Margaret Warner Graduate School of Education and Human Development

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GENERAL INFORMATION

The Margaret Warner Graduate School of Education and Human Development offers programs leading to the Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), Master of Science (M.S.), and Master of Arts in Teaching (M.A.T.) degrees, as well as a few non-degree programs leading to professional certifications.

For all graduate programs, admission to the Warner School is made through the Admission and Financial Aid Committee, a faculty body of the school. Admission decisions for master’s, Ed.D., and Ph.D. applicants are made at specific times during four application cycles, with deadlines in November, February, April, and July; Ph.D. applications are reviewed in the February cycle only.

Admission to all programs is based on the applicant’s record of academic achievement, letters of recommendation, personal interviews, and the fit of personal goals and interests with the Warner School’s programs and resources. Transcripts of higher education coursework, both graduate and undergraduate, should be forwarded directly from all institutions attended. The Test of English as a Foreign Language (TOEFL) is required for foreign students whose native tongue is not English.

Applicants who wish to be considered for financial aid in the form of an assistantship and/or scholarship should indicate that in their application. Additional information about applications and financial aid can be obtained from the Admissions Office, 2-130 Dewey Hall, or phone (585) 275-3950.

All program requirements and course descriptions in this bulletin are subject to change. For the most up-to-date program requirements and course descriptions, please visit our Web site at www.rochester.edu/warner.

DOCTORAL PROGRAMS

The Warner School offers two types of doctoral programs: Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.). The Ph.D. program is designed specifically to prepare students for careers devoted to research and scholarship, particularly in a university environment. The Ed.D. is designed to equip outstanding individuals to undertake educational leadership responsibilities in both traditional and nontraditional settings.

Both programs require 90 credit hours (96 for students specializing in Counseling). Students who have already undertaken relevant graduate-level coursework may be allowed to transfer it to their program (up to a limit of 30 credits for Ph.D. students and 36 credits for Ed.D. students) provided that: (1) the course(s) in question was taken within 10 years of the date of matriculation; (2) a grade of “B” or higher was earned; (3) they are approved by the student’s advisor, program
chair, and associate dean of graduate studies. Transfer credit decisions are made at the time of approving each student's program of study.

In addition to coursework, doctoral students also need to successfully complete a set of experiences. First, at the end of their first year for full-time students, and at the end of their second year for part-time students, all doctoral students must submit a portfolio for review. The portfolio review is evaluative, but the feedback offered by faculty is also intended to nurture intellectual and professional development. Portfolios are reviewed once a year. After passing the portfolio assessment and having completed most of the coursework for the degree, all doctoral students are then expected to undertake an individualized comprehensive examination. Finally, all doctoral programs culminate in the completion of a doctoral dissertation.

Advancement to candidacy for the Ph.D. or Ed.D. degree occurs upon successful defense of the dissertation proposal. The degree is awarded after completion of all degree requirements, and upon successful oral defense and acceptance of the doctoral dissertation.

All work for the doctoral degree, including the final oral examination on the dissertation, must be completed within seven years from the date of initial registration. Students with 30–36 credit hours accepted in the doctoral program must complete all work within six years from the date of matriculation in the doctoral program. Students who for good reason have been unable to complete a program within the above stated limits may, upon recommendation by the faculty advisor and the program chair, petition the associate dean of graduate studies for an extension of time. Such extension, if granted, will be of limited duration, must be re-approved at least biannually, and it may require additional coursework.

Students must maintain continuous registration through the program. Full-time students must register for at least 12 credit hours, or nine credit hours with an assistantship, during every fall and spring semester (excluding summer session) until the degree program is completed. Continuous registration for part-time students means registration for a total of nine credit hours every academic year sequence of summer-fall-spring until the degree program is completed. If a student does not register for coursework during any fall or spring semester, that student must register for continuation of enrollment for that fall or spring semester. Students have to either register for courses or for Continuation of Enrollment every fall and spring semester until the program degree is completed.

**Ph.D. in Education**

The Warner School offers several areas of study within the Ph.D. in Education. Students may concentrate in one of the following: (a) Leadership, Thought, and Policy; (b) Higher Education; (c) Teaching, Curriculum, and Change; (d) Human Development in Educational Contexts; (e) Counselor Education and Human Development. Each area of study requires that students complete a specific set of specialized courses before proceeding with electives. Ph.D. dissertations should provide an original and scholarly contribution to research in the student’s major field. A minimum of one year of full-time residency is required of all Ph.D. students.
Ed.D. in Education

The Ed.D. degree is available in the following areas: School Administration, Administration with a concentration in Higher Education, Teaching and Curriculum, Counseling, and Human Development. There is no minimum residency requirement for this program, although students are strongly encouraged to make arrangements so that they can devote the necessary time to their dissertation project.

Students specializing in school administration can obtain building-level or district-level certification during their course of study. Students specializing in counseling can obtain provisional and/or permanent certification in school counseling.

Certificate of Advanced Study

Under certain circumstances the Margaret Warner Graduate School of Education and Human Development awards a Certificate of Advanced Study. For example, there is a certificate of Advanced Study offered in School Counseling and Community Counseling. The certificate is not a degree, nor does it constitute a legally recognized credential. It does, however, formally attest to the successful completion of 60 hours of graduate study.

MASTER'S PROGRAMS

The Margaret Warner Graduate School of Education and Human Development is committed to excellence in pre-service and in-service preparation of education professionals at the master's level. It maintains programs that prepare students to undertake a wide variety of occupational roles in schools and other educational settings. Several of these programs also enable students to satisfy all the academic requirements needed to obtain initial and/or professional certification from New York State. All these programs combine strong emphasis on professional excellence with the University's commitment to sound scholarship.

All master's degrees require completion of at least 30 semester hours of coursework although many M.S. degree programs require additional credit hours (as indicated for each program listed in this section).

Of the minimum 30 semester hours, no more than 10 may be accepted as transfer credit. Transfer credit pertains to coursework from another institution or another school or college within the University of Rochester that is completed before the student matriculates into a degree program at the Warner School. Retroactive credit pertains to coursework completed at the Warner School prior to matriculation into a degree program. It is possible that a combination of transfer and retroactive credit may exceed 10 credit hours. Transfer credit and retroactive credit are permitted only when they meet the following criteria: (1) must be taken within five years of the date of matriculation, (2) must receive a grade of B or higher, and (3) must meet the approval of the faculty advisor, program chair, and the associate dean of graduate studies. Courses taken at institutions other than the University of Rochester after matriculation in the master's degree program may not be used toward the master's degree.
The total time limit for completing a master’s degree is five years. Requests for extension of this deadline may be submitted in writing to the associate dean of graduate studies.

Students may pursue the M.S. degree on a full-time or part-time basis. In cases that require a field placement (student teaching, practicum, or internship), however, it may be necessary to spend one or two semesters in full-time residence. Policies vary from program to program regarding the requirement of a master’s essay or thesis and conditions for fulfillment of field placement responsibilities. Students must maintain continuous registration throughout the program. Continuous registration for part-time students means registration for a total of nine credit hours every academic year sequence of summer-fall-spring until the degree program is completed. If a student does not register for coursework during any fall or spring semester, that student must register for continuation of enrollment for that fall or spring semester. Students have to either register for courses or Continuation of Enrollment every fall and spring semester until the degree program is completed.

Prospective applicants are encouraged to visit our Web site and contact the Warner School’s Admissions Office for specific details about requirements. The most up-to-date program requirements and course descriptions are available on the Warner Web site at www.rochester.edu/warner.

Programs Preparing Entry-Level Teachers

The Warner School offers a variety of master’s programs and options that lead to New York State initial teaching certification in specific subject matters and/or grade levels. These programs also satisfy all the academic requirements for professional teaching certifications in the same area.

**M.S. in Education**, leading to NYS teaching certification in one of the following areas:
- Early Childhood (birth–grade 2) 45 credits
- Childhood (grades 1–6) 45 credits
- Middle Childhood* (grades 5–9) 39 credits
- Adolescence* (grades 7–12) 39 credits
- Middle Childhood and Adolescence* (grades 5–12) 42 credits
- Teaching English to Students of Other Languages (grades K–12) 39 credits

**M.A.T. in (Subject Area)***, leading to NYS teaching certification in Adolescence (grades 7–12) 51 credits

Students interested in dual certification in one of the above areas and Teaching Students with Disabilities can do so by adding an additional 12 credit hours of required courses in disability and inclusion to any of the previous programs.

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*Note: students seeking teaching certification for secondary school may specialize in one of the following subject matters: mathematics, English, social studies, biology, chemistry, physics, earth science, French, Spanish, German, or Latin.*
Programs for Current Teachers

The Warner School also offers a variety of options to initially certified teachers interested in pursuing professional certification through a master’s degree and/or seeking an additional certification.

- **M.S. in Education** 30 credits
- **M.A.T. in (Subject Area)** 30 credits
- **M.S. in Inclusive Education** (also satisfying requirements for NYS certification in Teaching Students with Disabilities) 30–35 credits
- **M.S. in Reading and Literacies** (also satisfying requirements for NYS certification in Teaching Literacy) 36 credits
- **M.S. in Education**, leading to NYS certification at a new grade level or in a different specialization 32 credits

Programs Preparing for Entry-Level Positions in Counseling

There are three programs available for counselor preparation.

- **M.S. in School Counseling** (satisfying requirements for initial NYS certification in School Counseling) 48 credits
- **M.S. in Community Counseling** 51 credits
- **M.S. in School and Community Counseling** (satisfying requirements for initial NYS certification and all academic requirements for permanent certification in School Counseling) 60 credits

Programs Preparing Entry-Level School Administrators

Experienced teachers interested in assuming administrative positions in New York State are required to obtain a School Administrator and Supervisor (S.A.S.) certification for positions at the building level, or School District Administrator (S.D.A.) certification for positions at the district level. The following degree programs have been designed to fulfill all coursework and internship requirements for each of these certifications.

- **M.S. in Administration** (leading to S.A.S. certification) 36 credits
- **M.S. in Administration** (leading to S.D.A. certification) 60 credits

Specializations in Catholic School Leadership are available within each of these programs.

Master’s Program without Certification

The Warner School also offers a number of master’s degrees for students interested in obtaining an introduction to various fields of education, either to increase their qualifications for professions that do not require a specific certification, or to prepare to enter a doctoral degree program.

- **M.S. in Human Development** 30 credits
- **M.S. in Teaching and Curriculum** 30 credits
- **M.S. in Administration** (with a concentration in Higher Education) 36 credits
NON-DEGREE PROGRAMS

Students who already hold a master's degree, but are seeking additional NYS certification can also pursue their goal by enrolling in one of the Warner School “non-degree programs” leading to certification. The number of credit hours necessary to complete each of these certification programs will depend on each student’s previous background.

Non-degree programs, leading to additional teaching certification in the following areas:

- Early Childhood (birth–grade 2)
- Childhood (grades 1–6)
- Middle Childhood* (grades 5–9)
- Adolescence* (grades 7–12)
- Teaching Students with Disabilities (at one of the four grade levels listed above)
- Teaching Literacy (birth–grade 6 or grades 5–12)
- Teaching English to Speakers of Other Languages (K–12)

School Administrator and Supervisor (S.A.S.) certification (with option to specialize in Catholic School Leadership), 21-hour program

Autism Spectrum Disorders and Applied Behavior Analysis, a four-course sequence offered through the Warner School in collaboration with the Strong Center for Developmental Disabilities’ Autism Program.

OPTIONS FOR UNDERGRADUATES

3-2 Options in Counseling and Human Development

Under a 3-2 option, University of Rochester undergraduate students who qualify begin graduate study in their senior year and complete the program in one year of postgraduate study.

Students in the 3-2 Counseling and Human Development program may study with concentrations in psychological development (45 credit hours), school counseling (48 credit hours), or community counseling (51 credit hours).

Applications for the 3-2 option must be completed no later than spring semester of the junior year. Admission requires that the student’s undergraduate concentration will be completed by the end of the junior year, or assurance from the concentration department that the requirements for the bachelor’s degree will be met by the end of the senior year. Early inquiry is encouraged, especially from sophomores and first-semester juniors.

Fifth Year in Teaching Program

The University of Rochester recognizes the critical need for teachers of underprivileged students and through the Margaret Warner Graduate School of Education and Human Development offers a unique program to encourage

* Specializing in mathematics, English, social studies, biology, chemistry, physics, earth science, French, German, Spanish, or Latin.
its undergraduates from diverse backgrounds to enter the teaching profession and be prepared to teach in urban settings. The Fifth Year in Teaching Program provides a limited number of awards for full tuition for graduate study to students who apply for admission during their senior year at the University of Rochester and are accepted into the Warner School’s M.S. or M.A.T. degree programs leading to teaching certification. These scholarships cover full tuition as well as on-campus room and board for students who prove financial need (some restrictions apply). Students who are not eligible for free room and board can obtain a forgivable loan to cover the cost of on-campus room and board. This loan is forgiven after teaching full time for one year in an urban public school anywhere in the United States.

4+1 Program

Undergraduate students interested in a teaching career can gain a jump-start on their master’s programs by taking some of the required courses while they are juniors and seniors. These courses can later be transferred into an M.S. in Education leading to one of the NYS teaching certifications, up to a maximum of 12 credits—provided that these courses were taken in addition to the minimum of 128 credit hours required for graduation.

All the courses below carry 3 credit hours of graduate coursework, unless otherwise indicated.

With rare exceptions, courses are offered in the evenings during the academic year. In addition, several courses are also offered during the summer.

School-wide Courses

ED 406. Master's Research Methods
ED 410. History of American Education
ED 411. Philosophy of Education
ED 412. Sociology of Education
ED 417. Education of American Women: A Social and Cultural History
ED 428. Ethics and Education
ED 435. Critical Thinking and Professional Practice
ED 481. School, Family, and Community Relations
ED 483. Communication and Counseling Skills for Teachers, Administrators, and Other Helping Professionals
ED 487. Developing Values and Character in the School, Home, and Community
ED 504. Quantitative Research Methods: General Linear Analysis I
ED 505. Advanced Quantitative Research Methods: General Linear Analysis II
ED 506. Doctoral Research Methods
ED 507. Qualitative Research Methods
ED 508. Reasoning, Argument, and Explanation
ED 512. Pedagogies: Classical and New
ED 513. Academic Writing for Educators
ED 516. Designing and Evaluating Professional Development
ED 517. Schooling and Social Justice
ED 519. Key Ideas in Education: An Interdisciplinary Doctoral Seminar
ED 520. Introduction to Program Evaluation
ED 521. Advanced Program Evaluation
ED 522. Historical Research Methods
ED 523. Mixed Research Methods
ED 527. Advanced Qualitative Research Methods
ED 539. Dissertation Proposal Writing Seminar
ED 588. Pop Culture and Education: Critical Literacy for New Times
EDU 406. History of African-American Education

Teaching and Curriculum
ED 400. Topics in Teaching and Schooling
ED 403. Disability and Early Childhood
ED 404. Teaching, Curriculum, and Change
ED 405. Assessment in Instructional Contexts
ED 407. Development, Learning, and Teaching for Children Ages 3 to 5
ED 408. Development, Learning, and Teaching for Children Ages Birth to 3
ED 409. Language and Literacy in Education
ED 415. Adolescent Development and Youth Culture (Ages 10 to 20)
ED 446. Collaborative Teaching Partnerships in Inclusive Classrooms
ED 447. Disability and Schools
ED 451. Teaching and Learning in Inclusive Classrooms
ED 452. Instructional Strategies for Inclusive Classrooms
ED 453. Principles, Methods, and Applications in Applied Behavior Analysis
ED 457. Autism Spectrum Disorders: Characteristics and Educational Issues
ED 458. Principles, Methods, and Applications in Applied Behavior Analysis II
ED 459/460. Practicum in Applied Behavior Analysis and Autism Spectrum Disorders I/II
ED 480. Second Language Acquisition and Bilingualism
ED 489. Implementing Curriculum Reform in Mathematics
ED 582. Critical Literacy
EDU 427. Theory and Practice in Teaching and Learning Literacy in Elementary School
EDU 428. Theory and Practice in Teaching and Learning Social Studies in Elementary School

EDU 429. Theory and Practice in Teaching and Learning Science in Elementary School
EDU 430. Theory and Practice in Teaching and Learning Mathematics in Elementary School
EDU 431. Theory and Practice in Teaching and Learning English
EDU 432. Theory and Practice in Teaching and Learning Social Studies
EDU 433. Integrating Social Studies and Literacy
EDU 434. Theory and Practice in Teaching and Learning Science
EDU 435. Theory and Practice in Teaching and Learning Foreign Languages and ESOL (English to Speakers of Other Languages)
EDU 436. Theory and Practice in Teaching and Learning Mathematics
EDU 440. Children’s Literature and Literacy Learning
EDU 442. Race, Class, Gender, and Disability in American Education
EDU 443. Implementing Innovation in English Education
EDU 444. Implementing Innovation in Mathematics Education
EDU 448. Implementing Innovation in Science Education
EDU 462. Implementing Innovation in Social Studies Education
EDU 463. Implementing Innovation in Foreign Language and ESOL Education
EDU 464. Child Development and Learning in Context (Ages 5 to12)
EDU 467. Language, Literacy, and Cognitive Development
EDU 475. Early Intervention for Children with Disabilities (Ages 3 to 5)
EDU 476. Early Intervention for Children with Disabilities (Ages Birth to 3)
EDU 477. Integrating Curriculum in Early Childhood
EDU 480/480A. Theory and Practice in Teaching and Learning the Arts
EDU 481. Integrating English and Technology
EDU 482. Integrating Mathematics and Literacy
EDU 483. Integrating Mathematics and Technology
EDU 486. Integrating Science and Technology
EDU 487. Integrating Science and Literacy
EDU 498. Literacy Learning as Social Practice

EDU 499. Integrating Social Studies and Technology
EDU 509. Theories and Research in Curriculum and Change
EDU 525. Theory and Research on Teaching and Learning
EDU 527. Advanced Doctoral Seminar in Teaching and Learning
EDU 528. Advanced Doctoral Seminar in Curriculum and Pedagogy
EDU 529. Advanced Doctoral Seminar in Teacher Education and Reform

Counseling and Human Development
ED 418. The Family and Social Dynamics
ED 419. Sociology of the Life Course
ED 429. Theories of Human Development
ED 550. Research in Cognitive Development
EDU 449. Special Populations and Research in Human Development
EDU 450. Introduction to School Counseling
EDU 451/452. Supervised Internship in School Counseling I & II
EDU 453. Counseling and Facilitating in Small Groups
EDU 454. Career Counseling and Development
EDU 455/456. Supervised Internship in Community Counseling I & II
EDU 457. Counseling Theory and Practice I
EDU 458. Practicum in Counseling
EDU 459. Contemporary Issues in School Counseling
EDU 460. Counseling Theory and Practice II
EDU 465. Assessment and Appraisal
EDU 466. Problem Identification and Intervention in Counseling

EDU 470. Multicultural Perspectives in Counseling
EDU 471. Counselor as Systems Consultant
EDU 472. Introduction to Community Counseling
EDU 473. Social Organization of Work and Career
EDU 474. Addictions Counseling and Prevention
EDU 549. Contemporary Learning Theories
EDU 552. Counselor Education
EDU 553. Counselor Supervision
EDU 554. Advanced Theory, Research, and Practice in Group Work
EDU 555. Advanced Counseling Theory, Research, and Practice
Credit—four hours
EDU 556. Advanced Theory and Practice in Counseling
EDU 557. Selected Theories of Human Development
EDU 558. Supervised Internship in Counselor Education I
EDU 559. Supervised Internship in Counselor Education II
EDU 560. Supervised Internship in Counselor Education III
EDU 563. Advocacy, Consulting, and Systems Change as Counseling Practice

Educational Leadership
ED 424. Professions in American Culture
ED 430. College Retention: Theory, Research, and Practice
ED 456. Leadership and Special Education
ED 462. Managing School Resources
ED 465. State and Federal Education Policy
ED 465. School Governance and Rights of Students and Teachers
ED 466. Leading Change
ED 470. Instructional Program Design
ED 471. Experiential Learning Collaborations in Higher Education
ED 473. Technology for Educational Leaders
ED 476. Administration of Student Affairs in Higher Education
ED 488. Women, Educational Leadership, and the Professions: A Historical Perspective
EDU 404. School Leadership in Diverse Settings
EDU 407. Curricular and Instructional Leadership
EDU 408. Law of Private Schools
EDU 409. Business Affairs in Private K–12 School Systems
EDU 410. Field Experience in Educational Leadership–Internship
EDU 411. Education Finance Issues in K–12 School Systems
EDU 413. Contemporary Issues in Education Policy
EDU 416. Conflict Management in Schools and Universities
EDU 418. Leadership in Education
EDU 419. History of Educational Leadership through Biography

EDU 564. Contemporary Trends in Mental Health Appraisal, Intervention, and Research
EDU 565. Research in Life Course Studies

EDU 420. Problems in Educational Leadership
EDU 421. Human Resource Management
EDU 422. Educational Leadership: Implications for the Twenty-First Century
EDU 423. Educational Management and Human Relations
EDU 424. The Principal and Christian Concepts of Virtue
EDU 468. Data-Driven School Implementation
EDU 469. Leadership and Organizational Dynamics
EDU 478. Professional Education: Past and Present
EDU 484. Curriculum in Higher Education
EDU 488. Students and Colleges: Past and Present
EDU 489. Field Experience in Higher Education Leadership–Internship
EDU 490. Higher Education Law
EDU 491. History of Student Affairs
EDU 492. Governance, Policy, and Administration of Higher Education
EDU 493. History of Higher Education
EDU 495. Evaluation in Higher Education: Implication for Decision Making and Policy
EDU 496. Fiscal Policy Issues in Higher Education
EDU 497. Teaching and Learning in Higher Education
EDU 500. Great Books in Education
EDU 515. Decision Making for Educational Leaders I: Analyzing Problems in Schools and Universities
Students enrolled in any of the Warner School degree programs are required to maintain “continuous enrollment” for the entire duration of their program. Students who register for less than nine credit hours in a given academic year are required to register for one of the following options:

- ED 895. Continuation of Enrollment (Master’s)
- ED 899. Master's Thesis
- ED 995. Continuation of Enrollment (Doctoral)
- ED 985. Leave of Absence

Leaves of absence are available, with the written approval of the associate dean, for (a) medical reasons pertaining to the student's health, (b) professional reasons pertaining to the student's occupation, and (c) personal reasons pertaining to the student's personal life.