online ADR), and the ethical issues that surround a lawyer's participation in ADR processes. Skills in communication and ADR processes will be developed through role play and simulation exercises, both in and out of class, throughout the semester, with learning reinforced through a reflective journal.

LAW 722 - General Mediation

This course is designed for students who are interested in learning how to effectively incorporate mediation theory into practice. Through lecture, discussion, video simulations, exercises and role-plays, you will learn the techniques underlying all phases of the facilitative mediation model of mediation including: convening and preparing for mediation, opening the mediation session, defining the issues, facilitating communication and interest-based negotiation, creative problem-solving, and reaching settlement or closure. Particular emphasis will be placed on skills essential to effective mediation, such as active listening, formulating questions, reframing, developing rapport, using language effectively, and non-verbal communication. In addition, we will examine legal, ethical and policy issues that arise in the mediation contest. This is a 3 credit, graded course.

LAW 722 - Resolving Civil Disputes

This course is designed for students who are interested in learning how to effectively incorporate mediation theory into practice. Through lecture, discussion, video simulations, exercises and role-plays, you will learn the techniques underlying all phases of the facilitative mediation model of mediation including: convening and preparing for mediation, opening the mediation session, defining the issues, facilitating communication and interest-based negotiation, creative problem-solving, and reaching settlement or closure. Particular emphasis will be placed on skills essential to effective mediation, such as active listening, formulating questions, reframing, developing rapport, using language effectively, and non-verbal communication. In addition, we will examine legal, ethical and policy issues that arise in the mediation contest. This is a 3 credit, graded course.

LAW 723 - Divorce Mediation & Family Dispute Resolution

Since most states routinely refer contested family-related cases to mediation or other forms of Alternative Dispute Resolution ("ADR"), any student who intends to practice family law should possess a practical understanding of the family dispute resolution process, a problem-solving approach to resolving disputes, where the parties to the dispute, with assistance of an impartial mediator, are in charge of the resolution. The course is designed as an advanced legal skills course with the emphasis on mediation skills and techniques. Through demonstrations, role plays, videotapes, coaching, class discussions, presentations, readings and written assignments, you will be provided with a comprehensive summary of family mediation theories and practices, including the nature of family conflicts and how families fight and will learn about the theory of mediation and its practice from the perspective of a mediator, a party, and an attorney representing clients in mediation. The course is open to 3Ls who have taken General Mediation or other students by instructor permission.

LAW 723 - Family Dispute Resolution

Since most states routinely refer contested family-related cases to mediation or other forms of Alternative Dispute Resolution ("ADR"), any student who intends to practice family law should possess a practical understanding of the family dispute resolution process, a problem-solving approach to resolving disputes, where the parties to the dispute, with assistance of an impartial mediator, are in charge of the resolution. The course is designed as an advanced legal skills course with the emphasis on mediation skills and techniques. Through demonstrations, role plays, videotapes, coaching, class discussions, presentations, readings and written assignments, you will be provided with a comprehensive summary of family mediation theories and practices, including the nature of family conflicts and how families fight and will learn about the theory of mediation and its practice from the perspective of a mediator, a party, and an attorney representing clients in mediation. The course is open to 3Ls who have taken General Mediation or other students by instructor permission.

LAW 724 - Negotiation & Settlement Advocacy

The course provides an introduction to the theory, process, and practice of negotiation as an element of, and an alternative to, litigation. We will examine the basic stage of a negotiation, the major tensions at play in negotiation, distributive bargaining and problem-solving negotiating techniques, power dynamics, and negotiation ethics. The class is designed to help students develop negotiating skills (and develop a framework for ongoing self-learning) through negotiation role-playing simulations, group discussion, and regular journal and short writing exercises. Grades will be based approximately 50% on the quality of student's classroom contributions in discussion and simulations and 50% on the class writing assignments, culminating in a final journal project. Please note that attendance for the course is mandatory, because one student's absence frustrates not only that student's opportunity to learn but also the learning opportunities of students matched with him or her in that day's role-play exercise. If you cannot attend every class session, including the mandatory first class, you should not enroll in the course.

LAW 725 - Mediation Advocacy

This course introduces the mediation process from the advocate's perspective and then provides an opportunity to practice those skills necessary to become effective advocates in this process. The advocacy skills students will practice include listening, summarizing, reframing and negotiation skills as well as preparation of opening statements in mediation. Classes will consist of lectures by the instructor as well as experts in the field, demonstrations of advocacy skills, and participation by students in role plays supervised by the instructor and attorney mediators. The course will require readings from the text and supplemental materials, class attendance, participation in discussion and role plays, a paper and written work predicated on the lecture and role plays. There will be one Saturday or extended class which will be required attendance for everyone. Class participation and attendance will count for 50% of the final grade and a paper will count for the remaining 50%.

LAW 726 - Advanced Research I

Advanced Research Techniques I is a 1-credit course that introduces students to a variety of print and electronic research sources over a four-week period. Students may attend four 2-hour presentations over a two week period, and must complete four research assignments. Students may enroll in ART I or ART II or both. ART I is not a prerequisite for ART II. Advanced Research Techniques I develops skills in researching secondary and primary sources in U.S. Law. Students will learn how to efficiently research treatises and journals, proposed and enacted legislation, agency regulations and documents, legislative and administrative history, and court and agency decisions. Both subscription legal databases and free topical websites are emphasized.

LAW 727 - Advanced Research II

Advanced Research II is a 1-credit course that introduces students to a variety of foreign and international law research sources and methods over four class sessions. Students will learn how to efficiently research secondary and business information, treaties and other international agreements, foreign and European Union law, and United Nations documents. Classes are conducted over a two-week period, and students complete four research assignments. Students may enroll in either ART I or ART II or both. ART I is not a prerequisite for ART II. This course is pass/fail.

LAW 730 - Advanced Brief Writing

This course is designed to enhance the student's brief writing skills in preparation for writing Moot Court tournament briefs. Moot Court team members are required to enroll during their spring, second-year semester. This course is available only to Moot Court team members.

LAW 731 - Trial Strategy & Persuasion

Prerequisite(s): LAW 309 - Evidence and LAW 720 - Trial Advocacy. Course is strongly suggested for Trial Team members. Trial Strategy and Persuasion This is an advanced trial advocacy course designed to hone learned skills of trying cases. Through lecture and simulation, the course will provide techniques for both prosecution and defense in civil and criminal cases. Students will role play during most class periods. Course will be graded on skills learned and class participation.

LAW 732 - Objections

Prerequisite(s): LAW 720 - Trial Advocacy or LAW 114 - Legal Skills IV. This course will focus on making and meeting objections during trial. What is a leading question, compound question, irrelevant question? The course will explain when to object to an improper question and how to rephrase a question in the "heat of battle." The course will cover evidence, civil procedure and hearsay. Framing proper questions and detecting improper ones is an art form filled with nuances and quick wit. The course will train you to think on your feet and learn the basic rules of trial evidence. Priority registration given to Trial Team members.

LAW 733 - Discovery

Prerequisite(s): LAW 720 - Trial Advocacy or LAW 114 - Legal Skills IV. Students taking this course will be taught how to learn about the opposing counsel's case; what interrogatories to file; what "request for productions" to file; how to use "request for admission;" when to object to opposing counsel's tactics; where to look for facts and theories. The course will address state and federal court rules of pretrial procedure and how to use the rules and available procedure to your client's best advantage. Priority registration given to Trial Team members.

LAW 734 - Depositions

Prerequisite(s): LAW 720 - Trial Advocacy or LAW 114 - Legal Skills IV. This course will address how to take effective pretrial depositions. Students will learn to identify what is needed to know for the case and then how to elicit the information from the witness that will be useful for pretrial motions, cross examination and examination. Most trial lawyers spend much time taking pretrial depositions, this course will teach effective methods of doing so. Priority registration given to Trial Team members.

LAW 735 - ADR Practice

I This class is a pass/fail course whose enrollment is limited to ADR team members. The course will assume a basic level of familiarity with major ADR disciplines, and will focus on dealing with the intricacies of each discipline, particularly the problematic scenarios that often arise in tournaments and in real world practice. For example, a class session might focus on techniques for dealing with deadlocks in negotiations, handling a hostile party in mediation, or drafting a brief for an arbitration hearing. Though students will be expected to read regular assignments and the class will feature some lecture and discussion pertinent to particular facets of the weekly topic, the course will have a heavy practice focus including various in-class exercises and role-play scenarios giving students a chance to practice their techniques. At the end of each unit, each student will participate in a full simulation round of each kind of ADR discipline, and will be given feedback by peers, the instructor, and volunteer practitioners recruited by the instructor. Grading will be based on class participation, performance in role-plays, in-class exercises and a brief writing assignment.

LAW 736 - Advanced Trial Techniques

Prerequisite(s): LAW 720 - Trial Advocacy The course will primarily address trial tactics including opening statements, closing arguments, and direct and cross-examination of witnesses. The course would also address other trial skills such as depositions, other forms of pre-trial discovery and evidentiary objections. Class participation is required. This is a pass/fail course.

LAW 741 - VA Coastal Policy Clinic

The Virginia Coastal Policy Clinic (VCPC) will work in partnership with William & Mary's Virginia Institute of Marine Science (VIMS) to integrate the latest science with legal and policy analysis to propose solutions to coastal resource management issues. Students in VCPC will learn the challenges currently facing Virginia's coastal regions, and will, after appropriate legal and policy analysis, educate the Virginia policymaking, non-profit, legal, business, and military communities and, when appropriate, propose adaptive strategies for localities. As a result of the interdisciplinary partnership between the law school and VIMS, VCPC's analysis and resultant recommendations with the foundational support of VIMS scientific data, will provide the most informed recommendations for Virginia coastal management currently available. VCPC students will address a variety of coastal resource management issues affecting Virginia, some of which are likely to include sea level rise, aquaculture, living shorelines,

Bay-wide TMDL implementation, and public/private right disputes. In addition to research and writing related to these issues, and legal and policy analysis and resultant recommendations, students in VCPC will be responsible for exploring scientific data with VIMS, interviewing members of constituencies impacted by the issues, and preparing for and presenting education and outreach sessions for such constituencies, for instance in conferences or town hall settings. Local ordinance or legislative drafting may also be necessary, as well as the drafting of white papers focused on coastal management and adaptive strategies. Enrollment is limited to 8 students; 2Ls and 3Ls may register.

LAW 743 - Federal Tax Clinic

This clinic consists of two components: a seminar about federal tax practice and procedure and a practicum in which students will assist in the representation of low income Virginia taxpayers before the IRS and in U.S. Tax Court cases. The seminar will include a detailed and systematic exploration of federal tax practice. Students will be instructed in: interview techniques, client relations, case evaluation, settlement, negotiation, and trial techniques and strategies. Ethical issues will be discussed. The course is limited to third-year students. Third-Year Practice is required.

LAW 745 - Domestic Violence Clinic

This clinic provides practical experience in and examination of domestic violence, its impact on victims and families, and the applicable law. Students will learn the effects of domestic violence and, under supervision, learn to interview, provide advice and counsel to, and provide court representation of clients in domestic abuse cases, when available. In addition to meetings with the managing attorney, there is a one and a half hour classroom meeting per week, or a brief research/ writing assignment. Class meetings will focus both on current practice experiences of the students and readings and discussions of domestic violence law. Third-Year practice required. Enrollment limited to six students.

LAW 746 - Legal Aid Clinic

Students work in the Williamsburg office of the Legal Aid Society of Eastern Virginia under the supervision of an attorney, providing legal services to indigent people in a variety of civil matters, including domestic relations, consumer law, debt collection defense, landlord-tenant law, public benefits, and other issues. The legal work done by the students provides the basis for an exploration of the profession and court system and includes client interviewing, research and investigation, drafting of correspondence and pleadings, and representation in court and before other tribunals. In addition to client contact hours at the Legal Aid office, students are required to attend regular case study analysis meetings. Third-Year practice required. Enrollment is limited to six students.

LAW 747 - Innocence Project Clinic

Students in the Innocence Project Clinic will have the opportunity to participate in the legal investigation and research of inmate claims of actual innocence. Using primary sources including police and forensic reports, court pleadings, transcripts, appellate briefs and opinions, students will research and prepare written summaries of the cases referred to the Clinic by the Mid-Atlantic Innocence Project (MAIP). Student analysis of cases will also be used as a basis for MAIP to determine which cases to undertake. Students will have the opportunity to conduct interviews of inmates and possible witnesses, as well as other preparatory case work with private investigators, forensics experts and attorneys. Students may have the opportunity to provide assistance to lawyers handling the representation of MAIP clients. The Clinic's focus will include DNA evidence, investigative activities, and post-conviction remedies and procedures, with in-class simulations. The clinic is limited to third-year students eligible for Third-Year Practice.

LAW 748 - Department of Defense Military Commissions Clinic

This clinic is a special project. Second and third year students will be researching and writing legal memos to be provided to the prosecutors' office for the Guantanamo military commissions. The client is the U.S. Department of Defense and students will be preparing the memos under the supervision of Professor Malone who is the supervising attorney for the project. Depending upon the number of participants, students will be expected to research and write 25-30 pages on the provided questions. There will also be one-hour classroom meetings on substantive background issues, student discussion of their work, and international legal research. Grade is based on class participation and the written memos. This course satisfies the writing requirement.

LAW 749 - Non-Profit Organization Externship

Students earn academic credit by working for civil legal services/legal aid organizations and private, nonprofit, 501(c) (3) organizations. See the Externship Manual and each semester's syllabus for details. 1-3 credits summer/fall/spring

LAW 752 - VA Attorney General Externship

summer/fall/spring 2-3

Students earn academic credit by working for divisions/sections of the Virginia Attorney General's office. See the Externship Manual and each semester's syllabus for details.

LAW 753 - State & Local Government Externship

Students earn academic credit by working for state or local government agencies and offices, such as city/county attorneys or attorneys general (other than the Virginia Attorney General, which is covered by the separate Virginia Attorney General Externship). Placements with prosecutors and public defenders are covered by the Criminal Litigation Externship. See the Externship Manual and each semester's syllabus for details. 1-3 credits summer/fall/spring

LAW 754 - Judicial Externship

Students earn academic credit by working for judges (including administrative law judges), hearing officers, courts, and organizations that provide research, educational, and management services to judges and courts (e.g., the National Center for State Courts, the Federal Judicial Center, the Administrative Office of the U.S. Courts). See the Externship Manual and each semester's syllabus for details. 1-3 credits summer/fall/spring

LAW 756 - US Attorney Externship

Students earn academic credit by working for the civil or criminal divisions of U.S. Attorney offices. See the Externship Manual and each semester's syllabus for details. 1-3 credits summer/fall/spring

LAW 757 - Criminal Litigation Externship

Students earn academic credit by working for public defenders and prosecutors. Placements with U.S. Attorney offices are covered by the separate U.S. Attorney Externship. See the Externship Manual and each semester's syllabus for details. 1-3 credits summer/fall/spring

LAW 758 - Federal Government Externship

Students earn academic credit by working for federal agencies other than federal public defenders (which are covered by the Criminal Litigation Externship) and U.S. Attorney offices (which are covered by the U.S. Attorney Externship). See the Externship Manual and each semester's syllabus for details. 1-3 credits summer/fall/spring

LAW 759 – Private Practice/In House Counsel Externship

summer; fall/spring 1-3, 1-2

Maximum of 4 credits can be applied toward degree requirements. Students earn academic credit by working for solo practitioners, law firms, and in-house law departments of corporations. See the Externship Manual and each semester's syllabus for details.

LAW 760 - William & Mary Law Review

Preparation and editing of comments and notes for the William and Mary Law Review; editing of professional articles. Limited to the board and staff members of the Review.

This course satisfies the writing requirement.

LAW 761 - Bill of Rights Journal

Preparation and editing of student notes for the William and Mary Bill of Rights Journal; and editing of professional articles.

Limited to the board and staff members of the Journal.

This course satisfies the writing requirement.

LAW 762 - W&M Environmental Law/Policy Review

Preparation and editing of student notes for the William and Mary Environmental Law and Policy Review; editing of professional articles. Limited to the board and staff members of the Review.

This course satisfies the writing requirement.

LAW 763 - Women & Law Journal

Preparation and editing of student notes for the William and Mary Journal of Women and the Law; editing of professional articles. Limited to the board and staff members of the Journal.

This course satisfies the writing requirement.

LAW 764 - W&M Business Law Review

Preparation and editing of student notes for the William & Mary Business Law Review; editing of professional articles. Limited to the board and staff members of the Review.

LAW 780 - Veterans' Benefits Clinic I

In this multi-disciplinary clinic, students will learn veterans disability law and procedure and will aid military veterans in the filing, adjudication, and appeal of their disability claims with the Veterans Administration. Law students will work within the curriculum to create and deliver outreach programs to veterans covering the legal aspects of a disability claim. Students will also advocate and negotiate for veteran clients orally and in writing to administrative boards and the Court of Appeals for Veterans Claims to appeal adverse decisions of the veterans' claims. Students will work in conjunction with the psychology students at VCU to refer clients for assessment, counseling, and therapy as needed, and may work with graduate students from additional disciplines in responding to veteran client needs. Weekly class sessions and supervisory case meetings will be held, with occasional sessions at VCU. Students will also be required to staff weekly office hours to assist with veteran inquires. VBCI is three credits and is graded. Students interested in VBC2 must take VBCI.

LAW 781 - VA General Assembly Externship

Spring 1-3

Students earn academic credit by working for members of the Virginia Senate or House of Delegates during the spring General Assembly session. See the Externship Manual and each semester's syllabus for details.

LAW 782 - Special Education Advocacy Clinic

In this one-semester, multi-disciplinary, graded clinic, law students will assist children with special needs and their families in special education matters. This may include assistance in eligibility meetings, Individualized Education Program (IEP) meetings, discipline matters, mediation, administrative hearings, complaint drafting, and court proceedings. Clinic skills include interviewing, counseling, problem solving, informal and formal written and oral advocacy, negotiation, mediation, development of case theory and strategy, and file management. Students will identify obstacles, defuse emotions, and clarify legal issues. They will learn how to put a case together for a successful outcome, while managing client expectations and meeting client goals. In this clinic, the students will also teach parents effective advocacy and negotiation skills through public presentations and preparation of materials. Students will be graded on the quality of their work in educating families, representing clients and handling multiple cases, their ability to work collaboratively with other students in the clinic and those from other disciplines, and their written work associated with client representation. Students receive detailed grading criteria at the start of the semester. Students will be required to attend class sessions, work on clinic cases, attend regular case meetings with the Professor, and assist clinic operations when requested. Students are required to work on clinic cases and assist clinic operations for 8 hours each week, including case rounds and meetings with the supervising attorney. This is a 3-credit graded clinic.

LAW 783 - Veterans' Benefits Clinic II

Prerequisite(s): LAW 780 is a prerequisite.

This course requires a 20 page paper or comparable project that identifies a problem with the current veterans disability process, and designs a solution to address that problem, or studies the impact of disabled veterans on a particular community, with identification of any anticipated need for additional resources, or increases awareness and education about the veterans disability process to veterans and their families. Two thirds of the grade will be based on the paper or the project, with one third of the grade awarded for a student's work in advocating for the clinic's veteran clients. This course builds on the student's work of VBC1. Students may opt to meet the writing requirement.

Students can choose to have this course satisfy the writing requirement or not.

LAW 784 - Elder Law Clinic

The Elder Law Clinic will help second- and third-year students to understand the substantive legal issues affecting the elderly. The experience will also help to improve the students' interviewing, counseling, research, writing and advocacy skills as they advance their client's interests. Students will gain an appreciation of the potential for abuse of the elderly in today's society, and identify and manage professional ethical issues encountered by attorneys representing this population. They will hone the acquired knowledge and skills by presenting public seminars on issues important to the elderly community. Students in the ELC will provide assistance and advocacy in matters involving competency, nursing home issues, and Medicare, Medicaid, Social Security and other public benefit programs, including non-service related pension and related benefits from the VA. Under the supervision of the ELC's managing attorney, the free legal services will provide will also include the drafting of powers of attorney, advance medical directives and living wills, simple estate planning, creation of guardianships and conservatorships, and estate recovery issues. These activities will engage ELC students in the factual and legal investigation required of an attorney, and will teach the students client relation skills required to serve the elderly population. Preparing the documents required in the practice of elder law and advocating for their clients will also allow students experience in navigating the often complicated family relationships that are impacted when achieving the elderly client's goals. Students will also gain skills in working with state and local agencies on elder law issues, and in preparing themselves and their clients for legal and administrative hearings. The clinic will be a one-semester, 3 credit graded course. Students will be graded on the quality of their work in educating the elderly, representing clients and handling cases, their ability to work collaboratively with other students in the clinic, and their written case studies and plans. Students will be required to attend regular class sessions, and to work on clinic cases and assist clinic operations for 8 hours each week, including case rounds and meetings with the supervising attorney. There will be a mandatory 6-hour session either the first Friday or first Saturday of the semester, depending on what works best for students and instructor at the time.

LAW 788 - Appellate & Supreme Court Clinic I

This clinic will introduce eight students to appellate practice in the federal Courts of Appeals and the United States Supreme Court. Students will work as a team to identify cases suitable for the clinic and then work as pairs to prepare appellate briefs in cases involving the First and Fourth Amendments. In Clinic matters, students will prepare briefs on the merits, amicus briefs, petitions for rehearing or certiorari, appendices, and other appellate filings. For cases in the federal court of appeals, students will present oral argument when the court allows. Classes will meet every week for general instruction on appellate practice and to discuss draft briefs, petitions, and issues that have arisen in the Clinic's cases. Students will be graded based on the quality of their written product, and when appropriate, oral argument, as well as their level of effort and participation in preparing ancillary appellate materials such as appendices and filing documents. Students will interview for admission into the Clinic, and there will be a preference for students who have taken Federal Courts and Advanced Brief Writing, though neither is a prerequisite. Graded course. Appellate and Supreme Court Clinic II will be offered in the spring semester for those who choose to enroll and have successfully completed Appellate and Supreme Court Clinic I. Participation in this clinic is by application and selection by the professor. To apply, send your resume, transcript and writing sample electronically to Professor Breckenridge at TBreckenridge@reedsmith.com by July 22nd; interview by Skype or in person will be held the first week of August, and invitations to enroll extended by August 13th. Please note that preference will be given to those students who intend to take Appellate Clinic II, to be offered in the spring as a three credit graded course, following successful completion of Appellate Clinic I. Clinic is limited to 3Ls and has an enrollment cap of 8 students.

LAW 789 - Appellate & Supreme Court Clinic II

Prerequisite(s): Successful completion of Appellate Clinic I is a prerequisite.

Appellate Clinic II will continue the work of Appellate Clinic I, introducing eight students to a more in-depth look at appellate practice in the federal Courts of Appeals and the United States Supreme Court. Students will continue to work as a team to identify cases suitable for the clinic and work as pairs to prepare appellate briefs in cases involving the First and Fourth Amendments. Students will be graded based on the quality of their written product, and when appropriate, oral argument, as well as their level of effort and participation in preparing ancillary appellate materials such as appendices and filing documents. Graded course.