

Catalog Home

Lyndon State College, located in the heart of the Northeast Kingdom, is an exciting place to pursue graduate education.

M.Ed

At Lyndon, students work collaboratively to increase their knowledge of pedagogy, curriculum, and assessment to help their students build skills for the 21st century. Graduate degree programs at Lyndon are designed to provide students with mastery in teaching content, special education, and curriculum and instruction. Lyndon also offers initial licensure programs in elementary, 7 - 12 secondary (English, Social Studies, Mathematics, and Science) and endorsement in Reading and Language Arts Specialist.

Lyndon State College, in cooperation with the Northeast Kingdom School Development Center, the East Central Vermont Literacy Consortium, and the Vermont Higher Education Collaborative, challenges educators to become practitioners who are thoroughly grounded in theory and practice and prepared to offer area students a relevant, meaningful education.

MALS

Lyndon's Master of Arts in Liberal Studies offers students an individually designed program of study that satisfies a broad range of needs at the graduate level:

- Secondary school teachers of English, Social Sciences, Natural Sciences, and Math
- Students interested in life-long learning and continuing education at the graduate level
- Anyone who could benefit from master's level education in anything from creative writing to environmental studies to interdisciplinary studies

Students in the program work closely with a faculty advisor from their chosen content area(s) to craft a relevant and rewarding course of study. The flexible design provides an umbrella that allows individual students the opportunity to create an appropriate graduate-level course of study using one of four primary models:

Content Area: study in a single focused content area or discipline

Interdisciplinary: study combining two related, complementary disciplines

Multidisciplinary: study involving a range of three disciplines or content areas

Secondary Education: a course of study designed to further secondary teaching in any content area

Non-Discrimination, Equal Opportunity and Affirmative Action Statement

Qualified students are recruited for, admitted to, and participate in all college programs without discrimination on the basis of race, color, sex, sexual orientation, religion, creed, national origin, age, veteran status, or disability. Lyndon State College will provide reasonable accommodations to create equal opportunity for students with known disabilities.

Please contact the Lyndon State College Dean of Admissions or the Dean of Administration if auxiliary aid or service is needed to apply for admission.

U.S. Department of Education Requirements

The U.S. Department of Education requires colleges to make available annual statistics related to any campus crimes and/or students' continuation rates. Please contact our admissions office for a copy of this information.

This catalog is prepared annually with current information and is subject to change. It provides general information for Lyndon State College students and applicants. While it does not purport to be a contract, in combination with subsequent publications (semester Class Schedules, the Student Handbook, and special announcements), it outlines requirements and helps identify expectations for students seeking to earn degrees at Lyndon.

While the final version of the college's Class Schedule is the official announcement of course offerings for that semester, the college reserves the right to cancel courses for lack of sufficient enrollment or to substitute instructors for courses. Students will be given reasonable assistance in meeting graduation requirements, but necessary changes in the Class Schedule may require changes in planning for a degree.

Johnson

The JSC Graduate Catalog is the official source of information about Johnson State College graduate academic programs, courses, policies and procedures. It should be used as a guide in planning a course of study and meeting graduation requirements. This catalog should not be regarded as a contract between students and Johnson State College, as JSC reserves the right to make changes in course offerings, degree requirements, charges, regulations and procedures as educational and financial considerations require.

This catalog takes effect August 1, 2015, and remains in effect until superseded by a new issue.

Course offerings and requirements are continually examined and revised, and not all courses in this catalog are offered every semester. JSC publishes a Course Bulletin each semester listing the courses to be offered that semester, along with times, locations and other pertinent information. Because changes may occur after the Bulletin is published, students are advised to check "Search for Course Sections" on the MyJSC Portal for the most up-to-date information.

The JSC catalog is published annually by the Office of the Academic Dean. The online catalog contains a number of features to assist users, including advanced search options, intuitive navigation and a personal "Favorites" folder where you can store favorite programs and courses.

The graduate programs at Johnson offer rigor and flexibility to help you advance professionally and personally, faculty members who take a personal interest in your success, and the opportunity to explore your interests, examine your values and shape the future direction your life will take. We are proud to offer three respected graduate programs, each of which offers a variety of tracks in which to specialize:

- M.A. in Counseling
- M.A. in Education
- M.F.A. in Studio Art

To view the JSC *Undergraduate* Catalog, select that option from the drop-down menu at upper right. For earlier versions of either the graduate or undergraduate catalogs not available via the drop-down menu at upper right, email the Office of the Registrar or call 802-635-1677.

The JSC Mission

Johnson State College believes in the power of higher education to transform lives. We express this commitment through an education that crosses academic and other boundaries everywhere possible; creates opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community and the local and wider world; recognizes the diverse starting points and goals of students; and sustains active participation, high standards, vigorous debate and mutual respect.

Accreditation

Johnson State College is accredited by the New England Association of Schools and Colleges and the Vermont Department of Education. For inquiries regarding NEASC accreditation, you may contact the NEASC Commission on Institutions of Higher Education by email or call 855-886-3272 toll free.

Equal Opportunity & Non-Discrimination

Johnson State College is committed to equal opportunity and affirmative action. We administer all programs, procedures and practices without regard to age, color, disability, marital status, national or ethnic origin, political affiliation, race, religion, sex, sexual orientation, gender identity, veteran status, or family medical or genetic information. See the University-Wide Policies section of this catalog for additional information about this and other policies related to non-discrimination and other prohibited conduct.

Johnson State College Graduate Office

Martinetti Hall
337 College Hill
Johnson, Vermont 05656

Admissions@jsc.edu
802-635-1244 or 800-635-2356, ext. 1244
Fax: 802-635-1230

Cathy Higley, Graduate Program Administrative Assistant:
Catherine.Higley@jsc.edu | 802-635-1244 (toll free: 800-635-2356, ext. 1244)

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History & Mission Statement

Northern Vermont University

Northern Vermont University officially "opened its doors" on July 1, 2018. The unification of Johnson State College and Lyndon State College into Northern Vermont University was initiated by the Vermont State Colleges System Board of Trustees in September 2016 to expand opportunities for current students and leverage the histories and strengths of each campus to best serve future students and the region.

The new institution offers students more options for academic programs, research and hands-on experiences, extracurricular activities, and the high-impact education that prepares graduates with career-ready skills for a changing world.

While NVU is a single institution, Johnson and Lyndon retain their distinct identities, based in their long histories and deep roots in their regions. Each campus has kept its own mascot, athletic teams - which still compete against each other - alumni association, and unique culture.

NVU's history is founded upon two legacies, but its future is based on one mission:

Northern Vermont University fosters the intellectual, creative, and personal growth of every student in a community committed to diversity and inclusion. We provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global citizens.

Additionally, each campus has its own sub-mission.

The NVU-Johnson sub-mission states: *The NVU Johnson campus believes in the power of a liberal arts education to transform lives.*

The NVU-Lyndon sub-mission states: *The NVU Lyndon campus prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies.*

NVU is accredited by the New England Commission of Higher Education (NECHE).

Our History

Northern Vermont University-Johnson

Johnson State College dates to 1828 with the establishment of an elementary and secondary school in the village of Johnson. The school was chartered in 1832 as Johnson Academy, soon afterward supported by the Lamoille County Grammar School Association. In 1866, the Vermont Legislature designated Johnson Academy as a teacher-training school called the Johnson Normal School. The school offered one-, two-, and three-year training programs until 1947, when the state approved a four-year teacher-training program, and the school became Johnson Teachers College.

In 1962, Johnson Teachers College became Johnson State College, a year after the state Legislature created the Vermont State Colleges System. With the name change, the college broadened its focus to be a multi-purpose liberal arts college, with the addition of many facilities and academic programs over the years. Graduate programs were added in counseling, education, and studio arts.

In 2008, renovation of Stearns Student Center was completed, with a new performance space, a cinema and dining facilities. In 2009, a major renovation of the athletics facility with a new fitness center was finished. Renovations to Bentley Hall, home to the environmental and health sciences programs, were completed two years later, with new and refurbished labs. In 2012, the renovated Visual Arts Center reopened, with a new gallery, a Mac lab, and other features. As the only Vermont institution in the Council of Public Liberal Arts Colleges, NVU-Johnson now serves about 1,500 undergraduate, graduate, and distance-learning students and occupies 330 hilltop acres.

Northern Vermont University-Lyndon

Founded in 1911 as a one-year teacher-training school housed at nearby Lyndon Institute, the Lyndon Training Course gradually expanded its curriculum and graduated its first four-year class, with 18 students, in 1944. The first male and out-of-state students were admitted in the '40s. In 1951, the college opened at its current location, the former estate of Theodore N. Vail, American Telephone and Telegraph Company's first president, who was instrumental in establishing Lyndon Institute.

The Vermont Legislature established the Vermont State Colleges System in 1961, and Lyndon Teachers College became Lyndon State College. Liberal-arts degree programs were added to complement the teacher-training programs. In the '60s and '70s, the campus grew significantly with a new library, dining hall, and other buildings. The curriculum expanded rapidly, too, with new programs in business, meteorology, and other disciplines. In the '70s, the college launched a master's program in education. Now NVU-Lyndon also offers master's degrees in education and liberal studies.

Growth in the '80s and '90s was followed by more construction and academic programs. In 2005, a new residence hall and community building, the Rita L. Bole Complex, opened, named for the longtime principal of the original teacher-training school. In 2009, the Academic and Student Activity Center opened to house three academic departments, a student event center, and additional computer labs. With about 1,300 undergraduate and graduate students today, from its base on a 175-acre hilltop in Caledonia County, NVU-Lyndon continues its commitment to the region as the educational and cultural hub of Vermont's Northeast Kingdom.

University-Wide Policies

VSC Policies 311 & 311A: Non-Discrimination & Prevention of Harassment and Related Unprofessional Conduct

The Vermont State Colleges System (VSCS) and each member institution, including Northern Vermont University, do not discriminate based on race, color, creed, ancestry, ethnicity, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, veteran status, marital status, HIV status or any other status protected by law. Sexual harassment, racial harassment and harassment based on other protected categories also are forms of discrimination and are not tolerated. Further, inappropriate sexual relationships between staff and students are prohibited even if they do not rise to the level of sexual harassment.

This policy of non-discrimination applies to the application processes for admissions and employment, academic and residential programs, employment practices and policies, scholarship and loan programs, and all programs and facilities, including athletics. Northern Vermont University is an equal opportunity employer.

Sexual misconduct, which includes sexual harassment and sexual violence is a form of sex discrimination and therefore is a violation of VSC Policy 311 as well as federal (Title IX) and state law.

VSC Policy 311-A, adopted in September 2014, relates to sexual misconduct, domestic violence, dating violence, stalking and related conduct. It calls for prompt and appropriate remedial action to stop the misconduct shall be taken, including student suspension, dismissal or expulsion of students; suspension or termination of employment; and referral for criminal investigation and prosecution under Vermont law.

VSC Policies 311 and 311-A can be read in their entirety by selecting "Student Affairs Policies" in the Policies & Procedures section of the VSC website at www.vsc.edu.

To initiate a formal or informal complaint of discrimination or harassment, or for further information, contact Assistant Academic Dean Jo Ann Lamore, NVU-Johnson's Policy 311 Coordinator, at 802.635.1243 or by email to Jo.Lamore@NorthernVermont.edu.

For accommodations in order to apply for admission, please contact the Office of Academic Support Services at 802.635.1264 (NVU-Johnson) or 802.626.6210 (NVU-Lyndon); if accommodations are needed for employment, please contact the Dean of Administration at 802.635.1208.

Title IX

Title IX is a federal law that prohibits discrimination based on gender in any educational program or activity. The law states that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The amendment in 1987 expanded the definition of program or activity to include all the operations of an educational institution, governmental entity, or private employer that receive federal funds. Sexual misconduct, including sexual violence and harassment, are prohibited by Title IX as well as by state law and by VSC and Northern Vermont University policies. The Title IX Campus Coordinator at NVU-Johnson is Associate Dean of Students Michele Whitmore, who can be reached by phone at 802.635.1200 or Michele.Whitmore@northernvermont.edu.

Federal Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. The primary rights afforded to each student include but are not limited to the right to inspect and review their education records, the right to amend incorrect records and the right to limit disclosure of information from the records.

In accordance with federal law and regulations issued by the Department of Education, the Vermont State Colleges System (VSCS) has adopted policies and procedures for each of its institutions. The institutions within the VSCS are: Castleton University, Northern Vermont University, Vermont Technical College, and the Community College of Vermont. The purpose of this VSCS policy is to provide guidance on the rights of inspection and the prohibitions against unauthorized dissemination of educational information. The VSCS's FERPA policy is available on the Portal under VSC Public Info and Data (see VSC Policy and Procedures / Student Affairs / Policy 312) and at the Advising and Registration Center at NVU-Johnson and Student Services at NVU-Lyndon.

More information is available from:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC20202-4605
Email: FERPA@ed.gov
Telephone: (202) 260.3887
Fax: (202) 260.9001

Federal Clery Act Compliance

In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy & Campus Statistics Act [20 USC 1092(f)], NVU's Department of Public Safety prepares and publishes an annual campus security and fire safety report each October 1 for the purpose of disclosing campus crime and fire statistics, security policies and enforcement. This report includes information about the university's alcohol and drug policies, sexual-assault education and prevention programs, and procedures for reporting and handling reports of sexual assaults. The report is available online, or you may request a printed copy from the Office of Public Safety.

The Office of Public Safety is staffed 24 hours a day, 7 days a week, 365 days a year. An officer on duty at NVU-Johnson can be reached anytime by calling 802.635.1205 (or extension 51205 from a campus phone), or at NVU-Lyndon by calling 802.626.6452 (or extension 66452 from a campus phone).

Photographs & Videos

Northern Vermont University and its representatives occasionally take photographs and record videos for use by the university in print and electronic media. This statement serves as public notice of the university's intent to do so and as a release to the university of permission to use such images and recordings as it deems fit. Students may withdraw their consent to appear in photos or videos created by the university and its representatives by completing a form available from the Advising and Registration Center at NVU-Johnson or Student Services at NVU-Lyndon.

General Information

Admissions

Non-Degree Graduate Students

Students who do not wish to enter a degree program but want to enroll in additional coursework may enroll in undergraduate or graduate courses without being formally admitted to the university. However, non-matriculated students may be refused registration on the basis of a previous record at either NVU campus, and matriculated students will be given preference to register in classes over non-matriculated students.

Graduate Degree-Seeking Students

In order to be considered for admission to the master's degree programs, applicants must submit to the Admissions Office an admissions portfolio of the items listed below. Students must already have a bachelor's degree from a regionally accredited institution of higher education. Application forms are available online at www.NorthernVermont.edu/Apply.

International Students

In addition to all other required admission materials, university applicants whose native language is not English will be required to provide evidence of English proficiency. Such proficiency may be demonstrated by submitting results of the Test of English as a Foreign Language (TOEFL) exam or through interviews with the Dean of Admissions (or designee). A score in excess of 499 on the TOEFL (paper-based test), 174 (computer-based test), or 80 (web-based test) is considered a demonstration of English proficiency. Applicants who score less than 500 are required to be interviewed by a university official, and may be refused admittance. For applicants who have graduated from a U.S. high school, other English proficiency measurements may be considered in place of the TOEFL. Students with English-language deficits can receive academic support through university Academic Support Centers.

Non-U.S. applicants need to provide financial documentation for immigration purposes equal to one year's expenses (see the Financial Documentation form).

How to Apply

To apply for admission to any Northern Vermont University graduate program, visit www.NorthernVermont.edu/Apply, select the link for graduate programs, then choose the appropriate application based on your program of choice. If you have difficulty accessing the online application, contact the NVU-Johnson or NVU-Lyndon Admissions Office.

Requirements vary depending on the program to which you are applying; specifics are noted on the application. In general, however, all graduate programs require the following in addition to the application:

- An official transcript from all previous colleges and/or universities attended
- Three recommendations from professors or other professionals who know the quality of your preparation or who can attest to your character and skills
- A two-page essay explaining your interest in graduate study
- A personal interview after NVU receives all required materials

See additional program-specific information below.

University policy ensures that persons are neither denied benefits nor subjected to discrimination in any manner on the grounds of race, color, national origin, religion, creed, age, sex, veteran status, sexual orientation, or disability. This applies to all areas

of the universities services and actions. See the Dean of Enrollment & Marketing or the Dean of Administration if you have questions or special needs.

Master of Education Programs (M.Ed.) at NVU-Lyndon

- Completed graduate application;
- Official copies of transcripts of all undergraduate and graduate work. Applicants must have a minimum undergraduate GPA of 2.75 or have completed three graduate courses with a GPA of 3.0 at an accredited institution;
- A statement of purpose describing desired outcomes from completion of a master's degree program at NVU-Lyndon. This statement should highlight the applicant's strengths for completing a graduate degree and provide a rationale for selection of the particular concentration and specialization;
- Two letters of recommendation from professionals knowledgeable of your professional commitment. One letter is required from a Headmaster or Principal, Department Chairperson (if any), or undergraduate degree advisor if applicant has not taught;
- An up-to-date curriculum vitae;
- Formal interview; and,
- A non-refundable application fee of \$50.

Interviews

An interview is required as part of the graduate admissions process. The interview clarifies the applicant's professional and academic goals, and allows the applicant and the graduate faculty to determine whether the university can meet the applicant's educational goals.

At NVU-Lyndon M.Ed. applicants will interview with one or more faculty in the Graduate Education Department. Interviews are scheduled on an as-needed basis throughout the year, any time after the graduate admissions process is complete. Only applicants with complete graduate admissions portfolios are eligible for interviews.

Transfer Credit

A request for transfer credits is made to the student's advisor and the department chairperson who, in conjunction with the Registrar, make the determination about the acceptance of credits. Transfer credits will count toward graduation only when approved by the student's advisor, the chairperson of the department, and the Registrar within the first year after matriculation.

Up to twelve (12) credits of coursework may be transferred into the master's programs. To be eligible for transfer credit:

- course must have been taken at the graduate level;
- course must be relevant to the degree program;
- student must have received a grade of B- or better; and,
- course must have been taken within five (5) years prior to the date of matriculation.

Graduate-degree courses, which meet degree requirements and have been completed at NVU five years prior to matriculation into the degree program, can be included in a degree program and do not count against the transfer credit limit.

Matriculated Status

Shortly after the interview, applicants will be notified in writing as to whether they have been accepted into the degree program. If an applicant is accepted to the graduate program, the applicant becomes a matriculated, graduate student.

Completing a Graduate Degree

Faculty Advisors

Within one semester of acceptance, students are assigned an advisor with whom they develop their Plan of Study. Advisors support students in completing requirements and planning independent activities. Students are responsible for monitoring their own degree requirements and progress.

Plan of Study

During the first semester of study (or prior to completion of twelve credits for NVU-Johnson students), students will complete a Plan of Study with their advisor. The Plan of Study is documented in writing, signed by the student, advisor, the department chairperson, and the Provost or designee.

If in the process of developing the Plan of Study the advisor determines additional background coursework is needed, a plan to address that is developed at that time. Once the Plan of Study is signed by the student, their advisor, the appropriate department chairperson, and the Provost, or designee, a copy is filed with the Registrar's Office. The Plan of Study is a legal agreement between the university and the student. Changes in the Plan of Study may be made with the appropriate approvals. If modifications are made to the Plan of Study, the modified Plan of Study must be filed with the Registrar's Office.

Coursework specified in the Plan of Study must be completed with a grade of B or better for the student to be eligible for graduation.

Study Contracts

(NVU-Lyndon Specific) Students must complete a Study Contract for each slash (undergraduate/graduate) level course which is first approved as a slash course they are enrolled in for graduate degree credit. This form constitutes a learning contract and specifies the graduate level components which will be completed in addition to the appropriate undergraduate work. Students will not receive a grade for the slash course until the graduate level components are complete. Forms are available from department chairperson.

Teaching Practice

Students seeking licensure/endorsement are expected to complete a Teaching Internship for 6 credits. This course typically involves a teaching component in the field, as well as sessions on campus with the instructor and other graduate students.

Independent Study

Independent study courses are offered at the discretion of the graduate program faculty and must be taught by a NVU full-time faculty member or an approved part-time faculty member. Independent studies are not available for courses offered in the scheduled curriculum. Registration for an independent study is not complete until the independent study contract form has been

submitted for that semester with the signature of the advisor (if applicable), instructor, department chair, and the Provost or designee. The independent study contract must be filed by the end of the "Add" period each term.

A student can include no more than nine (9) credits of independent study work in a graduate degree program.

Grades

Degree-seeking graduate students must receive a grade of A+, A, A-, B+, B, or B-. Where letter grades are given, a grade of "B-" or better is required for degree-program graduate credit.

A grade of I (incomplete) indicates that a student did not complete the course in the time required. Students who receive an "I" for a graduate-level course have a specified time period determined by the instructor to complete the course work before the "I" results in a failing grade.

Graduate Committees

The NVU-Lyndon Graduate Council is a committee composed of a chairperson, one person from the Education Department, one person from a secondary education teacher licensure program, one person from a department that offers graduate-level courses, and one at-large member of the Lyndon full-time faculty. The NVU-Johnson Graduate Committee of the Faculty Assembly is composed of full-time faculty members from each of our master's degree programs.

The purpose of these committees is to initiate course and curriculum design, ensure assignments of graduate advisors, and oversee master's programs, policies, and concerns.

General Information

Health & Accident Insurance

All full-time graduate students (those taking six credits or more a semester) who do not have other insurance coverage are required to subscribe to a health and accident insurance policy through Northern Vermont University. Proof of insurance coverage is required in order to be exempt from coverage through the university insurance. Coverage begins mid-August and is valid for 12 months. Check with Student Financial Services for deadline dates, prorated costs, etc.

Identification Cards

Each student is issued an NVU photo identification card free of charge. A fee is required in order to replace a lost ID. The card is used as a library card for borrowing books as well as for entrance to the SHAPE Center and select campus events and facilities. Cards are issued by the Office of Public Safety.

Parking on Campus

A parking permit is required in order to park in NVU parking lots. Permits are issued by the Office of Public Safety. A fee applies, and you must provide a copy of your vehicle registration and proof of insurance. Call 802.635.1205 (or ext. 51205 from a campus phone) at NVU-Johnson or 802.626.6452 (or ext. 66452 from a campus phone) at NVU-Lyndon for more information.

Access to Campus Facilities

Graduate students have free access to, and are encouraged to make use of, all NVU facilities. As well, graduate students are welcome and encouraged to attend varsity games and the numerous educational and entertainment events held on campus year-round.

Campus Safety & Security

The Office of Public Safety is staffed 24 hours a day, 7 days a week, year-round. An officer on duty can be reached anytime by calling 802.635.1205 (or ext. 51205 from a campus phone) at NVU-Johnson or at 802.626.6452 (or ext. 66452 from a campus phone) at NVU-Lyndon.

Students are automatically signed up for the university's emergency "e2campus" phone and text-messaging service upon enrollment, which enables the university to provide immediate notification in the event of an emergency or campus closure.

Human Subjects Research

Institutional Review Board

Procedure for the Ethical Review of Research Projects Involving Human Participants

Purpose

The Institutional Review Board (IRB) at NVU reviews faculty, student and staff proposals involving research with human participants to ensure the safety and protection of the participants.

Do class or student projects need to be reviewed?

Generally, "research with human participants" refers to a data-gathering process in which living humans serve as subjects and the intention is to publicly present or publish research findings or otherwise contribute to general knowledge. These data are gathered through either interaction or intervention and may include identifiable, private information.

As per this definition of "research," many institutions do not require ethical review of student research projects or class observations if these activities are seen as part of a pedagogical or training process rather than a data-gathering process. However, these projects may pose the most concern, and they provide a ripe opportunity to educate would-be researchers about professional ethics. As such, the IRB at NVU also reviews student projects that involve collecting data about human participants.

If participants give "informed consent", does a project still need IRB review?

Yes. Informed consent from participants does not guarantee that a research protocol is ethical, because some individuals will consent to procedures that are harmful or unethical. Therefore, obtaining consent from prospective participants does not negate IRB review.

What is the procedure for reviewing student or class research projects?

As the first line of defense in protecting research participants, the class instructor should first educate students about pertinent ethical issues for consideration, review student proposals involving human participants, then contact the campus-specific IRB chair (see links below) with a brief synopsis of the proposed research as follows:

Contact the NVU-Johnson IRB chair

Contact the NVU-Lyndon IRB chair

The IRB will review the proposed project(s) and communicate any concerns to the instructor, who will then be responsible for ensuring that students carry through as instructed in order to uphold ethical standards.

Expenses & Financial Aid

Tuition and Fees

Tuition, fees, and the withdrawal reimbursement schedule printed in this graduate catalog are for the 2022-2023 academic year and are subject to change. Check with the Student Financial Services Office or Office of Academic Affairs for further information.

Graduate Tuition:*

Vermont Residents:	\$629/credit
Non-Residents:	\$916/credit

Matriculated graduate students in the Leadership Studies (M.A.) online program pay \$605 per credit, no matter where they live.

Matriculated graduate students in the Education: Digital Instruction (M.A.) program pay \$605 per credit, no matter where they live.

Matriculated graduate students in the Clinical Mental Health Counseling (M.S.) program pay the in-state rate of \$629 per credit, no matter what site they attend.

For details about the Vermont State Colleges' in-state residency requirements (VSC Policy 301), visit www.vsc.edu.

Financial Aid

Federal Direct Unsubsidized Loans

Federal Direct Unsubsidized Loans are available to students enrolled in graduate programs. In order to be considered, students must first complete the online Free Application for Federal Student Aid (FAFSA). Loan eligibility is determined by Northern Vermont University.

In order to receive a federal loan, a student must be a U.S. citizen or an eligible noncitizen, have a valid Social Security number and be enrolled in at least 3.0 credit hours in a graduate program. Students cannot owe a refund on previously awarded financial aid, and they must be registered with Selective Service (if required) and be making satisfactory academic progress once enrolled.

Federal Direct Unsubsidized Student Loans

Unsubsidized loans are determined by the student's cost of attendance, not the student's financial need. The interest rate is fixed. The federal government does not pay the interest while the student is enrolled. Repayment begins six months after the student graduates, is no longer enrolled at least half time, or withdraws from the university.

Graduate Direct PLUS Loans

Graduate PLUS loans are another resource for students in graduate study. Need is determined based on the cost of attendance minus the unsubsidized loan, and credit approval is required. Graduate students must first borrow the maximum unsubsidized loan amount before they can receive a PLUS loan. Contact Student Financial Services for more information.

M.A. in Education Scholarships

Northern Vermont University-Johnson offers two scholarships for graduate students in education: the Doris Spencer and the Bover/Graves/Story scholarships. Students are notified via email when applications are available, usually in early December.

Satisfactory Academic Progress, GPA & PACE Requirements

In order to maintain eligibility for federal financial aid, students make "satisfactory academic progress" (SAP) at a pace that ensures they complete their degree within the maximum time frame allowed, as measured by credit-completion rates. Master's degree time frames are determined by program.

The second requirement is to maintain good academic standing as measured by cumulative grade point average (GPA). Graduate students must maintain a 3.0 cumulative GPA. Cumulative GPA includes all terms of your enrollment at NVU.

Students must successfully complete at least 67 percent of the total credits in which they are enrolled. *Example:* If you enroll in a total of 18 credits during the fall and spring semesters, you must successfully complete at least 12 credits. (18 credits x 67% = 12 credits). This is the minimum that must be completed.

Successful completion of credit hours toward graduation requirements is represented by passing grades of A, A-, B, B- and P. Graduate students may repeat previously passed courses just once and may repeat failed courses until receiving a passing grade, and be allowed to receive financial aid for the repeat. All repeat attempts are included in the pace and maximum-time frame calculations.

Students' records will be reviewed on an annual basis after the completion of the spring semester to assess compliance with this policy. All semesters of enrollment, including summer and periods in which the student did not receive federal aid, are considered in the determination of SAP.

Students not making satisfactory academic progress (either via the GPA requirement or the pace requirement, PACE) will have their financial aid eligibility suspended. Students whose aid eligibility has been suspended have the option to appeal to the Financial Aid Review Board for reinstatement of their financial aid eligibility. Students who are academically dismissed from the university are automatically recognized as failing to meet SAP standards.

Veterans' Benefits

NVU students who are a veterans, or a dependent of a veteran, eligible for educational benefits, should contact Tammy Carter, NVU-Johnson's designated VA certifying official, at tammy.carter@northernvermont.edu or 802-635-1227. She can help students eligible for veterans' benefits navigate the process and make sure their program of study qualifies for benefits.

Veterans Benefits and Transitions Act

NVU complies with VA regulations. As such, individuals who are eligible for chapter 31 or chapter 33 benefits and have submitted a certificate of eligibility AND a request for enrollment certification are eligible to attend and participate in courses and related academic services while NVU awaits payment from the VA.

The financial aid information presented here is an overview. Visit www.studentaid.gov or www.northernvermont.edu/AdmissionsAndAid for details about awards and procedures.

Academic Programs (A-Z)

- L = Lyndon Campus Programs
- J = Johnson Campus Programs
- O = Online Programs

Graduate Programs

Education: Curriculum and Instruction Concentration (M.Ed.)

The Master of Education: Curriculum and Instruction Concentration (K-12) is designed to provide students with in-depth study of curriculum and instruction, contemporary issues, a critical perspective for evaluating these and future developments, and to empower students as advocates for best practice in education.

Students will design a Study Plan to meet their needs with the graduate advisor.

Minimum credits required for program: 36

Required core courses (16 - 18 credits)

Elective coursework approved by advisor (18 - 20 credits)

Other specializations (licenses, endorsements) occasionally are available in cooperation with the Vermont Higher Education Collaborative (VTHEC). Students taking courses through VTHEC who find they would like to work towards a M.Ed. at NVU Lyndon are encouraged to apply to the NVU Lyndon M.Ed. program early to enable a faculty advisor to help design a personalized Plan of Study.

Education: Educational Technology Concentration (M.Ed.)

The Master of Education: Educational Technology Concentration is designed for students who are interested in XXXXXXXXX

Each student will develop a Plan of Study with his/her advisor to meet individual goals.

Minimum credits required for program: 36

Required core courses (16 - 18 credits)

Elective coursework approved by advisor (18 - 20 credits)

Other specializations (licenses, endorsements) occasionally are available in cooperation with the Vermont Higher Education Collaborative (VTHEC). Students taking courses through VTHEC who find they would like to work towards a M.Ed. at NVU Lyndon are encouraged to apply to the NVU Lyndon M.Ed. program early to enable a faculty advisor to help design a personalized Plan of Study.

Counseling: Addictions (M.A.)

The graduate counseling program at NVU-Johnson offers a state-of-the-art Master of Arts (M.A.) in Counseling with a concentration in either clinical mental health, substance use, or school counseling. It is the mission of the program to prepare professional counselors to work in mental health, community, and educational settings, in order to promote individual and community wellness, resilience, recovery, and education. This program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession. Throughout the academic program the focus areas include person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based approaches in educational settings, clinical practice in mental health and substance use, and a commitment to leadership, systemic change and advocacy within the profession, the community, and the larger society.

This program combines face-to-face instruction and distance-learning activities geared to adult learners. Located at the NVU-Johnson campus, modalities for the M.A. in Counseling courses are determined by the instructor and range from hybrid courses to in-person, evening, weekend intensive, and in-person seminars. The program focuses on the theory and practice of counseling with a unique emphasis in clinical mental health, substance use or school counseling. It emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Arts in Counseling degree requiring 60 credits for the chosen M.A. in Counseling concentration.

Faculty are scholar-practitioners who bring national and local expertise in mental health counseling, school counseling, integrated service delivery, research, and administration to the program. The program prepares students to pursue licensure in clinical mental health, substance use, or school counseling.

Learning Objectives:

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.

This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Core Curriculum

All students seeking an M.A. in Counseling at NVU-Johnson must complete the following requirements. The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The courses should be taken as sequentially as possible.

- CSL 5010 - Counseling Theories **Credit(s): 3 ***
- CSL 5030 - Laboratory Experience I **Credit(s): 3 ***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

Additional Requirements

- CSL 5160 - Psychopharmacology **Credit(s): 3**
- CSL 5910 - Research Methods **Credit(s): 3**
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 6880 - Mental Health Internship & Seminar **Credit(s): 6**
(Must complete two semesters, 12 credits)
Ideally, this should be the final course taken by the student.
- CSL 8010 - Comprehensive Exam **Credit(s): 0**

Electives (6 credits)

Electives vary from semester to semester. Students should consult with their academic advisor.

Note

* Within the first three semesters of enrollment, students must complete CSL 5010 and CSL 5030.

Counseling: Clinical Mental Health (M.A.)

The graduate counseling program at NVU-Johnson offers a state-of-the-art Master of Arts (M.A.) in Counseling with a concentration in either clinical mental health, substance use, or school counseling. It is the mission of the program to prepare professional counselors to work in mental health, community, and educational settings, in order to promote individual and community wellness, resilience, recovery, and education. This program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession. Throughout the academic program the focus areas include person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based approaches in educational settings, clinical practice in mental health and substance use, and a commitment to leadership, systemic change and advocacy within the profession, the community, and the larger society.

This program combines face-to-face instruction and distance-learning activities geared to adult learners. Located at the NVU-Johnson campus, modalities for the M.A. in Counseling courses are determined by the instructor and range from hybrid courses to in-person, evening, weekend intensive, and in-person seminars. The program focuses on the theory and practice of counseling with a unique emphasis in clinical mental health, substance use or school counseling. It emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Arts in Counseling degree requiring 60 credits for the chosen M.A. in Counseling concentration.

Faculty are scholar-practitioners who bring national and local expertise in mental health counseling, school counseling, integrated service delivery, research, and administration to the program. The program prepares students to pursue licensure in clinical mental health, substance use, or school counseling.

Learning Objectives:

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.

This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Core Curriculum

All students seeking an M.A. in Counseling at NVU-Johnson must complete the following requirements. The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The courses should be taken as sequentially as possible.

- CSL 5010 - Counseling Theories **Credit(s): 3 ***
- CSL 5030 - Laboratory Experience I **Credit(s): 3 ***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

Additional Requirements

- CSL 5160 - Psychopharmacology **Credit(s): 3**
- CSL 5910 - Research Methods **Credit(s): 3 ***
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 6880 - Mental Health Internship & Seminar **Credit(s): 6**
(Must complete two semesters, 12 credits)
Ideally, this should be the final course taken by the student.
- CSL 8010 - Comprehensive Exam **Credit(s): 0**

Electives (6 credits)

Electives vary from semester to semester. Students should consult with their academic advisor.

Note

* Within the first three semesters of enrollment, students must complete CSL 5010, CSL 5030, and CSL 5910 or CSL 6632.

Counseling: School Counseling (M.A.)

The graduate counseling program at NVU-Johnson offers a state-of-the-art Master of Arts (M.A.) in Counseling with a concentration in either clinical mental health, substance use, or school counseling. It is the mission of the program to prepare professional counselors to work in mental health, community, and educational settings, in order to promote individual and community wellness, resilience, recovery, and education. This program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession. Throughout the academic program the focus areas include person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based approaches in educational settings, clinical practice in mental health and substance use, and a commitment to leadership, systemic change and advocacy within the profession, the community, and the larger society.

This program combines face-to-face instruction and distance-learning activities geared to adult learners. Located at the NVU-Johnson campus, modalities for the M.A. in Counseling courses are determined by the instructor and range from hybrid courses to in-person, evening, weekend intensive, and in-person seminars. The program focuses on the theory and practice of counseling with a unique emphasis in clinical mental health, substance use or school counseling. It emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Arts in Counseling degree requiring 60 credits for the chosen M.A. in Counseling concentration.

Faculty are scholar-practitioners who bring national and local expertise in mental health counseling, school counseling, integrated service delivery, research, and administration to the program. The program prepares students to pursue licensure in clinical mental health, substance use, or school counseling.

Learning Objectives:

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. **Counseling Skills & Practice:** Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.
This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)
4. **Ethics:** Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.
This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.
5. **Leadership & Systems Change:** Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.
Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Core Curriculum

All students seeking an M.A. in Counseling at NVU-Johnson must complete the following requirements. The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The courses should be taken as sequentially as possible.

- CSL 5010 - Counseling Theories **Credit(s): 3 ***
- CSL 5030 - Laboratory Experience I **Credit(s): 3 ***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

Additional Requirements

- CSL 5220 - Comprehensive School Counseling **Credit(s): 3**
- CSL 5810 - Fieldwork for School Counseling **Credit(s): 3**
- CSL 6030 - Curriculum & Classroom Management for Counselors **Credit(s): 3**
- CSL 6110 - Counseling Children **Credit(s): 3**
- CSL 6720 - Internship Seminar for School Counseling **Credit(s): 1.5**
(Must complete two semesters, 3 credits)
To be taken concurrently with CSL 6820. Ideally, these should be the final courses taken by the student.
- CSL 6820 - Internship for School Counseling **Credit(s): 4.5**
(Must complete two semesters, 9 credits)
To be taken concurrently with CSL 6720. Ideally, these should be the final courses taken by the student.
School Counseling K-12 Praxis & Portfolio: Students pursuing the School Counseling endorsement will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills and professional accomplishments. In addition to the portfolio development, they will be required to pass the general

knowledge PRAXIS exam for licensure by the state of Vermont. Students should discuss these requirements with their advisors prior to beginning their internships.

Electives (3 credits)

Electives vary from semester to semester. Students should consult with their academic advisor.

Note

* Within the first three semesters of enrollment, students must complete CSL 5010 and CSL 5030.

Clinical Mental Health Counseling - Weekend Format (M.S.)

Mission

The Graduate Program in Clinical Mental Health Counseling offers a state-of-the-art Master of Science (M.S.) in clinical mental health counseling. Its mission is to prepare professional counselors to work in clinical mental health and community settings, in order to promote individual and community wellness, resilience and recovery. In addition, our graduates will be prepared to meet the needs of individuals with mental health challenges and related substance use disorders. The program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field, people in recovery and family members, as well as the general public. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession, as well as in: person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based clinical practice in mental health and addictions, and a commitment to leadership, systems change and advocacy within the profession, the community, and the larger society.

The program combines face-to-face instruction and remote and online activities geared to adult learners. Intensive weekend instruction (classes meet one weekend per month) is provided for cohorts "on location" in several states across the country, including New Hampshire, Maine, Vermont, Wisconsin, and Alaska. The program is administered out of NVU in Vermont, for all locations, and the program offered is identical across sites, in terms of curriculum, faculty, and delivery model.

The program's primary focus is clinical mental health counseling. It also offers a unique emphasis in integrated clinical mental health and substance use counseling and also emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Science degree in Clinical Mental Health Counseling, requiring 63 to 66 credits, dependent on whether students complete 700 or 1,000 hours of practicum and internship. Students in the Master of Science degree complete all of the required course work for an M.S. in Clinical Mental Health Counseling, across the lifespan, and also complete a specialization in integrated mental health and substance use treatment for children, youth, and families or for adults. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program. The program prepares students to pursue licensure as clinical mental health or professional counselors and also covers much of the educational content required for certification/licensure as a substance use counselor.

Options

- **Master of Science in Clinical Mental Health Counseling**
Specializations in Integrated Mental Health and Addictions Treatment for:
- Children, Youth, and Families

- Adults
- **Professional Development/Continuing Education course work**

Curriculum

The curriculum in the Graduate Program in Clinical Mental Health Counseling (M.S.) is based on a set of core competencies that have been drawn from research literature, evidence-based and promising clinical practices and input from professionals, service users and their families. The program is aligned with counseling standards, but is not CACREP accredited.

The program has been recognized as an Innovative Practice by the Annapolis Coalition in 5 categories: consumer and family / adult mental health, child / adolescent and school-based mental health, leadership, rural mental health, and substance use disorders treatment and persons in recovery. Program competencies emphasize clinical mental health counseling, organizational leadership and advocacy, culturally relevant practice, and core values for service delivery in rural and urban settings, including: integrated clinical mental health and substance use counseling, recovery oriented approaches, integration with physical health care, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership, and developmentally appropriate practice (from infancy through adulthood and the challenges of aging).

The program was also the seed organization for the Vermont Cooperative for Practice Improvement and Innovation (www.vtcp.org), now a membership-driven Cooperative focused on practice improvement in mental health and substance use systems.

Weekend Format and Field Experience

The Master's program begins with an Orientation. Subsequent classes meet one weekend per month across the calendar year, face-to-face or via zoom, as scheduled by the program. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

Students complete a 100-hour Practicum and two or three 300-hour internships that are taken concurrently with other course work. Students complete an integrative Masters Project as a culminating learning experience on a topic of their choice, toward the end of the course sequence.

The curriculum has been designed, in the states in which it is offered, to meet the educational requirements for licensure as a clinical mental health or professional counselor. The program also works with state substance use counseling certification boards to cover much of the required content. Additional course work and internships may be offered. Licensure is not guaranteed, as requirements may change and licensure also requires applicants to pass national and state exams and complete post-master's supervised practice.

The Graduate Program in Clinical Mental Health Counseling, M.S. (PCMH), has been offered at Northern Vermont University since the fall of 2018. The program was founded at Trinity College of Vermont in 1995 as a collaborative effort among the Center for Community Change through Housing and Support, Trinity College of Vermont, and the Vermont Department of Developmental and Mental Health Services. The program received significant financial support from the Van Ameringen Foundation. When Trinity College closed, PCMH became a program of Southern New Hampshire University from 2001 to 2018.

Now, at Northern Vermont University, the Master of Science requirements, curriculum and course work remain the same. PCMH and the Master of Arts in Counseling at Northern Vermont University have aligned 9 courses and continue to collaborate on curricula and learning outcomes. The curriculum and course work will continue to be designed to meet the educational requirements for licensure as a Clinical Mental Health or Professional Counselor in the states in which the program is offered, and to include content that also prepares graduates to pursue licensure or certification as Substance Use Disorder counselors. The collaboration among these two programs (M.A. and M.S. in Counseling) and the Vermont Cooperative for Practice Improvement and Innovation, offers significant opportunities for expanding the options for mental health, counseling and addictions studies, within the excellent current constellation of undergraduate, graduate and professional development offerings at Northern Vermont University.

Learning Objectives

Students who successfully complete a Counseling Masters (MA in CSL, MS in CMH) will:

1. **Knowledge:** Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.
This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.
2. **Counselor Disposition:** Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.
This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.
3. **Counseling Skills & Practice:** Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.
This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)
4. **Ethics:** Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence as relevant to the counselor role, and ethical practice.
This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.
5. **Leadership & Systems Change:** Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.
Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Clinical Mental Health Counseling (M.S.) Core Requirements

- CMH 5005 - Orientation **Credit(s): 0**
- CMH 6005 - Overview of Clinical Mental Health & Substance Abuse Counseling **Credit(s): 3**
- CMH 6105 - Helping Relationships & Clinical Counseling Techniques **Credit(s): 3**
- CMH 6805 - Diagnosis, Assessment, & Psychopathology **Credit(s): 3**
- CMH 6215 - Treatment Planning for Clinical Mental Health & Substance Abuse Counselors **Credit(s): 3**
- CMH 6155 - Practicum **Credit(s): 1**
- CMH 6505 - Internship I **Credit(s): 3**
- CMH 6625 - Internship II **Credit(s): 3**
- CMH 6655 - Program Evaluation and Systems Research **Credit(s): 3**
- CMH 6665 - Professional Counseling Orientation & Ethics **Credit(s): 3**
- CMH 6825 - Human Growth & Development **Credit(s): 3**
- CMH 6705 - Organizational Leadership and Systems Change **Credit(s): 3**
- CMH 6755 - Mental Health, Addictions, & Family Systems **Credit(s): 3**
- CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan **Credit(s): 3**
- CMH 6905 - Masters Project **Credit(s): 2**
- CMH 6885 - Clinical Counseling Theories **Credit(s): 3**
- CMH 6835 - Group Process **Credit(s): 3**

- CMH 6055 - Measurement & Testing **Credit(s): 3**
- CMH 6855 - Social and Cultural Foundations **Credit(s): 3**
- CMH 6865 - Career and Lifestyle Development **Credit(s): 3**
- CMH 6635 - Internship III **Credit(s): 3**

Integrated Mental Health & Addictions Treatment for Adults Specialization

- CMH 6455 - Clinical I: Integrated Mental Health & Substance Abuse Treatment, Adults **Credit(s): 3**
- CMH 6465 - Clinical II: Crisis, Trauma, Complex Issues **Credit(s): 3**
- CMH 6925 - Elders: Mental Health and Addictions **Credit(s): 3**

OR

Integrated Mental Health & Addictions Treatment for Children, Youth, & Families Specialization

- CMH 6895 - Early Childhood and Infant Mental Health **Credit(s): 3**
- CMH 6355 - Clinical I: Integrated Mental Health & Substance Abuse Treatment, Child & Family **Credit(s): 3**
- CMH 6365 - Clinical II: Crisis, Trauma, Complex Issues **Credit(s): 3**

Total: 63 to 66 credits, due to additional Practicum and Internship requirements in WI and ME, based on state licensure as an LPC. /LCMHC.

Education: Inclusive Childhood Education (M.A.)

The M.A. in Inclusive Childhood Education prepares students for research-based professional work with children of all backgrounds and learning abilities. This is a rigorous academic program that provides the education courses required for students who have an undergraduate liberal arts degree in an approved discipline area and want to gain licensure endorsement to teach **both Elementary Education (K-6) and Special Education (K-8)** while pursuing their graduate degree in education. A full-time, full-semester internship is required.

Course and practicum experiences provide knowledge of the theories, research, standards and practices that affect schools and informal educational settings. Learning is studied as a fundamental human endeavor involving culture and context, imagination and interaction, reason and reaction. Careful attention is given to the growth of children as individuals whose perceptions, interests, joys, strengths and challenges are formed within a community and through agencies. NVU-J's Childhood Education students are prepared to help children succeed in school and beyond by becoming knowledgeable professionals prepared to advocate for excellence and equity.

Required Courses

- EDU 5015 - Literature, Media & Text for Children & Young Adults **Credit(s): 3**
- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5021 - Instructional Dynamics for the Elementary Educator **Credit(s): 4**
- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6095 - Literacy Intervention **Credit(s): 3**

- EDU 5045 - Teaching Engineering: Context, Methods, and Assessment for P-12 Educators **Credit(s): 3**
- EDU 6011 - Integrating Elementary Methods **Credit(s): 4**
- EDU 6730 - Special Education Practices & Procedures **Credit(s): 3**
- EDU 6465 - Strategies of Inclusive Practice **Credit(s): 3**
- EDU 6850 - Elementary Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 44 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction, Inclusive Childhood Education: 50 credits

Education: Middle-Level Education (M.A.)

This program provides innovative and contextual learning experiences through which graduate students are prepared to teach **Math, Science, Social Studies or English** at the middle-school level (Grades 5-9). A major emphasis of the program is on collaborative efforts and work in middle schools. Successful completion of this program leads to endorsement for middle-level licensure. Two practicum experiences and a full-time, full-semester internship are required. For licensure recommendation in one or more of the core content areas, a student must possess a minimum of 18 credits in each area. A transcript analysis is required to determine whether previous content area course work fulfills these requirements; the Licensure Office or a designee will conduct the review. A student may need to take additional content courses in order to be recommended for licensure.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5026 - Partnering with the Adolescent Learner to Promote Student Engagement **Credit(s): 4**
- EDU 5160 - Middle Level School Organization **Credit(s): 3**
- EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum **Credit(s): 3**
- EDU 6030 - Middle Level Curriculum: Instruction & Assessment **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 6021 - Implementing Content-Specific Methods in a Secondary Classroom **Credit(s): 4**
- EDU 6820 - Middle Level Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 38 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction (Middle Level) Concentration: 44 credits

Education: Secondary Education (M.A.)

This program provides innovative and contextual learning experiences through which graduate students can become prepared to teach **Math, Science, Social Studies or English** at the secondary level (Grades 7-12). A major emphasis of the program is understanding and engaging adolescent learners. Successful completion of this program leads to a recommendation for secondary teaching licensure. Two practicum experiences and a full-time, full-semester internship are required. For licensure recommendation, the equivalent of a major in one of the core content areas is needed. A transcript analysis is also required to determine whether previous content area coursework fulfills these requirements; the Licensure Office or a designee will conduct the review. The student may need to take additional content courses in order to be recommended for licensure.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5026 - Partnering with the Adolescent Learner to Promote Student Engagement **Credit(s): 4**
- Elective **Credit(s): 3**
- Elective **Credit(s): 3**
- EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum **Credit(s): 3**
- EDU 6021 - Implementing Content-Specific Methods in a Secondary Classroom **Credit(s): 4**
- EDU 6830 - Secondary Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction (Secondary) concentration: 44 credits

Education: Special Education (M.A.)

The Special Education graduate program is designed for licensed teachers seeking to earn their endorsement in special education to teach students from kindergarten to age 21. The program is based on a characteristics approach and focuses on students with both low- and high-incidence disabilities. The program of study provides students with philosophical, theoretical and practical models of current special education policies and procedures. It emphasizes hands-on internship experiences to provide opportunities for students to implement their learning in authentic settings and to further solidify the connection between research and practice. Students must have a relevant and valid Vermont teaching license, complete the course requirements and participate in an extensive special education practicum in order to be considered for endorsement. A transcript analysis is required to determine whether previous content area coursework fulfills these requirements; the Licensure Office or its designee will conduct the review. The student may need to take additional content courses in order to be endorsed for licensure.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**

- EDU 5021 - Instructional Dynamics for the Elementary Educator **Credit(s): 4 OR**
- EDU 6390 - Instructional Methods in Applied Behavioral Analysis **Credit(s): 3**

- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6095 - Literacy Intervention **Credit(s): 3**
- EDU 5039 - Language, Culture & Education **Credit(s): 3**
- EDU 6730 - Special Education Practices & Procedures **Credit(s): 3**
- EDU 6465 - Strategies of Inclusive Practice **Credit(s): 3**
- Elective **Credit(s): 3**
- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**

M.A. in Education, Special Education concentration: 36-37 credits

Education: Unified Arts Education (M.A.)

This program provides innovative and contextual learning experiences through which graduate students can become prepared for teaching in one of the unified arts areas (Art, Dance, Music or Theater Arts). A major emphasis of the program is on creativity and experience. Successful completion of this program may result in recommendation for licensure. Two practicum experiences and a full-time, full-semester internship are required. The student must possess an undergraduate degree in an appropriate content area. A transcript analysis is required to determine whether previous content area coursework fulfills all requirements; the Licensure Office or a designee will conduct the review. The student may need to take additional content courses in order to be recommended for licensure.

Required Courses for Endorsement

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5031 - Instructional Dynamics for the Unified Arts **Credit(s): 4**
- Elective **Credit(s): 3**
- Elective **Credit(s): 3**

- EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum **Credit(s): 3**
OR
- EDU 5039 - Language, Culture & Education **Credit(s): 3**
- EDU 6025 - The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts **Credit(s): 4**
- EDU 6845 - Unified Arts Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction (Unified Arts) concentration: 44 credits

Education: Digital Media Instruction (M.A.)

The Master of Arts in Education with a Digital Media Instruction Concentration is designed for classroom teachers, Educational Technology Specialists, college instructors, trainers, and other instructional professionals who wish to learn how to employ digital media to enhance their teaching. The use of digital media for formal instruction is spreading rapidly and advancing regularly. The program enables education professionals to learn about new developments in this realm of educational technology, and acquire practical skills for application in their setting.

The program incorporates innovative strategies and content developed by Discover Education and introduces participants to the Discovery Education Network for ongoing peer mentoring. The courses provide both a foundation for advanced study in the field of education and a specialized sequence in digital media instruction.

This is a 36-credit program and employs multiple formats. The core courses are available on the Johnson campus or through a distant learning option. The specialization courses are 100% online using CANVAS.

This is not a licensure or endorsement program.

Education: Foundations of Education - Approved Program for Transfer (M.A.)

Previously earned credits will be recognized and accepted in transfer from cohesive and complete programs of study that have been granted graduate-level credit through an accredited Institution of Higher Education (IHE), but that do not lead to an M.A. or equivalent graduate credential in the sponsoring IHE. Examples of existing programs which are offered by the VT Higher Education Collaborative include, but are not limited to:

- Driver Education sequence

- Health Educator sequence
- Early Childhood Education sequence
- Early Childhood Special Education sequence
- Autism Certificate

Education: Foundations of Education - Self-Designed (M.A.)

The Foundations of Education - Self-Designed program is intended for individuals who want to pursue particular questions, ideas, or aims through graduate study in the field of education. The program blends core coursework with a series of topical seminars (EDU 6630, EDU 6970, EDU 7960) enabling students to create an individually designed theme to guide their study. A key emphasis in the program is the development of a critical perspective on the social, political and structural arrangements of formal education and study of the ongoing quest to achieve both equity and excellence for all individuals in a civil democracy. Students meet with their faculty adviser frequently to devise and revise their Plan of Study. An exit interview is required.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 6630 - Graduate Seminars **Credit(s): 18**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education: 36 credits

Leadership Studies (M.A.)

The Master of Arts in Leadership Studies is designed to appeal to practitioners, professionals, and aspiring polymaths across distinct sectors of diverse societies. The degree's goal is to prepare professionals in education, business, policy making and public affairs, human and social services, healthcare, arts, community or faith-based initiatives, non-governmental and international activities, as well as recent undergraduates and citizen scholars with the knowledge, strategies, perspective, and personal vision indispensable for imagining, initiating, and guiding collective action in their realm of influence toward improvement, innovation, and inspiration.

Objectives:

In addition to a comprehensive approach intended to inculcate holistic growth through personal, relational, institutional, societal, contextual, and applied learning, and coordinated learning objectives devised to engender deliberative practice, the MA in Leadership Studies degree will offer an innovative stance to the study of leadership. Upon an interdisciplinary core, the curriculum addresses classic and contemporary leadership theory, but also expands the boundaries of conventional approaches to leadership studies by augmenting this customary content with *aesthetic sensibilities, design and system thinking, diversity studies, social ethics, complexity and future studies, and scholar-practitioner methods of inquiry*. This degree will inculcate growth, guide participants toward deliberative practice, and integrate interdisciplinary, customary, and avant-garde content.

Required Core Courses

- LDR 6005 - Foundations of Leadership Studies: Social, Historical, Critical & Future Perspectives of Knowledge for the Practice of Leadership **Credit(s): 5**
- LDR 6015 - Models of Leadership: Finding the Creative Self **Credit(s): 5**
- LDR 6025 - Partnerships in Diversity **Credit(s): 5**
- LDR 6035 - Design Thinking for the Learning Organization **Credit(s): 5**
- LDR 6045 - Ethical Leadership for Civil Society, Civic Engagement & Corporate Responsibility **Credit(s): 5**
- LDR 6950 - Scholar-Practitioner Inquiry in Leadership Studies **Credit(s): 5**

Studio Arts (M.F.A.)

The Master of Fine Arts degree is a unique 60-credit program with options in painting and drawing, printmaking, sculpture and installation, and photography and experimental media. Students can focus in one studio area or many. It is offered in two formats:

1) **The flexible, low-residency MFA with residencies at the Vermont Studio Center in Johnson** includes four 4-week residencies at the studio center where they have the sanctuary to create while connecting with a community of resident and visiting artists from throughout the world.

2) **The campus-based MFA on the Johnson campus** offers artists the opportunity to complete a graduate degree while taking advantage of the rich local and regional art communities.

Core Requirements for All MFA Studio Arts Students

- ART 5311 - Contemporary Arts Seminar I: Theory & Readings **Credit(s): 3**
- ART 5312 - Contemporary Arts Seminar II: Research & Writing **Credit(s): 3**
- ART 5911 - M.F.A. Thesis Preparation **Credit(s): 3**
- ART 5912 - M.F.A. Thesis Exhibition **Credit(s): 3**

Total: 12 credits

Course Requirements for Low-Residency Option

- ART 5211 - Studio Center Residency I **Credit(s): 6**
- ART 5212 - Studio Center Residency II **Credit(s): 6**
- ART 5213 - Studio Center Residency III **Credit(s): 6**
- ART 5214 - Studio Center Residency IV **Credit(s): 6**
- ART 5215 - Independent Residency I **Credit(s): 6**
- ART 5216 - Independent Residency II **Credit(s): 6**
- ART 5831 - Independent Studio Work I **Credit(s): 2**
- ART 5832 - Independent Studio Work II **Credit(s): 2**
- ART 5833 - Independent Studio Work III **Credit(s): 2**
- ART 5834 - Independent Studio Work IV **Credit(s): 2**
- ART 5835 - Independent Studio Work V **Credit(s): 2**
- ART 5836 - Independent Studio Work VI **Credit(s): 2**

Total: 48 credits

Course Requirements for Campus-Based Option

- ART 5301 - MFA Colloquium I **Credit(s): 2**
- ART 5302 - MFA Colloquium II **Credit(s): 2**
- ART 5303 - MFA Colloquium III **Credit(s): 2**
- ART 5304 - MFA Colloquium IV **Credit(s): 2**
- ART 5305 - MFA Colloquium V **Credit(s): 2**
- ART 5321 - Summer Studio Residency I **Credit(s): 6**
- ART 5322 - Summer Studio Residency II **Credit(s): 6**
- ART 5811 - Graduate Studio Project I **Credit(s): Variable 2 to 6**
- ART 5812 - Graduate Studio Project II **Credit(s): Variable 2 to 6**
- ART 5813 - Graduate Studio Project III **Credit(s): Variable 2 to 6**
- ART 5820 - MFA Internship **Credit(s): 2**
- ART 5915 - MFA Thesis Book **Credit(s): 2**
- ARH 5555 - Johnson - Contemporary Art Travel Intensive **Credit(s): 2** (Students must complete two semesters; 4 credits)

Total: 48 credits

Total: 60 credits

Certificate of Advanced Graduate Studies (CAGS)

Certificate of Advanced Graduate Studies: Foundations in Education, Self-Designed

NVU-Johnson offers a Certificate of Advanced Graduate Studies in Foundations in Education, Self-Designed, for students who already have a master's degree in education and want to pursue further graduate study. This is a self-designed, non-degree program. Students create an individualized program with the support and approval of a faculty advisor and choose courses and/or complete research in an area of special interest.

Certificate of Advanced Graduate Studies: Individualized Degree Program

Certificate of Advanced Graduate Studies: School Counseling

The Certificate of Advanced Graduate Studies (CAGS) program in School Counseling provides the skills and resources to support graduate students in developing competency in the myriad roles of a professional school counselor. The program is designed for individuals who currently hold a master's degree in Counseling or a related area. Through successful completion of required coursework, including fieldwork and internship, participants will be prepared to serve as School Counselors, Pre-K-12. The curriculum addresses the standards for School Counselors in VT as well as the standards from the American School Counselor Association. Students will demonstrate appropriate content knowledge, professional responsibility, and the practical application of interpersonal skills within School Counseling. Students are expected to maintain professional membership with the Vermont School Counselor Association and the American School Counselor Association. A plan of study will be developed for each student based on review of transcript.

Program Objectives

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in school counselor education, as well as for specializations in clinical mental health and substance use disorder counseling.

This includes counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health, and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ASCA codes, which reflects an understanding of diverse world views, cultural competence, equity and ethical practice.

This includes self-awareness, personal growth, self-care, supervision, and ethics related to the professional school counselor, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first-person accounts, and client satisfaction.

Pre-Program Courses

The Program Director will conduct a transcript analysis of each applicant's previous graduate-level coursework. The following courses are pre-requisites for qualification for licensure and endorsement and must be completed prior to enrolling in the CAGS School Counseling program. Uncompleted prerequisites can be completed along with the program coursework once matriculated. The student's individual plan of study will list all required courses for CAGS program.

CSL 5010 Counseling Theories (L) (E)

CSL 5011 Career Counseling (L) (E)

CSL 5020 Counseling in Groups (L) (E)

CSL 5030 Lab Experience in Counseling I (L) .

CSL 5110 Counseling and Addictive Behaviors (L) (E)

CSL 5120 Family Counseling (L) (E)

CSL 5130 Psychopathology (L) (E)

CSL 5140 Legal and Ethical Issues in Counseling (L) (E)

CSL 5211 Lifespan Development (L) (E)

CSL 5212 Social & Cultural Foundations of Counseling (L) (E)

(L) = course required for Initial Licensure. (E) = courses required for endorsement in School Counseling for individuals who already possess an Educator's License.

Coursework required for the program that was completed prior to one's application must be within the five previous years at the time of application. An applicant may submit a written request to the Program Director for review of coursework completed more than 5 years before their application. Students must provide a course description, institution transcript, and course syllabus for review by the Program Director and the Graduate Committee.

The courses on the CAGS Plan of Study must be completed within 5 years of program entry.

CAGS: School Counseling Courses (27 credits minimum)

- CSL 5220 - Comprehensive School Counseling **Credit(s): 3**
- CSL 5810 - Fieldwork for School Counseling **Credit(s): 3**
- CSL 6030 - Curriculum & Classroom Management for Counselors **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**
- CSL 6110 - Counseling Children **Credit(s): 3**
- CSL 6720 - Internship Seminar for School Counseling **Credit(s): 1.5**
(Take 2 semesters)
- CSL 6820 - Internship for School Counseling **Credit(s): 4.5**
(Take 2 semesters)

Notes: The CAGS in School Counseling includes a Capstone Project: Either completion of the Vermont Licensure Portfolio (VLP) or, for participants who already possess a license, an Inquiry Project in CSL-6820.

Licensure Requirements

Participants who possess a master's degree in Counseling or a related field, complete the prerequisite courses and all program courses with a grade of B- or higher, and all the requirements for licensure and an endorsement, may be eligible to apply for an Initial Educator's License with an endorsement in School Counseling.

Participants must successfully complete the PRAXIS Core, or equivalent, the Vermont Licensure Portfolio (VLP) and all licensure policies outlined by the VSBPE and the academic requirements outlined in the graduate catalog and the CAGS plan of study.

Participants who already possess a VT Educator's license may complete an Inquiry Project instead of the VLP and may be eligible to apply for an Additional Endorsement in School Counseling.

Academic Programs by Department

- L = Lyndon Campus Programs
- J = Johnson Campus Programs
- O = Online Programs

Northern Vermont University

Behavioral Sciences

The graduate program in Counseling at Northern Vermont University--Johnson program is designed to meet the needs of counseling personnel in public agencies, schools and higher education institutions. It provides professionals with an understanding of and beginning proficiency in counseling theory and skills.

Requirements

Students in the Counseling program complete these requirements, for a total of 60 credits:

- A core of required courses totaling 36 credits;
- Additional specialization course work in the area of interest/specialization;
- A documented personal growth experience;
- A 700-hour internship (600-hour internship for School Counseling and General Counseling/non-licensure track students) in a local agency, school or college, with a corequisite three-credit internship seminar; and
- A comprehensive exam and oral exit interview.

No thesis is required. Whenever possible, the Counseling faculty attempt to individualize the program to meet a student's specific career objectives. Individually designed internships are developed by working closely with area agencies, schools, businesses and colleges.

Most courses are offered in the late afternoons or evenings, on weekends and in the summer. There are occasionally online courses or online components to courses. Electives may be taken at NVU-Johnson or at other approved institutions. The student's Plan of Study will address how these elective requirements will be met.

Students generally require three to four years to complete the master's degree; all students are required to complete their programs within five years. Selected courses are open to non-degree students on a space-available basis.

Extension Courses

The NVU-Johnson program in Counseling continues to meet community demand for more trained counselors by offering new, creatively designed course work.

NVU-Johnson has engaged with outside training organizations to make academic credit available for students who participate in those training opportunities. Students are encouraged to be in communication with program faculty regarding these opportunities.

Admission

Applicants must meet general admission standards that allow enrollment in graduate courses and are asked to address the following questions as their admission writing sample:

- What interests you about being a counselor?
- What previous experiences have you had with counseling? Discuss the type of experience, duration and the results or outcome.
- What qualities or personal qualifications do you possess that will contribute to your effectiveness as a counselor?
- Have you experienced any significant changes in your life-style, or major transitions in the past two years (e.g. divorce, separation, death of a loved one, job change, move, etc.) If yes, please discuss how you have coped, or are coping, with these changes. If not, no response is required.

Applicants must be interviewed by a member of the Counseling faculty. Applicants are also strongly recommended to have completed undergraduate psychology courses, including at least one course each in introductory psychology, developmental psychology and quantitative research methods.

Successful applicants to the NVU-Johnson Counseling program should be able to demonstrate a history of significant work experience and/or outside learning experiences. Students seeking admission into the program who have just completed an undergraduate degree on campus at NUV-Johnson will be encouraged to consider other graduate program options.

Advancement to Candidacy

Acceptance into the graduate Counseling program does not guarantee acceptance as a degree candidate. To be advanced to candidacy for the degree, students will be reviewed by faculty and must have demonstrated satisfactory progress at two stages of review:

- An initial progress review upon completion of CSL-5010, CSL-5030 and either CSL-5910 or CSL-6632; and
- An advancement to candidacy review upon completion of 36 core course credits with a B average or better.

Students who have been granted advancement to candidacy are required to file a Plan of Study with the Registrar's Office identifying elective course work and potential internship sites.

The faculty of the graduate Counseling program may defer candidacy until students complete any additional steps deemed necessary by the faculty to be fully prepared or capable of effectively carrying out professional counseling responsibilities.

If at any time during participation in the Counseling program, whether before or after advancement to candidacy, a student has not sufficiently demonstrated the personal capacity to carry on the work of a counselor in agency or public school work, in the professional judgment of the faculty, that student will be dismissed from the program or required to take a leave of absence to engage in recommended personal growth activities.

Personal Growth Experience

Counselor education involves two major components. First, Counseling students learn the theory, methods, philosophy and values of the profession through course work and an internship. Second, students must be committed to learning as much as possible about themselves, because counseling relationships are more likely to be successful (i.e., of assistance to the client) if the counselor possesses a high level of self-awareness. Courses and internship requirements also address this second component.

This self-awareness component is also developed in a 50-hour personal growth experience during the program (after acceptance for course work and before graduation). Students work closely with their faculty advisor to identify appropriate experiences. A written proposal must be submitted to the faculty advisor for approval before the student begins such an experience. (The 50-hour requirement can be split among two or three activities.) The types of activities that could fulfill this requirement include individual therapy, group therapy, personal awareness or growth workshops, self-help or support groups and training workshops where growth is the focus.

The identification and completion of this requirement is the responsibility of each student in collaboration with a faculty advisor. The exact nature of each student's experience is a private matter. The only official notation in the student's file is that the requirement has been met.

Internship

The internship, which requires application of classroom knowledge, is the final, important chapter of the student's professional counseling development. Students must have advanced to candidacy and have completed 36 of the 42 core course credits before embarking on the internship. The 700-hour (600-hour internship for School Counseling students) internship, which is worth twelve credits is typically a September-to-May learning experience, and includes a seminar that meets once a week on-campus. The internship is generally a non-paid position.

Learning Outcomes

Students will demonstrate appropriate content knowledge, interpersonal skills and the practical application of interpersonal skills within professional standards.

Clinical Mental Health Counseling - Weekend Format (M.S.)

Mission

The Graduate Program in Clinical Mental Health Counseling offers a state-of-the-art Master of Science (M.S.) in clinical mental health counseling. Its mission is to prepare professional counselors to work in clinical mental health and community settings, in order to promote individual and community wellness, resilience and recovery. In addition, our graduates will be prepared to meet the needs of individuals with mental health challenges and related substance use disorders. The program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field, people in recovery and family members, as well as the general public. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession, as well as in: person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based clinical practice in mental health and addictions, and a commitment to leadership, systems change and advocacy within the profession, the community, and the larger society.

The program combines face-to-face instruction and remote and online activities geared to adult learners. Intensive weekend instruction (classes meet one weekend per month) is provided for cohorts "on location" in several states across the country, including New Hampshire, Maine, Vermont, Wisconsin, and Alaska. The program is administered out of NVU in Vermont, for all locations, and the program offered is identical across sites, in terms of curriculum, faculty, and delivery model.

The program's primary focus is clinical mental health counseling. It also offers a unique emphasis in integrated clinical mental health and substance use counseling and also emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Science degree in Clinical Mental Health Counseling, requiring 63 to 66 credits, dependent on whether students complete 700 or 1,000 hours of practicum and internship. Students in the Master of Science degree complete all of the required course work for an M.S. in Clinical Mental Health Counseling, across the lifespan, and also complete a specialization in integrated mental health and substance use treatment for children, youth, and families or for adults. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program. The program prepares students to pursue licensure as clinical mental health or professional counselors and also covers much of the educational content required for certification/licensure as a substance use counselor.

Options

- **Master of Science in Clinical Mental Health Counseling**
Specializations in Integrated Mental Health and Addictions Treatment for:
 - Children, Youth, and Families
 - Adults
 - **Professional Development/Continuing Education course work**

Curriculum

The curriculum in the Graduate Program in Clinical Mental Health Counseling (M.S.) is based on a set of core competencies that have been drawn from research literature, evidence-based and promising clinical practices and input from professionals, service users and their families. The program is aligned with counseling standards, but is not CACREP accredited.

The program has been recognized as an Innovative Practice by the Annapolis Coalition in 5 categories: consumer and family / adult mental health, child / adolescent and school-based mental health, leadership, rural mental health, and substance use disorders treatment and persons in recovery. Program competencies emphasize clinical mental health counseling, organizational leadership and advocacy, culturally relevant practice, and core values for service delivery in rural and urban settings, including: integrated clinical mental health and substance use counseling, recovery oriented approaches, integration with physical health care, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership, and developmentally appropriate practice (from infancy through adulthood and the challenges of aging).

The program was also the seed organization for the Vermont Cooperative for Practice Improvement and Innovation (www.vtcp.org), now a membership-driven Cooperative focused on practice improvement in mental health and substance use systems.

Weekend Format and Field Experience

The Master's program begins with an Orientation. Subsequent classes meet one weekend per month across the calendar year, face-to-face or via zoom, as scheduled by the program. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

Students complete a 100-hour Practicum and two or three 300-hour internships that are taken concurrently with other course work. Students complete an integrative Masters Project as a culminating learning experience on a topic of their choice, toward the end of the course sequence.

The curriculum has been designed, in the states in which it is offered, to meet the educational requirements for licensure as a clinical mental health or professional counselor. The program also works with state substance use counseling certification boards to cover much of the required content. Additional course work and internships may be offered. Licensure is not guaranteed, as requirements may change and licensure also requires applicants to pass national and state exams and complete post-master's supervised practice.

The Graduate Program in Clinical Mental Health Counseling, M.S. (PCMH), has been offered at Northern Vermont University since the fall of 2018. The program was founded at Trinity College of Vermont in 1995 as a collaborative effort among the Center for Community Change through Housing and Support, Trinity College of Vermont, and the Vermont Department of Developmental and Mental Health Services. The program received significant financial support from the Van Ameringen Foundation. When Trinity College closed, PCMH became a program of Southern New Hampshire University from 2001 to 2018.

Now, at Northern Vermont University, the Master of Science requirements, curriculum and course work remain the same. PCMH and the Master of Arts in Counseling at Northern Vermont University have aligned 9 courses and continue to collaborate on curricula and learning outcomes. The curriculum and course work will continue to be designed to meet the educational

requirements for licensure as a Clinical Mental Health or Professional Counselor in the states in which the program is offered, and to include content that also prepares graduates to pursue licensure or certification as Substance Use Disorder counselors. The collaboration among these two programs (M.A. and M.S. in Counseling) and the Vermont Cooperative for Practice Improvement and Innovation, offers significant opportunities for expanding the options for mental health, counseling and addictions studies, within the excellent current constellation of undergraduate, graduate and professional development offerings at Northern Vermont University.

Learning Objectives

Students who successfully complete a Counseling Masters (MA in CSL, MS in CMH) will:

1. **Knowledge:** Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. **Counselor Disposition:** Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. **Counseling Skills & Practice:** Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. **Ethics:** Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence as relevant to the counselor role, and ethical practice.

This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.

5. **Leadership & Systems Change:** Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Clinical Mental Health Counseling (M.S.) Core Requirements

- CMH 5005 - Orientation **Credit(s): 0**
- CMH 6005 - Overview of Clinical Mental Health & Substance Abuse Counseling **Credit(s): 3**
- CMH 6105 - Helping Relationships & Clinical Counseling Techniques **Credit(s): 3**
- CMH 6805 - Diagnosis, Assessment, & Psychopathology **Credit(s): 3**
- CMH 6215 - Treatment Planning for Clinical Mental Health & Substance Abuse Counselors **Credit(s): 3**
- CMH 6155 - Practicum **Credit(s): 1**
- CMH 6505 - Internship I **Credit(s): 3**
- CMH 6625 - Internship II **Credit(s): 3**

- CMH 6655 - Program Evaluation and Systems Research **Credit(s): 3**
- CMH 6665 - Professional Counseling Orientation & Ethics **Credit(s): 3**
- CMH 6825 - Human Growth & Development **Credit(s): 3**
- CMH 6705 - Organizational Leadership and Systems Change **Credit(s): 3**
- CMH 6755 - Mental Health, Addictions, & Family Systems **Credit(s): 3**
- CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan **Credit(s): 3**
- CMH 6905 - Masters Project **Credit(s): 2**
- CMH 6885 - Clinical Counseling Theories **Credit(s): 3**
- CMH 6835 - Group Process **Credit(s): 3**
- CMH 6055 - Measurement & Testing **Credit(s): 3**
- CMH 6855 - Social and Cultural Foundations **Credit(s): 3**
- CMH 6865 - Career and Lifestyle Development **Credit(s): 3**
- CMH 6635 - Internship III **Credit(s): 3**

Integrated Mental Health & Addictions Treatment for Adults Specialization

- CMH 6455 - Clinical I: Integrated Mental Health & Substance Abuse Treatment, Adults **Credit(s): 3**
- CMH 6465 - Clinical II: Crisis, Trauma, Complex Issues **Credit(s): 3**
- CMH 6925 - Elders: Mental Health and Addictions **Credit(s): 3**

OR

Integrated Mental Health & Addictions Treatment for Children, Youth, & Families Specialization

- CMH 6895 - Early Childhood and Infant Mental Health **Credit(s): 3**
- CMH 6355 - Clinical I: Integrated Mental Health & Substance Abuse Treatment, Child & Family **Credit(s): 3**
- CMH 6365 - Clinical II: Crisis, Trauma, Complex Issues **Credit(s): 3**

Total: 63 to 66 credits, due to additional Practicum and Internship requirements in WI and ME, based on state licensure as an LPC /LCMHC.

Counseling: Addictions (M.A.)

The graduate counseling program at NVU-Johnson offers a state-of-the-art Master of Arts (M.A.) in Counseling with a concentration in either clinical mental health, substance use, or school counseling. It is the mission of the program to prepare professional counselors to work in mental health, community, and educational settings, in order to promote individual and community wellness, resilience, recovery, and education. This program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession. Throughout the academic program the focus areas include person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based approaches in educational settings, clinical practice in mental health and substance use, and a commitment to leadership, systemic change and advocacy within the profession, the community, and the larger society.

This program combines face-to-face instruction and distance-learning activities geared to adult learners. Located at the NVU-Johnson campus, modalities for the M.A. in Counseling courses are determined by the instructor and range from hybrid courses to in-person, evening, weekend intensive, and in-person seminars. The program focuses on the theory and practice of counseling with a unique emphasis in clinical mental health, substance use or school counseling. It emphasizes clinical and leadership skills

in counseling, community-based behavioral health and other social service settings. Students complete a Master of Arts in Counseling degree requiring 60 credits for the chosen M.A. in Counseling concentration.

Faculty are scholar-practitioners who bring national and local expertise in mental health counseling, school counseling, integrated service delivery, research, and administration to the program. The program prepares students to pursue licensure in clinical mental health, substance use, or school counseling.

Learning Objectives:

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.

This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Core Curriculum

All students seeking an M.A. in Counseling at NVU-Johnson must complete the following requirements. The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The courses should be taken as sequentially as possible.

- CSL 5010 - Counseling Theories **Credit(s): 3 ***
- CSL 5030 - Laboratory Experience I **Credit(s): 3 ***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

Additional Requirements

- CSL 5160 - Psychopharmacology **Credit(s): 3**
- CSL 5910 - Research Methods **Credit(s): 3**
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 6880 - Mental Health Internship & Seminar **Credit(s): 6**
(Must complete two semesters, 12 credits)
Ideally, this should be the final course taken by the student.
- CSL 8010 - Comprehensive Exam **Credit(s): 0**

Electives (6 credits)

Electives vary from semester to semester. Students should consult with their academic advisor.

Note

* Within the first three semesters of enrollment, students must complete CSL 5010 and CSL 5030.

Counseling: Clinical Mental Health (M.A.)

The graduate counseling program at NVU-Johnson offers a state-of-the-art Master of Arts (M.A.) in Counseling with a concentration in either clinical mental health, substance use, or school counseling. It is the mission of the program to prepare professional counselors to work in mental health, community, and educational settings, in order to promote individual and community wellness, resilience, recovery, and education. This program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession. Throughout the academic program the focus areas include person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based approaches in educational settings, clinical practice in mental health and substance use, and a commitment to leadership, systemic change and advocacy within the profession, the community, and the larger society.

This program combines face-to-face instruction and distance-learning activities geared to adult learners. Located at the NVU-Johnson campus, modalities for the M.A. in Counseling courses are determined by the instructor and range from hybrid courses to in-person, evening, weekend intensive, and in-person seminars. The program focuses on the theory and practice of counseling with a unique emphasis in clinical mental health, substance use or school counseling. It emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Arts in Counseling degree requiring 60 credits for the chosen M.A. in Counseling concentration.

Faculty are scholar-practitioners who bring national and local expertise in mental health counseling, school counseling, integrated service delivery, research, and administration to the program. The program prepares students to pursue licensure in clinical mental health, substance use, or school counseling.

Learning Objectives:

1. **Knowledge:** Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.

This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Core Curriculum

All students seeking an M.A. in Counseling at NVU-Johnson must complete the following requirements. The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The courses should be taken as sequentially as possible.

- CSL 5010 - Counseling Theories **Credit(s): 3 ***
- CSL 5030 - Laboratory Experience I **Credit(s): 3 ***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

Additional Requirements

- CSL 5160 - Psychopharmacology **Credit(s): 3**
- CSL 5910 - Research Methods **Credit(s): 3 ***
- CSL 6050 - Laboratory Experience II: Treatment Modalities **Credit(s): 3**
- CSL 6880 - Mental Health Internship & Seminar **Credit(s): 6**
(Must complete two semesters, 12 credits)
Ideally, this should be the final course taken by the student.
- CSL 8010 - Comprehensive Exam **Credit(s): 0**

Electives (6 credits)

Electives vary from semester to semester. Students should consult with their academic advisor.

Note

* Within the first three semesters of enrollment, students must complete CSL 5010, CSL 5030, and CSL 5910 or CSL 6632.

Counseling: School Counseling (M.A.)

The graduate counseling program at NVU-Johnson offers a state-of-the-art Master of Arts (M.A.) in Counseling with a concentration in either clinical mental health, substance use, or school counseling. It is the mission of the program to prepare professional counselors to work in mental health, community, and educational settings, in order to promote individual and community wellness, resilience, recovery, and education. This program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession. Throughout the academic program the focus areas include person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based approaches in educational settings, clinical practice in mental health and substance use, and a commitment to leadership, systemic change and advocacy within the profession, the community, and the larger society.

This program combines face-to-face instruction and distance-learning activities geared to adult learners. Located at the NVU-Johnson campus, modalities for the M.A. in Counseling courses are determined by the instructor and range from hybrid courses to in-person, evening, weekend intensive, and in-person seminars. The program focuses on the theory and practice of counseling with a unique emphasis in clinical mental health, substance use or school counseling. It emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Students complete a Master of Arts in Counseling degree requiring 60 credits for the chosen M.A. in Counseling concentration.

Faculty are scholar-practitioners who bring national and local expertise in mental health counseling, school counseling, integrated service delivery, research, and administration to the program. The program prepares students to pursue licensure in clinical mental health, substance use, or school counseling.

Learning Objectives:

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in counselor education, as well as for specializations in clinical mental health, substance use disorder and school counseling.

This includes: counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes: empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes: foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ACA, AMHCA, ASCA and NAADAC codes, which reflects an understanding of diverse world views, cultural competence, health equity and ethical practice.

This includes: self-awareness, personal growth, self-care, supervision and ethics related to clinical practice, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first person-accounts and client satisfaction.

Core Curriculum

All students seeking an M.A. in Counseling at NVU-Johnson must complete the following requirements. The skills and theory emphasized in these courses are critical for any professional counselor, regardless of context. The courses should be taken as sequentially as possible.

- CSL 5010 - Counseling Theories **Credit(s): 3 ***
- CSL 5030 - Laboratory Experience I **Credit(s): 3 ***
- CSL 5011 - Career Counseling **Credit(s): 3**
- CSL 5020 - Counseling in Groups **Credit(s): 3**
- CSL 5110 - Counseling & Addictive Behaviors **Credit(s): 3**
- CSL 5120 - Family Counseling **Credit(s): 3**
- CSL 5130 - Psychopathology **Credit(s): 3**
- CSL 5140 - Legal & Ethical Issues **Credit(s): 3**
- CSL 5211 - Lifespan Development **Credit(s): 3**
- CSL 5212 - Social & Cultural Foundations **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**

Additional Requirements

- CSL 5220 - Comprehensive School Counseling **Credit(s): 3**
- CSL 5810 - Fieldwork for School Counseling **Credit(s): 3**
- CSL 6030 - Curriculum & Classroom Management for Counselors **Credit(s): 3**
- CSL 6110 - Counseling Children **Credit(s): 3**
- CSL 6720 - Internship Seminar for School Counseling **Credit(s): 1.5**
(Must complete two semesters, 3 credits)
To be taken concurrently with CSL 6820. Ideally, these should be the final courses taken by the student.
- CSL 6820 - Internship for School Counseling **Credit(s): 4.5**
(Must complete two semesters, 9 credits)
To be taken concurrently with CSL 6720. Ideally, these should be the final courses taken by the student.
School Counseling K-12 Praxis & Portfolio: Students pursuing the School Counseling endorsement will be required to develop a portfolio including materials that offer information about themselves, their knowledge, skills and professional accomplishments. In addition to the portfolio development, they will be required to pass the general knowledge PRAXIS exam for licensure by the state of Vermont. Students should discuss these requirements with their advisors prior to beginning their internships.

Electives (3 credits)

Electives vary from semester to semester. Students should consult with their academic advisor.

Note

* Within the first three semesters of enrollment, students must complete CSL 5010 and CSL 5030.

Education

Certificate of Advanced Graduate Studies: Foundations in Education, Self-Designed

NVU-Johnson offers a Certificate of Advanced Graduate Studies in Foundations in Education, Self-Designed, for students who already have a master's degree in education and want to pursue further graduate study. This is a self-designed, non-degree program. Students create an individualized program with the support and approval of a faculty advisor and choose courses and/or complete research in an area of special interest.

Certificate of Advanced Graduate Studies: Individualized Degree Program

Certificate of Advanced Graduate Studies: School Counseling

The Certificate of Advanced Graduate Studies (CAGS) program in School Counseling provides the skills and resources to support graduate students in developing competency in the myriad roles of a professional school counselor. The program is designed for individuals who currently hold a master's degree in Counseling or a related area. Through successful completion of required coursework, including fieldwork and internship, participants will be prepared to serve as School Counselors, Pre-K-12. The curriculum addresses the standards for School Counselors in VT as well as the standards from the American School Counselor Association. Students will demonstrate appropriate content knowledge, professional responsibility, and the practical application of interpersonal skills within School Counseling. Students are expected to maintain professional membership with the Vermont School Counselor Association and the American School Counselor Association. A plan of study will be developed for each student based on review of transcript.

Program Objectives

1. Knowledge: Use academic study to develop content area knowledge in the common core areas in school counselor education, as well as for specializations in clinical mental health and substance use disorder counseling.

This includes counseling and helping relationships; history of and orientation to the counseling profession; ethical practice; social and cultural diversity; human growth and development; group counseling; diagnosis, assessment and testing, and research and program evaluation.

2. Counselor Disposition: Demonstrate, in the classroom and in field placements, growth towards a counselor disposition grounded in a strengths-based, person-centered, wellness and recovery-oriented and ethical approach.

This includes empathy, respect, genuineness, acceptance, openness, and professional behavior.

3. Counseling Skills & Practice: Demonstrate, in the classroom and in field placements professional counseling practice, grounded in culturally relevant, evidence-based and promising approaches.

This includes foundational counseling skills, teaming and collaboration, and state-of-the-art interventions in integrated mental health, health, and SUD counseling. (Evidence-based and promising approaches includes an understanding of the value of peer-run services and community-involvement and inclusion.)

4. Ethics: Develop a personal code of ethics, grounded in the ASCA codes, which reflects an understanding of diverse world views, cultural competence, equity and ethical practice.

This includes self-awareness, personal growth, self-care, supervision, and ethics related to the professional school counselor, research and academic honesty.

5. Leadership & Systems Change: Demonstrate ability to critically analyze information for purposes of program evaluation, advocacy, consultation, systems change and personal and organizational leadership.

Information includes: the research literature, data collected to evaluate personal practice and programs, first-person accounts, and client satisfaction.

Pre-Program Courses

The Program Director will conduct a transcript analysis of each applicant's previous graduate-level coursework. The following courses are pre-requisites for qualification for licensure and endorsement and must be completed prior to enrolling in the CAGS School Counseling program. Uncompleted prerequisites can be completed along with the program coursework once matriculated. The student's individual plan of study will list all required courses for CAGS program.

CSL 5010 Counseling Theories (L) (E)
CSL 5011 Career Counseling (L) (E)
CSL 5020 Counseling in Groups (L) (E)
CSL 5030 Lab Experience in Counseling I (L) .
CSL 5110 Counseling and Addictive Behaviors (L) (E)
CSL 5120 Family Counseling (L) (E)
CSL 5130 Psychopathology (L) (E)
CSL 5140 Legal and Ethical Issues in Counseling (L) (E)
CSL 5211 Lifespan Development (L) (E)
CSL 5212 Social & Cultural Foundations of Counseling (L) (E)

(L) = course required for Initial Licensure. (E) = courses required for endorsement in School Counseling for individuals who already possess an Educator's License.

Coursework required for the program that was completed prior to one's application must be within the five previous years at the time of application. An applicant may submit a written request to the Program Director for review of coursework completed more than 5 years before their application. Students must provide a course description, institution transcript, and course syllabus for review by the Program Director and the Graduate Committee.

The courses on the CAGS Plan of Study must be completed within 5 years of program entry.

CAGS: School Counseling Courses (27 credits minimum)

- CSL 5220 - Comprehensive School Counseling **Credit(s): 3**
- CSL 5810 - Fieldwork for School Counseling **Credit(s): 3**
- CSL 6030 - Curriculum & Classroom Management for Counselors **Credit(s): 3**
- CSL 6632 - Evaluation & Measurement **Credit(s): 3**
- CSL 6110 - Counseling Children **Credit(s): 3**
- CSL 6720 - Internship Seminar for School Counseling **Credit(s): 1.5**
(Take 2 semesters)
- CSL 6820 - Internship for School Counseling **Credit(s): 4.5**
(Take 2 semesters)

Notes: The CAGS in School Counseling includes a Capstone Project: Either completion of the Vermont Licensure Portfolio (VLP) or, for participants who already possess a license, an Inquiry Project in CSL-6820.

Licensure Requirements

Participants who possess a master's degree in Counseling or a related field, complete the prerequisite courses and all program courses with a grade of B- or higher, and all the requirements for licensure and an endorsement, may be eligible to apply for an Initial Educator's License with an endorsement in School Counseling.

Participants must successfully complete the PRAXIS Core, or equivalent, the Vermont Licensure Portfolio (VLP) and all licensure policies outlined by the VSBPE and the academic requirements outlined in the graduate catalog and the CAGS plan of study.

Participants who already possess a VT Educator's license may complete an Inquiry Project instead of the VLP and may be eligible to apply for an Additional Endorsement in School Counseling.

Education: Curriculum and Instruction Concentration (M.Ed.)

The Master of Education: Curriculum and Instruction Concentration (K-12) is designed to provide students with in-depth study of curriculum and instruction, contemporary issues, a critical perspective for evaluating these and future developments, and to empower students as advocates for best practice in education.

Students will design a Study Plan to meet their needs with the graduate advisor.

Minimum credits required for program: 36

Required core courses (16 - 18 credits)

Elective coursework approved by advisor (18 - 20 credits)

Other specializations (licenses, endorsements) occasionally are available in cooperation with the Vermont Higher Education Collaborative (VTHEC). Students taking courses through VTHEC who find they would like to work towards a M.Ed. at NVU Lyndon are encouraged to apply to the NVU Lyndon M.Ed. program early to enable a faculty advisor to help design a personalized Plan of Study.

Education: Digital Media Instruction (M.A.)

The Master of Arts in Education with a Digital Media Instruction Concentration is designed for classroom teachers, Educational Technology Specialists, college instructors, trainers, and other instructional professionals who wish to learn how to employ digital media to enhance their teaching. The use of digital media for formal instruction is spreading rapidly and advancing regularly. The program enables education professionals to learn about new developments in this realm of educational technology, and acquire practical skills for application in their setting.

The program incorporates innovative strategies and content developed by Discover Education and introduces participants to the Discovery Education Network for ongoing peer mentoring. The courses provide both a foundation for advanced study in the field of education and a specialized sequence in digital media instruction.

This is a 36-credit program and employs multiple formats. The core courses are available on the Johnson campus or through a distant learning option. The specialization courses are 100% online using CANVAS.

This is not a licensure or endorsement program.

Education: Educational Technology Concentration (M.Ed.)

The Master of Education: Educational Technology Concentration is designed for students who are interested in XXXXXXXX

Each student will develop a Plan of Study with his/her advisor to meet individual goals.

Minimum credits required for program: 36

Required core courses (16 - 18 credits)

Elective coursework approved by advisor (18 - 20 credits)

Other specializations (licenses, endorsements) occasionally are available in cooperation with the Vermont Higher Education Collaborative (VTHEC). Students taking courses through VTHEC who find they would like to work towards a M.Ed. at NVU Lyndon are encouraged to apply to the NVU Lyndon M.Ed. program early to enable a faculty advisor to help design a personalized Plan of Study.

Education: Foundations of Education - Approved Program for Transfer (M.A.)

Previously earned credits will be recognized and accepted in transfer from cohesive and complete programs of study that have been granted graduate-level credit through an accredited Institution of Higher Education (IHE), but that do not lead to an M.A. or equivalent graduate credential in the sponsoring IHE. Examples of existing programs which are offered by the VT Higher Education Collaborative include, but are not limited to:

- Driver Education sequence
- Health Educator sequence
- Early Childhood Education sequence
- Early Childhood Special Education sequence
- Autism Certificate

Education: Foundations of Education - Self-Designed (M.A.)

The Foundations of Education - Self-Designed program is intended for individuals who want to pursue particular questions, ideas, or aims through graduate study in the field of education. The program blends core coursework with a series of topical seminars (EDU 6630, EDU 6970, EDU 7960) enabling students to create an individually designed theme to guide their study. A key emphasis in the program is the development of a critical perspective on the social, political and structural arrangements of formal education and study of the ongoing quest to achieve both equity and excellence for all individuals in a civil democracy. Students meet with their faculty adviser frequently to devise and revise their Plan of Study. An exit interview is required.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 6630 - Graduate Seminars **Credit(s): 18**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education: 36 credits

Education: Inclusive Childhood Education (M.A.)

The M.A. in Inclusive Childhood Education prepares students for research-based professional work with children of all backgrounds and learning abilities. This is a rigorous academic program that provides the education courses required for students who have an undergraduate liberal arts degree in an approved discipline area and want to gain licensure endorsement to teach **both Elementary Education (K-6) and Special Education (K-8)** while pursuing their graduate degree in education. A full-time, full-semester internship is required.

Course and practicum experiences provide knowledge of the theories, research, standards and practices that affect schools and informal educational settings. Learning is studied as a fundamental human endeavor involving culture and context, imagination and interaction, reason and reaction. Careful attention is given to the growth of children as individuals whose perceptions, interests, joys, strengths and challenges are formed within a community and through agencies. NVU-J's Childhood Education students are prepared to help children succeed in school and beyond by becoming knowledgeable professionals prepared to advocate for excellence and equity.

Required Courses

- EDU 5015 - Literature, Media & Text for Children & Young Adults **Credit(s): 3**
- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5021 - Instructional Dynamics for the Elementary Educator **Credit(s): 4**
- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6095 - Literacy Intervention **Credit(s): 3**
- EDU 5045 - Teaching Engineering: Context, Methods, and Assessment for P-12 Educators **Credit(s): 3**
- EDU 6011 - Integrating Elementary Methods **Credit(s): 4**
- EDU 6730 - Special Education Practices & Procedures **Credit(s): 3**
- EDU 6465 - Strategies of Inclusive Practice **Credit(s): 3**
- EDU 6850 - Elementary Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 44 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction, Inclusive Childhood Education: 50 credits

Education: Middle-Level Education (M.A.)

This program provides innovative and contextual learning experiences through which graduate students are prepared to teach **Math, Science, Social Studies or English** at the middle-school level (Grades 5-9). A major emphasis of the program is on collaborative efforts and work in middle schools. Successful completion of this program leads to endorsement for middle-level licensure. Two practicum experiences and a full-time, full-semester internship are required. For licensure recommendation in one or more of the core content areas, a student must possess a minimum of 18 credits in each area. A transcript analysis is required to determine whether previous content area course work fulfills these requirements; the Licensure Office or a designee will conduct the review. A student may need to take additional content courses in order to be recommended for licensure.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5026 - Partnering with the Adolescent Learner to Promote Student Engagement **Credit(s): 4**
- EDU 5160 - Middle Level School Organization **Credit(s): 3**
- EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum **Credit(s): 3**
- EDU 6030 - Middle Level Curriculum: Instruction & Assessment **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 6021 - Implementing Content-Specific Methods in a Secondary Classroom **Credit(s): 4**
- EDU 6820 - Middle Level Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 38 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction (Middle Level) Concentration: 44 credits

Education: Secondary Education (M.A.)

This program provides innovative and contextual learning experiences through which graduate students can become prepared to teach **Math, Science, Social Studies or English** at the secondary level (Grades 7-12). A major emphasis of the program is understanding and engaging adolescent learners. Successful completion of this program leads to a recommendation for secondary teaching licensure. Two practicum experiences and a full-time, full-semester internship are required. For licensure recommendation, the equivalent of a major in one of the core content areas is needed. A transcript analysis is also required to determine whether previous content area coursework fulfills these requirements; the Licensure Office or a designee will conduct the review. The student may need to take additional content courses in order to be recommended for licensure.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**

- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5026 - Partnering with the Adolescent Learner to Promote Student Engagement **Credit(s): 4**
- Elective **Credit(s): 3**
- Elective **Credit(s): 3**
- EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum **Credit(s): 3**
- EDU 6021 - Implementing Content-Specific Methods in a Secondary Classroom **Credit(s): 4**
- EDU 6830 - Secondary Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction (Secondary) concentration: 44 credits

Education: Special Education (M.A.)

The Special Education graduate program is designed for licensed teachers seeking to earn their endorsement in special education to teach students from kindergarten to age 21. The program is based on a characteristics approach and focuses on students with both low- and high-incidence disabilities. The program of study provides students with philosophical, theoretical and practical models of current special education policies and procedures. It emphasizes hands-on internship experiences to provide opportunities for students to implement their learning in authentic settings and to further solidify the connection between research and practice. Students must have a relevant and valid Vermont teaching license, complete the course requirements and participate in an extensive special education practicum in order to be considered for endorsement. A transcript analysis is required to determine whether previous content area coursework fulfills these requirements; the Licensure Office or its designee will conduct the review. The student may need to take additional content courses in order to be endorsed for licensure.

Required Courses

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5021 - Instructional Dynamics for the Elementary Educator **Credit(s): 4 OR**
- EDU 6390 - Instructional Methods in Applied Behavioral Analysis **Credit(s): 3**
- EDU 6330 - Evaluating Academic Characteristics **Credit(s): 3**
- EDU 6095 - Literacy Intervention **Credit(s): 3**
- EDU 5039 - Language, Culture & Education **Credit(s): 3**

- EDU 6730 - Special Education Practices & Procedures **Credit(s): 3**
- EDU 6465 - Strategies of Inclusive Practice **Credit(s): 3**
- Elective **Credit(s): 3**
- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**

M.A. in Education, Special Education concentration: 36-37 credits

Education: Unified Arts Education (M.A.)

This program provides innovative and contextual learning experiences through which graduate students can become prepared for teaching in one of the unified arts areas (Art, Dance, Music or Theater Arts). A major emphasis of the program is on creativity and experience. Successful completion of this program may result in recommendation for licensure. Two practicum experiences and a full-time, full-semester internship are required. The student must possess an undergraduate degree in an appropriate content area. A transcript analysis is required to determine whether previous content area coursework fulfills all requirements; the Licensure Office or a designee will conduct the review. The student may need to take additional content courses in order to be recommended for licensure.

Required Courses for Endorsement

- EDU 5011 - Educational Studies **Credit(s): 3**
- EDU 6235 - Characteristics & Development of Diverse Learners **Credit(s): 3**
- EDU 6555 - Critical & Cultural Perspectives in Education **Credit(s): 3**
- EDU 5031 - Instructional Dynamics for the Unified Arts **Credit(s): 4**
- Elective **Credit(s): 3**
- Elective **Credit(s): 3**
- EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum **Credit(s): 3**
OR
- EDU 5039 - Language, Culture & Education **Credit(s): 3**
- EDU 6025 - The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts **Credit(s): 4**
- EDU 6845 - Unified Arts Internship: Student Teaching **Credit(s): 6**
- EDU 6970 - Graduate Capstone Seminar **Credit(s): 3**

Eligible for licensure endorsement: 35 credits

Additional Courses

- EDU 6933 - Moral Philosophy & Professional Ethics **Credit(s): 3**
- EDU-Elective **Credit(s): 3**
- EDU 6920 - Education Research **Credit(s): 3**
- EDU 8010 - Exit Interview **Credit(s): 0**

M.A. in Education, Curriculum & Instruction (Unified Arts) concentration: 44 credits

English

Fine & Performing Arts

Studio Arts (M.F.A.)

The Master of Fine Arts degree is a unique 60-credit program with options in painting and drawing, printmaking, sculpture and installation, and photography and experimental media. Students can focus in one studio area or many. It is offered in two formats:

- 1) **The flexible, low-residency MFA with residencies at the Vermont Studio Center in Johnson** includes four 4-week residencies at the studio center where they have the sanctuary to create while connecting with a community of resident and visiting artists from throughout the world.
- 2) **The campus-based MFA on the Johnson campus** offers artists the opportunity to complete a graduate degree while taking advantage of the rich local and regional art communities.

Core Requirements for All MFA Studio Arts Students

- ART 5311 - Contemporary Arts Seminar I: Theory & Readings **Credit(s): 3**
- ART 5312 - Contemporary Arts Seminar II: Research & Writing **Credit(s): 3**
- ART 5911 - M.F.A. Thesis Preparation **Credit(s): 3**
- ART 5912 - M.F.A. Thesis Exhibition **Credit(s): 3**

Total: 12 credits

Course Requirements for Low-Residency Option

- ART 5211 - Studio Center Residency I **Credit(s): 6**
- ART 5212 - Studio Center Residency II **Credit(s): 6**
- ART 5213 - Studio Center Residency III **Credit(s): 6**
- ART 5214 - Studio Center Residency IV **Credit(s): 6**
- ART 5215 - Independent Residency I **Credit(s): 6**
- ART 5216 - Independent Residency II **Credit(s): 6**
- ART 5831 - Independent Studio Work I **Credit(s): 2**
- ART 5832 - Independent Studio Work II **Credit(s): 2**
- ART 5833 - Independent Studio Work III **Credit(s): 2**
- ART 5834 - Independent Studio Work IV **Credit(s): 2**
- ART 5835 - Independent Studio Work V **Credit(s): 2**
- ART 5836 - Independent Studio Work VI **Credit(s): 2**

Total: 48 credits

Course Requirements for Campus-Based Option

- ART 5301 - MFA Colloquium I **Credit(s): 2**
- ART 5302 - MFA Colloquium II **Credit(s): 2**
- ART 5303 - MFA Colloquium III **Credit(s): 2**
- ART 5304 - MFA Colloquium IV **Credit(s): 2**
- ART 5305 - MFA Colloquium V **Credit(s): 2**
- ART 5321 - Summer Studio Residency I **Credit(s): 6**
- ART 5322 - Summer Studio Residency II **Credit(s): 6**
- ART 5811 - Graduate Studio Project I **Credit(s): Variable 2 to 6**
- ART 5812 - Graduate Studio Project II **Credit(s): Variable 2 to 6**
- ART 5813 - Graduate Studio Project III **Credit(s): Variable 2 to 6**
- ART 5820 - MFA Internship **Credit(s): 2**
- ART 5915 - MFA Thesis Book **Credit(s): 2**
- ARH 5555 - Johnson - Contemporary Art Travel Intensive **Credit(s): 2** (Students must complete two semesters; 4 credits)

Total: 48 credits

Total: 60 credits

Interdisciplinary Graduate Program

Leadership Studies (M.A.)

The Master of Arts in Leadership Studies is designed to appeal to practitioners, professionals, and aspiring polymaths across distinct sectors of diverse societies. The degree's goal is to prepare professionals in education, business, policy making and public affairs, human and social services, healthcare, arts, community or faith-based initiatives, non-governmental and international activities, as well as recent undergraduates and citizen scholars with the knowledge, strategies, perspective, and personal vision indispensable for imagining, initiating, and guiding collective action in their realm of influence toward improvement, innovation, and inspiration.

Objectives:

In addition to a comprehensive approach intended to inculcate holistic growth through personal, relational, institutional, societal, contextual, and applied learning, and coordinated learning objectives devised to engender deliberative practice, the MA in Leadership Studies degree will offer an innovative stance to the study of leadership. Upon an interdisciplinary core, the curriculum addresses classic and contemporary leadership theory, but also expands the boundaries of conventional approaches to leadership studies by augmenting this customary content with *aesthetic sensibilities, design and system thinking, diversity studies, social ethics, complexity and future studies*, and *scholar-practitioner methods of inquiry*. This degree will inculcate growth, guide participants toward deliberative practice, and integrate interdisciplinary, customary, and avant-garde content.

Required Core Courses

- LDR 6005 - Foundations of Leadership Studies: Social, Historical, Critical & Future Perspectives of Knowledge for the Practice of Leadership **Credit(s): 5**
- LDR 6015 - Models of Leadership: Finding the Creative Self **Credit(s): 5**

- LDR 6025 - Partnerships in Diversity **Credit(s): 5**
- LDR 6035 - Design Thinking for the Learning Organization **Credit(s): 5**
- LDR 6045 - Ethical Leadership for Civil Society, Civic Engagement & Corporate Responsibility **Credit(s): 5**
- LDR 6950 - Scholar-Practitioner Inquiry in Leadership Studies **Credit(s): 5**

Liberal Studies

Mathematics

Mountain Recreation Management

Science

Visual Arts

Course Descriptions

Anthropology

ANT 5710 - Topics in Anthropology

Art

ART 5211 - Studio Center Residency I

ART 5212 - Studio Center Residency II

ART 5213 - Studio Center Residency III

ART 5214 - Studio Center Residency IV

ART 5215 - Independent Residency I

ART 5216 - Independent Residency II

ART 5301 - MFA Colloquium I

ART 5302 - MFA Colloquium II

ART 5303 - MFA Colloquium III

ART 5304 - MFA Colloquium IV

ART 5305 - MFA Colloquium V

ART 5311 - Contemporary Arts Seminar I: Theory & Readings

ART 5312 - Contemporary Arts Seminar II: Research & Writing

ART 5321 - Summer Studio Residency I

ART 5322 - Summer Studio Residency II

ART 5811 - Graduate Studio Project I

ART 5812 - Graduate Studio Project II

ART 5813 - Graduate Studio Project III

ART 5820 - MFA Internship

ART 5831 - Independent Studio Work I

ART 5832 - Independent Studio Work II

ART 5833 - Independent Studio Work III

ART 5834 - Independent Studio Work IV

ART 5835 - Independent Studio Work V

ART 5836 - Independent Studio Work VI

ART 5911 - M.F.A. Thesis Preparation

ART 5912 - M.F.A. Thesis Exhibition

ART 5915 - MFA Thesis Book

Art History

ARH 5555 - Johnson - Contemporary Art Travel Intensive

Atmospheric Sciences

ATM 5071 - Broadcast Meteorologist I

ATM 5072 - Broadcast Meteorologist II

ATM 5710 - Topics for Teachers

Chemistry

SED 5280 - Issues in Environmental Studies

SED 5340 - Organic Chemistry I

SED 5350 - Organic Chemistry II

SED 5360 - Chemistry Modules

Counseling

CMH 5005 - Orientation

CMH 6005 - Overview of Clinical Mental Health & Substance Abuse Counseling

CMH 6055 - Measurement & Testing

CMH 6105 - Helping Relationships & Clinical Counseling Techniques

CMH 6155 - Practicum

CMH 6165 - Additional Practicum

CMH 6215 - Treatment Planning for Clinical Mental Health & Substance Abuse Counselors

CMH 6355 - Clinical I: Integrated Mental Health & Substance Abuse Treatment, Child & Family

CMH 6365 - Clinical II: Crisis, Trauma, Complex Issues

CMH 6455 - Clinical I: Integrated Mental Health & Substance Abuse Treatment, Adults

CMH 6465 - Clinical II: Crisis, Trauma, Complex Issues

CMH 6505 - Internship I

CMH 6625 - Internship II

CMH 6635 - Internship III

CMH 6645 - Additional Internship

CMH 6655 - Program Evaluation and Systems Research

CMH 6665 - Professional Counseling Orientation & Ethics

CMH 6705 - Organizational Leadership and Systems Change

CMH 6755 - Mental Health, Addictions, & Family Systems

CMH 6765 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan

CMH 6805 - Diagnosis, Assessment, & Psychopathology

CMH 6825 - Human Growth & Development

CMH 6835 - Group Process

CMH 6855 - Social and Cultural Foundations

CMH 6865 - Career and Lifestyle Development

CMH 6885 - Clinical Counseling Theories

CMH 6895 - Early Childhood and Infant Mental Health

CMH 6905 - Masters Project

CMH 6925 - Elders: Mental Health and Addictions

CMH 7105 - Independent Study

CSL 5010 - Counseling Theories

CSL 5011 - Career Counseling

CSL 5020 - Counseling in Groups

CSL 5030 - Laboratory Experience I

CSL 5110 - Counseling & Addictive Behaviors

CSL 5120 - Family Counseling

CSL 5130 - Psychopathology

CSL 5140 - Legal & Ethical Issues

CSL 5160 - Psychopharmacology

CSL 5211 - Lifespan Development

CSL 5212 - Social & Cultural Foundations

CSL 5220 - Comprehensive School Counseling

CSL 5310 - College and Career Ready: Helping Middle and High School Students Prepare for the Future

CSL 5710 - Assessment & Treatment of Addictive Disorders

CSL 5810 - Fieldwork for School Counseling

CSL 5830 - Practicum in Counseling (elective)

CSL 5910 - Research Methods

CSL 6010 - Alternative Counseling: The Language of Astrology (elective)

CSL 6020 - Death, Dying & Grieving (elective)

CSL 6030 - Curriculum & Classroom Management for Counselors

CSL 6050 - Laboratory Experience II: Treatment Modalities

CSL 6060 - Art-making in the Counseling Process

CSL 6070 - Play Therapy Theory & Techniques

CSL 6080 - Cognitive-Behavioral and Mindfulness-Based Therapies

CSL 6090 - Counseling the Older Adult

CSL 6110 - Counseling Children

CSL 6120 - Integrating Complimentary Alternative Modalities within the Therapeutic Setting

CSL 6130 - Understanding & Intervening with Trauma

CSL 6632 - Evaluation & Measurement

CSL 6710 - Topical Seminar (elective)

CSL 6720 - Internship Seminar for School Counseling

CSL 6820 - Internship for School Counseling

CSL 6880 - Mental Health Internship & Seminar

CSL 6910 - Independent Study

CSL 8010 - Comprehensive Exam

Design

DES 5030 - Fundamentals of Web Design

Education

EDU GTEW1 - Teacher Education Workshop I

EDU GTEW2 - Teacher Education Workshop II

EDU GTEW3 - Teacher Education Workshop III

EDU GTEW4 - Teacher Education Workshop IV

EDU GTEW5 - Teacher Education Workshop V

EDU 5000 - Educator Portfolio Tutorial

EDU 5011 - Educational Studies

EDU 5015 - Literature, Media & Text for Children & Young Adults

EDU 5020 - Literature for Children

EDU 5021 - Instructional Dynamics for the Elementary Educator

EDU 5026 - Partnering with the Adolescent Learner to Promote Student Engagement

EDU 5031 - Instructional Dynamics for the Unified Arts

EDU 5035 - Language & Literacy Development in the Early Years

EDU 5039 - Language, Culture & Education

EDU 5041 - Promoting Inventive Thinking: Integrating Multimodal Literacy Across the Curriculum

EDU 5045 - Teaching Engineering: Context, Methods, and Assessment for P-12 Educators

EDU 5160 - Middle Level School Organization

EDU 5210 - Literature for Young Adults

EDU 5320 - Technology in Education

EDU 5371 - Applied Behavior Analysis I: Introduction to Concepts & Principles

EDU 5710 - Special Topics in Education

EDU 5910 - Independent Study

EDU 6011 - Integrating Elementary Methods

EDU 6021 - Implementing Content-Specific Methods in a Secondary Classroom

EDU 6025 - The Art of Experience in Education: Designing for Engagement & Accomplishment through the Unified Arts

EDU 6030 - Middle Level Curriculum: Instruction & Assessment

EDU 6031 - Classroom Strategies Practicum

EDU 6080 - Directed Field Study

EDU 6095 - Literacy Intervention

EDU 6150 - Research Methods in Applied Behavior Analysis

EDU 6235 - Characteristics & Development of Diverse Learners

EDU 6330 - Evaluating Academic Characteristics

EDU 6372 - Applied Behavior Analysis II: Fundamentals of Behavioral Assessment & Intervention - J

EDU 6373 - Applied Behavior Analysis III: Advanced Applications & Ethics

EDU 6390 - Instructional Methods in Applied Behavioral Analysis

EDU 6400 - Foundations of Educational Technology

EDU 6405 - Designs for e-Learning

EDU 6407 - Assessment & Evaluation in Educational Technology Integration

EDU 6408 - Instructional Strategies in Educational Technology Integration

EDU 6409 - Inclusive Practice in Educational Technology Integration

EDU 6412 - Leadership in Educational Technology Integration

EDU 6428 - Defining & Applying Digital Literacy in the Classroom

EDU 6432 - Teaching with Digital Content

EDU 6434 - The Global Context of Technology and Education

EDU 6436 - Coding in K-12 Classrooms

EDU 6438 - 3D MakerSpaces in Schools

EDU 6441 - Robotics in K-12 Education

EDU 6442 - Identifying and Applying Technologies to Support Creativity in the Classroom

EDU 6462 - Technology Integration Coaching

EDU 6464 - School Leadership in the Digital Age

EDU 6465 - Strategies of Inclusive Practice

EDU 6467 - Examining the Effectiveness of Technology Integration Through Action Research

EDU 6555 - Critical & Cultural Perspectives in Education

EDU 6575 - The Aims of Diversity: Race, Class , Gender, Language & Ability for Social Equity & Academic Achievement

EDU 6630 - Graduate Seminars

EDU 6730 - Special Education Practices & Procedures

EDU 6820 - Middle Level Internship: Student Teaching

EDU 6830 - Secondary Internship: Student Teaching

EDU 6845 - Unified Arts Internship: Student Teaching

EDU 6850 - Elementary Internship: Student Teaching

EDU 6920 - Education Research

EDU 6925 - Ethical Considerations in ABA Principles

EDU 6933 - Moral Philosophy & Professional Ethics

EDU 6970 - Graduate Capstone Seminar

EDU 7960 - Master's Thesis

EDU 8010 - Exit Interview

English

ENG 5710 - Special Topics in English

ENG 5815 - On-Site Experience

Exercise Science

AHS 5020 - Motor Development & Learning

AHS 5710 - Topics in Allied Health Sciences

Geography

GEO 5710 - Topics in Geography

Geology

SED 5440 - Introduction to Geology I

SED 5450 - Introduction to Geology II

SED 5460 - Mineralogy

SED 5470 - Geology III

SED 5480 - Aqueous Geochemistry

SED 5510 - Geology Modules

SED 5520 - Hydrogeology

SED 5530 - Environmental Geologic Mapping

History

HIS 5111 - World History I

HIS 5710 - Topics in History

Interdisciplinary Studies

INT 5710 - Topics in Interdisciplinary Studies

Leadership Studies

LDR 6005 - Foundations of Leadership Studies: Social, Historical, Critical & Future Perspectives of Knowledge for the Practice of Leadership

LDR 6015 - Models of Leadership: Finding the Creative Self

LDR 6025 - Partnerships in Diversity

LDR 6035 - Design Thinking for the Learning Organization

LDR 6045 - Ethical Leadership for Civil Society, Civic Engagement & Corporate Responsibility

LDR 6950 - Scholar-Practitioner Inquiry in Leadership Studies

Mathematics

MAT 5120 - Algebra and Functions in the K-8 Curriculum

MAT 5320 - Methods of Teaching Mathematics

MAT 5710 - Topics for Teachers

Mountain Recreation Management

MRM 5010 - Introduction to Outdoor Education

MRM 5020 - Topics in Recreation Resource Management

MRM 5031 - Facilitator Competency for Ropes Course I

MRM 5032 - Facilitator Competency for Ropes Course II

MRM 5050 - Adventure-Based Techniques for Counselors and Teachers

MRM 5060 - Wilderness-Based Techniques for Counselors and Teachers

MRM 6910 - Independent Study in Recreation Management

Natural Science: Biology

SED 5010 - Bird Identification

SED 5020 - Field Ornithology

SED 5030 - Principles of Ornithology

SED 5040 - Human Anatomy and Physiology I

SED 5050 - Human Anatomy and Physiology II

SED 5060 - The Plant Kingdom

SED 5090 - Introduction to Biology

SED 5110 - Wildlife Biology and Management

SED 5120 - Survey of Animal Kingdom

SED 5130 - Field Zoology

SED 5140 - Natural History of Vertebrates

SED 5150 - Animal Behavior

SED 5160 - Introduction to Microbiology

SED 5170 - Physiology of Exercise

SED 5180 - Genetics

SED 5210 - Introductory Biochemistry

SED 5220 - Field Botany and Dendrology

SED 5230 - Advanced Systematic Botany

SED 5240 - Biology Module

SED 5250 - Ecology

SED 5260 - Seminar in Conservation Biology

SED 5270 - Research in Science

Philosophy

PHI 5090 - Pop Culture and Philosophy

Physics

SED 5550 - Introduction to Astronomy

SED 5560 - Astronomy and the Universe

SED 5570 - Introduction to Electricity & Electronics

SED 5580 - Fundamental Physics I

SED 5610 - Fundamental Physics II

SED 5630 - Classic Physics I

SED 5640 - Classic Physics II

SED 5650 - Classic Physics III

SED 5660 - Energy, Environment and Society

SED 5680 - Modern Physics

SED 6010 - Physics Modules

SED 6020 - Environmental Pollution

Political Science

POS 5710 - Topics in Political Science

Psychology

PSY 5260 - Adolescent Development

PSY 5350 - Child Development

PSY 5710 - Topics in Psychology

Science

SED 6040 - Special Topics In Environmental Science

SED 6050 - Topics in Science Education

SED 6060 - History of Science

SED 6070 - Graduate Science Teaching Internship

Social Science

SOC 5710 - Topics in Sociology

SSC 5710 - Topics in Social Science

Other Courses

FLM 5320 - Film and Culture Seminar

Academic Regulations & Requirements

Registration

Degree-Seeking Students

Electronic registration precedes each semester. Visit the Portal to register online, or request a paper registration form. Full payment or deferred payment forms should accompany the registration form. Northern Vermont University faculty will work only with students whose registrations are current. Contact the Graduate Office if you have any questions.

Non-degree Students

Students who have a bachelor's degree and who have not been admitted to a degree program may enroll in graduate courses as non-matriculated students, if seats are available. Contact the Graduate Office (Johnson students) or the Student Services Office (Lyndon students) for current information or check the university's web site at www.NorthernVermont.edu.

Class Attendance

Students who register for a course prior to the first week of the semester or during the first day of the course are expected to attend at least one of the first two class sessions. Some graduate courses require that students attend the first class meeting. Students unable to attend the first class meeting may be required to drop the course. A faculty member may fill absent places with students wishing to enter the course and refuse entry to students who have not attended one of the first two class meetings.

Note: If students are refused entry into a class because of the above circumstances, they must still officially drop that course from their schedule at the Registrar's Office. Tuition refunds which might be due will be made only on the basis of a properly filed drop form, regardless of the student's actual attendance in the class.

Adding, Dropping & Withdrawing from Courses

Students adding, dropping, or withdrawing from a course must complete the appropriate registration adjustment form with the Registrar's Office. The following deadlines and guidelines apply:

- Full-semester courses, including independent study courses, may be added only until the end of the second week of the semester. Written permission of the instructor is required after the first week of the semester.
- Full-semester courses may be dropped until the end of the second week of the semester.
- Full-semester courses may be withdrawn from until the end of the ninth week of the semester.

The Registrar will publish the exact dates on which these deadlines fall. To add or drop a course beyond the specified deadline, or to withdraw from a course after the withdrawal deadline, a student must appeal to the Graduate Committee. If a withdrawal request is granted, the course will appear on the transcript with a "W." The withdrawal will not affect a student's grade point average. There are no financial refunds for approved late withdrawals.

Note: Graduate courses (course catalog numbers 5000 and above) are open to undergraduates only with the permission of the instructor.

Auditing Courses

Permission of the instructor and approval of the Registrar is required to audit a course. No credit or grades are assigned for audited courses. A per-credit tuition fee of one-half of in-state or out-of-state rates, whichever applies, is charged. Students wishing to audit a course should follow normal registration procedures, indicating AU as their grade option when registering. The choice to audit a course must be made prior to the end of the add/drop period. Audit rates apply only to courses with full tuition rates and not to extension courses or courses with special/reduced rates.

Plan of Study

During the first semester of study (or prior to completion of twelve credits for NVU-Johnson students), students will complete a Plan of Study with their advisor. The Plan of Study is documented in writing, signed by the student, advisor, the department chairperson, and the Provost or designee.

If in the process of developing the Plan of Study the advisor determines additional background coursework is needed, a plan to address that is developed at that time. Once the Plan of Study is signed by the student, their advisor, the appropriate department chairperson, and the Provost, or designee, a copy is filed with the Registrar's Office. The Plan of Study is a legal agreement between the university and the student. Changes in the Plan of Study may be made with the appropriate approvals. If modifications are made to the Plan of Study, the modified Plan of Study must be filed with the Registrar's Office.

Coursework specified in the Plan of Study must be completed with a grade of B or better for the student to be eligible for graduation.

Grading

Passing Grades

Students in graduate courses are graded on a continuum from A through F. Graduate credit is granted when grades of A through C+ are earned; however, courses with grades of C+ do not meet any graduation requirements. Performance at the C through F level is graded as "F" (Unsatisfactory) and earns no credit. At NVU-Johnson, a Pass/No Pass option is available for some courses in the Counseling Program, and all courses within the M.F.A. degree are graded Pass/No Pass.

Incompletes

A grade of Incomplete (I) will be given to work of satisfactory quality in a course when the full amount of required work has not been completed because of illness or other reasons beyond the control of the student. It cannot be used instead of a failing grade in situations involving a student's lack of ability or negligence. The student has until the seventh week of the next regular semester (excluding the summer semester) to complete the work, although the instructor may impose a shorter deadline. This mid-semester deadline applies regardless of whether the student is enrolled during the semester.

- When the student has completed the required course work within the time specified on the Incomplete Grade form, the instructor will change the previously submitted I (Incomplete) grade to the appropriate new grade by submitting the appropriate completed and signed form to the Registrar's Office by the required deadline.
- The Registrar's Office will automatically change Incompletes to Fs or NP's at the end of the specified time unless a grade is submitted by the faculty before the stated deadline for turning in the final grades.
- When a grade of Incomplete is replaced by another grade, the previously recorded grade of "I" is removed on the transcript and replaced with the new grade. Then, any grade point averages (both semester and cumulative) affected by this grade change will be recalculated with the previously recorded averages removed from the transcript and replaced with the new averages, and academic standing and eligibility for academic awards reevaluated and implemented.

Grade Changes

After the Registrar's Office receives an instructor's signed electronic or paper grade sheet, grades can be changed only in accordance with these policies:

- Requests for grade changes (except changes from "I") must be submitted prior to one year after the end of the semester in which the course was taken.
- All changes of grade, including those requested by the instructor, must be approved by either the Registrar or the Academic Standards Committee of the Faculty Assembly. See official Change of Grade form for details.

- When clerical errors in the recording of grades are discovered, the Registrar is to make the appropriate grade correction and notify the student and the instructor.

Not Graded Work

A grade of NG (not graded) will be given when a course is still officially in progress at the end of a regular semester. When the course is subsequently completed, the NG is removed and only the final grade will show on the transcript.

Calculating Your GPA

To determine grade point averages, use the following quality point information:

A+: 4.0	B+: 3.3	C+: 2.3
A: 4.0	B: 3.0	F: 0.0
A-: 3.7	B-: 2.7	

Quality points earned in each course are calculated by multiplying the number of quality points for each grade by the number of credits in the course. The semester grade point average is calculated by dividing the total letter-graded credit hours attempted for the semester into the total quality points earned for the semester. Cumulative grade point average is computed by dividing the total letter-graded credit hours attempted to date within the Vermont State Colleges System into the total quality points earned for all courses completed to date within the Vermont State Colleges System.

Repeat Course Option

Students may repeat any course they have previously taken, except Independent Study, Special Topics, or other designated courses where new work is completed, to attempt to earn a higher grade and improve their grade point average. When a course has been repeated, the initial grade remains on the transcript but is taken out of the student's cumulative GPA. The most recent grade will be the only one computed in the student's cumulative average. Credit in the course may be earned only once. If the credit value of the course has changed, the repeated course is worth the new credit value.

Academic Honesty

Academic dishonesty is a serious offense against the university and its entire community of learners. Academic dishonesty includes any act that is intended to deceive, cheat, or defraud so as to enhance or promote one's own or another's academic standing, or to diminish another's academic standing.

The following list of offenses is illustrative of academic dishonesty and is not meant to be comprehensive:

1. Plagiarism consists of offering as one's own work the words, ideas, or arguments of another person, without appropriate attribution by quotation, reference or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.
2. Buying or commissioning term papers, essays or comparable documents and submitting them as one's own.
3. Communicating during an examination session with the intent of copying from or supplying information to another student.
4. Receiving aid in taking examinations through such means as "crib sheets" or other supplementary notes, excepting sources permitted by the instructor.
5. Soliciting or obtaining an examination or portions thereof either prior or subsequent to an examination session except as authorized by the instructor.

6. Substituting for another student at an examination session.
7. Knowingly and actively assisting any person committing an act of academic dishonesty.
8. Altering, changing or forging college academic records, for either oneself or another.
9. Infringing on the rights of other students for fair and equal access to university library materials and other academic resources.
10. Deliberately attempting to prevent other users from having access to the college's computers, computer terminals or other resources, or to degrade the performance of computer equipment.

An instructor suspecting a student of academic dishonesty shall inform the student of the charge and its basis in fact, and give the student an opportunity to respond. Should the instructor subsequently determine that the student has committed an act of academic dishonesty, s/he may impose sanctions for the offense to include failure of the assignment, failure in the course, and dismissal from the course. The instructor will notify the student in writing of his/her decision, as well as the sanction associated with the offense, and submit a copy of that letter to the Office of Academic Affairs. Other possible judicial sanctions may be imposed by the Provost, or his/her designee, the Dean of Students, or the Academic Status Committee following appropriate notice from the faculty member. Students may appeal the action of an instructor under the general procedure for "Academic Appeals," which is included near the end of this section.

Violations of academic honesty resulting in the disciplinary sanctions of probation or college dismissal will be entered in the individual's academic file maintained by the Registrar's Office.

Students have the right to appeal the action of a faculty member according to campus policy.

For a more complete description of the official policy on academic honesty, please refer to official policy.

Disciplinary Sanctions

The Academic Status Committee (NVU-Lyndon) or the Graduate Committee (NVU-Johnson), upon receipt of a notification of academic dishonesty, may recommend disciplinary action if the nature of the offense or a prior history suggests that further action may be appropriate. The committee shall follow appropriate judicial procedures.

Academic Standing

Good Academic Standing

From the beginning of their studies, graduate students must maintain a minimum 3.0 cumulative grade point average to be in good academic standing. If cumulative grade point average drops below 3.0, the student will be placed on academic probation for one semester. If the student fails to earn a semester grade point average of 3.0 after one semester on probation, the student will be dismissed from the university.

The university makes decisions on academic standing at the end of each semester. The letter notifying students of these decisions will contain a time frame for appeals. All students will be accorded opportunity for due process.

Academic Probation

NVU-Lyndon graduate students are placed on academic probation for one semester when their cumulative GPA drops below 2.67. NVU-Johnson graduate students are placed on academic probation after two semesters with a cumulative GPA below 3.00. Graduate students who are on probation may not register for more than three (3) classes. To register, students on probation must meet with their faculty advisor. All graduate students on probation will receive a letter from the university indicating that their performance is below the standard for graduation.

Academic Dismissal

Graduate students who are on probation have one semester to recover their GPA and avoid academic dismissal. The student's dismissal note shall cite the specific reasons for the dismissal. Students dismissed from the university may not enroll in NVU courses that apply toward their graduate degree without the approval of the Graduate Department Chair and the Provost or designee.

Academic Early Dismissal

Students failing to achieve a grade point average of 2.00 or better at the end of their first semester of enrollment will be immediately dismissed from the university for a minimum of one semester.

Appeal of Academic Dismissal

The student's written appeal must contain clear statements of the basis for the appeal. The Academic Status Committee (NVU-Lyndon) and the Graduate Committee (NVU-Johnson) will meet to review the appeal, render a decision, and notify the student and specific university personnel in a timely manner. Students may appeal the Committee's decision by sending a written statement to the Provost (or designee). The Provost (or designee) will rule on the appeal within a reasonable amount of time and inform the student and the Committee of the ruling in writing. The Provost's decision shall be final.

Readmission after Academic Dismissal

Readmission prior to start of subsequent semester:

A student may request consideration for readmission in writing within the designated time frame state in the dismissal letter. Such requests are addressed to and acted upon by the Academic Status Committee (NVU-Lyndon) or the Graduate Committee (NVU-Johnson). If readmitted to study, the student may not register for more than two (2) courses during the semester they are readmitted; and must confirm their registration in courses with the appropriate department chairperson. Appeals of negative decisions are made to the Provost, who may or may not hear the appeal, or who may appoint a designee to hear the appeal.

Readmission one or more semesters after dismissal:

Requests for consideration for admission are made (consistent with the academic dismissal policy rules) in writing to the Dean of Enrollment & Marketing (or designee). If the student is eligible for graduate program admission, the Dean (or designee) shall make the readmission decision based on criteria consistent with the stated dismissal reasons. When the dismissal involved nonacademic reasons, the Dean (or designee) shall make the readmissions decision after consultation with the Dean of Student Affairs (or other appropriate university administrator).

Dismissed students may be required to secure a statement from the department chairperson that they appear to be admissible to that major program before they are allowed to re-enter the university.

Exit & Leave of Absence

Leave of Absence

Students in good academic standing who wish to interrupt their studies for up to one year may request a leave of absence by submitting an electronic "Student Exit Notification and Leave of Absence" form via the NVU Portal. The leave is not official

until the request is approved by the Registrar. In special circumstances, the Leave of Absence may be extended by the university beyond the approved period.

Exiting from the University

A student voluntarily exiting from the university during the semester must do so formally (see process below).

The transcripts of students exiting the university after the beginning of classes and prior to the withdrawal deadline (the end of week nine) will show W grades for all courses enrolled in that semester.

The transcripts of students exiting the university after the ninth week will show A-F or P/NP grades submitted by their instructors. While the university does not seek to keep a student enrolled when it is clear that college attendance is not in the student's best interest, the university will not allow a student to exit merely to avoid failing grades.

Students who exit from the university may re-apply by making formal application with the Admissions Office. All previous grades received will be used in making an admission decision.

Process for Exiting:

- A. Students seeking to exit voluntarily from the university must present a properly completed exit form to the Registrar's Office for approval. After acceptance of the exit, the Registrar's Office will, as soon as feasible, inform the student's academic advisor, instructors, and all appropriate administrative offices of the exit.
- B. The official date of exit is determined as follows:
 1. The Registrar will determine the official date of exit based on the date the exit form is submitted.
 2. If the student leaves the university without notification (that is, if the student does not exit officially), the last recorded date of class attendance by the student, as documented by the university, may be used as the official date of exit.
- C. Failure to exit officially will lead to grades of F (or NC or NP) in all courses, as appropriate.
- D. If the date of exit is:
 1. Within the first week of classes: no record will appear on the transcript; student will be considered as not having attended, for purposes of the academic record.
 2. Within the second through the third week of classes, the transcript:
 - i. Will not indicate the courses of registration;
 - ii. Will indicate the date of exit.
 3. After the end of the third week of classes and up until the end of the ninth week of classes, the transcript will indicate the date of exit, the courses of registration, and a grade of W in those courses.
 4. After the first nine weeks of the semester:
 - i. Students may exit from the university without any academic penalty only by intervention of the Provost and only after they present to the Provost satisfactory evidence that they must exit for unusual and compelling reasons. Such reasons shall normally be limited to those of mental or physical ill health, and evidence must include a signed statement of a physician or other person accepted by the university as qualified to make such a judgment;
 - ii. The decision to grant the late exit will be made by the Provost and Dean of Student Affairs with the right to appeal to the Graduate Committee on the NVU-Johnson campus or the Academic Status Committee on the NVU-Lyndon campus;
 - iii. The transcript will indicate the date of exit, the courses of registration, and a grade of W in those courses.
- E. Adjustments for tuition and fees will be based upon the date a completed exit form is validated by the Registrar. Financial aid may also be adjusted based on the exit date.

Students who exit or are dismissed during the semester will be credited for tuition, and appropriate fees, on the same daily pro-rata schedule used to calculate return of Title IV funds. Students who exit and end on-campus residency will be credited for room and board until the end of the term on the same pro-rata schedule.

Exceptions:

1. Students who exit or are dismissed during the first week (seven calendar days) of the semester will be credited 100% of tuition and fees.
2. Students who exit after the 60% point of the semester will receive no credit for tuition, fees, nor room and board.

Involuntary Exit

In cases where the psychological or the emotional state of a student creates a clear and present danger to the well-being of the student or to other members of the university community, the Dean of Students or the university Counselor may carry out an involuntary exit of the student. An involuntary exit requires withdrawal from all courses. Students who fail to leave the campus as directed will be declared in trespass and civil authorities may be contacted. Students exiting involuntarily who wish to re-enroll in the university must reapply for admission and may be required to meet with an official of the university.

Readmission after Leave of Absence

Students granted leave are not required to apply for readmission but are treated as returning students under university policies. If, however, students do not return after the leave of absence expires, they will be withdrawn from the program. When returning after a leave of absence, students retain the academic standing in effect at the time their leave was granted.

Readmission after Exiting

A student who has exited from the university may apply for readmission in any subsequent semester; the readmission decision is based on the student's eligibility. Students who do not enroll in courses for more than two (2) semesters without applying for a leave of absence will be considered having exited.

Appeal of Academic Policies

Students may appeal any academic regulation or decision to the Graduate Committee of the Faculty Assembly and then to the Provost and President of the university. Information on procedures for appeal may be obtained from the Registrar's Office.

Time Limit to Complete a Graduate Degree

NVU-Johnson: A student must complete the master's degree within five years of acceptance into the Graduate Program unless otherwise noted in program-specific information. Students who have not completed by that time, or have not requested and been granted an extension by the Graduate Committee, will be dismissed from the program. Transcripts of students exiting the college after the beginning of classes and prior to the withdrawal deadline (the end of week nine) will show W grades for all courses enrolled in that semester. The transcripts of students exiting NVU-Johnson after the 9th week will show A-F or P/NP grades submitted by their instructors.

Students who exit from NVU-Johnson may reapply by making formal application with the Admissions Office. All previous grades received will be used in making an admission decision. For refunds on tuition charges, please see refund policy.

NVU-Lyndon: Graduate degree programs consisting of thirty-six (36) credits should be completed within seven (7) years. At least 18 of the 36 credits applied toward degree requirements must be taken at NVU-Lyndon as graduate degree credits. A maximum of twelve (12) transfer credits earned within five years prior to admission to the program can be applied to the degree. Extensions may be granted for extenuating circumstances.

Graduation

Graduation Requirements

Students must meet graduation and degree requirements, including satisfactory completion of appropriate graduation standards, as published in a single catalog that is in effect during or after the semester of their first enrollment, and published not more than five years prior to the award of the degree (that is, the current academic year plus the previous four academic years. Students who are dismissed from the university or who have left the university without obtaining a leave of absence must fulfill all program requirements in a catalog in effect after they are readmitted to the university. Catalogs, until surpassed by the next edition, have an effective date of the first day of the fall semester of the year in which they are published. A student who began study in a degree program while the program was available, and who completes requirements within the specified time limits, may be awarded a degree even if the program is not listed in the catalog in effect at the time of completion of all requirements.

Faculty Assembly actions affecting graduation and degree requirements will have an effective date of the first day of the first academic session of the summer of the academic year after their passage, unless specified otherwise.

In order to graduate, students must:

- be matriculated (Students absent from the university and who are not on Leave of Absence seeking to complete a degree with Northern Vermont University courses must apply for readmission.);
- be certain that official transcripts for all courses taken at other institutions are on file in the Registrars Office.
- have a signed Plan of Study;
- have no grade lower than a B- or P in any course to count toward graduation and a cumulative grade point average of no lower than 3.00 for all courses submitted to fulfill the graduate degree.
- have approval of the Faculty Assembly after review by the Registrars Office, academic advisor, appropriate department chairperson, and Academic Status Committee;
- ensure that all graduation requirements, with the exception of courses to be taken in the last semester, are satisfied by the first day of the semester of expected graduation;
- submit an Application for Degree/Application for Graduation during the semester prior to their expected semester of graduation:
 - for December graduates: by the end of the spring registration period (for fall classes)
 - for May and August graduates: by the end of the fall registration period (for spring classes)

*Students missing these deadlines must have their graduation request approved by the Provost & Dean of Student Affairs (or designee).

The responsibility for requesting the conferring of a degree rests with the student. Failure to comply with these requirements may delay graduation.

Satisfaction of graduation requirements, including coursework and graduation standards, will be monitored by the Registrar's Office. If it appears that graduation requirements will not be met, the student and the appropriate department chair and/or academic advisor will be notified. Any rectifying response, including waiver decisions, must be arranged in such a way that all graduation requirements, with the exception of courses to be taken in the last semester, will be satisfied by the first day of the semester of expected graduation. Failure to do so may delay graduation, even if all requirements are completed prior to the intended date.

Conferral of Degrees

Degrees are conferred once each year in a ceremony at the end of the spring semester. Students who complete their degree requirements at other times during the year will be certified as having completed their programs but will not actually receive their diplomas until the spring semester. Diplomas are dated August, December, or May for students completing studies in summer, fall, or spring semesters respectively. Students will receive their diplomas by mail after completion of all degree requirements is verified by the Registrar's Office. Official transcripts from the university will reflect the actual date that the degree was awarded.

Participation in Commencement

Only students who have completed all degree requirements may participate in commencement. The university recognizes that there may be occasions when special circumstances arise.

An NVU-Johnson student who has no more than six outstanding course credits, or one experience as an internship, of completing all graduation requirements may petition the Registrar to participate in the Commencement ceremony.

NVU-Lyndon students must provide an explanation in writing of the special circumstances and have no more than six credits to complete in the summer semester; and then petition the Academic Dean or his/her designee to participate in Commencement. The decision of the Academic Dean or his/her designee is final and may not be appealed to the President.

Transcript Requests

Official transcripts are available by submitting an online request at www.parchment.com (a minimal fee is charged).

Transcripts will not be released until all bills due the college are paid. Students requesting a transcript toward the end of any semester should indicate whether they want it sent immediately or whether it should be held until final grades are recorded. In the latter case, transcripts will not be sent out until at least the third week following the end of the semester.

Faculty and Staff

The Administration

Parwinder S. Grewal, President, B.S. and M.S. Punjab Agricultural University, Ph.D. Imperial College London

Nolan T. Atkins, Provost, B.S. University of Minnesota; M.S., Ph.D. University of California, Los Angeles

Roy Brock, Dean of Administration, B.S. Austin Peay State University; M.B.A. Regis University

Jonathan M. Davis, Dean of Students, B.S. Lyndon State College

Sylvia Plumb, Director of Communications and Marketing, B.A. Connecticut College

Michele Whitmore, Executive Director and Dean of Students, B.A., M.A. Johnson State College

Full-Time Faculty

Castleberry, Kristi, Assistant Professor, Education; Philosophy & Film Studies

Ph.D. University of Rochester

Clute, Sean, Professor, Johnson Campus, Fine Arts

M.F.A. Mills College

Efremovski, Blagorodna, Assistant Professor, Johnson Campus, Graduate Counseling

M.A. Johnson State College

Martin, Mary, Professor, Johnson Campus, Fine Arts

Ph.D. University of Iowa

McGough, David, Professor, Johnson Campus, Graduate Education

Ph. D. University of Minnesota

Miller, Hannah, Associate Professor, Johnson Campus, Education

Ph.D. Michigan State University

Mireault, Gina C. Professor, Johnson Campus, Psychology

Ph.D. University of Vermont

Noyes, James, Associate Professor, Lyndon Campus, Business (TBD)

M.Ed. Plymouth State University

Schulze, Robert, Assistant Professor, Johnson Campus, Education

Ed.D. University of Massachusetts Amherst

Scott, Emily, Assistant Professor, Johnson Campus, Psychology

Ph.D. University of Utah

Stewart, Maureen, Assistant Professor, Johnson Campus, Graduate Counseling

Ed.D. University of Colorado

Stone, Michaela, Assistant Professor, Lyndon Campus, Education

Ph.D. Louisiana State University

Strokanov, Alexandre A. Professor, Lyndon Campus, History

Ph.D. Perm State University (Russia)

Thacker, Tara, Assistant Professor, Johnson Campus, Fine Arts

M.F.A. University of Washington

Part-time Faculty

Basilieri, Jae. Ph.D., Education

Berry, Christian. M.Ed., M.S. Clinical Mental Health

Berryman, Laurie. Ed.D., Graduate Counseling; M.S. Clinical Mental Health
 Bueschel, Kelly. M.S., LPC, M.S. Clinical Mental Health
 Calhoun, James. Ph.D., Graduate Counseling
 Carlson, Tracie. M.S., LCMHC, M.S. Clinical Mental Health
 Chianelli, John. M.S., OTR, CTPP, M.S. Clinical Mental Health
 Clemmons, Laura. Ed.D., M.S. Clinical Mental Health
 Craft, Michaela. M.S., LPC, M.S. Clinical Mental Health
 Cummings, Christine. MSW, LICSW, M.S. Clinical Mental Health
 Daughrity, Lea. Ph.D., Education
 Densmore, Sabin. M.Ed., Education; Interdisciplinary Graduate Programs
 Dirth, Kevin. Ed.D., Education
 Eakin, Michal. Ph.D., LCMHC, Licensed Psychologist-Doctorate, Graduate Counseling; M.S. Clinical Mental Health
 Eastman, Linda. LMHC, Graduate Counseling
 Emmons, Edward. M.S., M.S. Clinical Mental Health
 Erickson, Edith. M.Ed., Education
 Evans, John. M.S., LCMHC, M.S. Clinical Mental Health
 Fecher, Gabriella. B.A., Education
 Flaum, Morna. M.S., Education
 Francke, Suzanne. MEd., Graduate Counseling
 Goss, Beth. M.S., LCMHC, M.S. Clinical Mental Health
 Hamilton, Steven. M.A., M.S. Clinical Mental Health
 Honigman, Mark. M.A., MSW, CCSW, M.S. Clinical Mental Health
 Hutchinson, David. Ph.D., Graduate Counseling
 Hyde, Kelly. Ph.D., M.S. Clinical Mental Health
 Karp, Larry. Psy.D., Graduate Counseling
 Kennebrew, Pamela. Ed.D., Interdisciplinary Graduate Programs
 Lasek, Joesph. M.D., M.S. Clinical Mental Health
 Lewis, Lindy. Ph.D., LCSW, M.S. Clinical Mental Health
 Mahnke, Michael. Fine Arts
 McCawley, Kate. M.A., Education
 Norton, Susan. M.S., M.S. Clinical Mental Health
 Padina, Nancy. Ph.D., M.S. Clinical Mental Health
 Perline, Kelly. M.Ed. with CAGS, Graduate Counseling
 Perline, Kevin. M.A., Graduate Counseling
 Porter, Alexandra. Ph.D., Licensed Psychologist - Doctorate, M.S. Clinical Mental Health
 Reid, Richard. Ph.D., M.S. Clinical Mental Health
 Ruf, Nick. M.A., Graduate Counseling, M.S. Clinical Mental Health
 Schmidt, Susanne. M.S., LCMHC, School Counselor, NBCC Certified, M.S. Clinical Mental Health
 Simac, Frank. M.S., LPC, CSAC, CS-IT, M.S. Clinical Mental Health
 Swindell, Susan. M.A., Licensed Psychologist - Masters (VT), M.S. Clinical Mental Health
 Townsend, Brian. M.S. LCPC, M.S. Clinical Mental Health
 Volatile-Wood, Craig. M.S., LCMHC, M.S. Clinical Mental Health
 Welkowitz, Julie. Ph.D., Licensed Psychologist-Doctorate, M.S. Clinical Mental Health
 Wells, Phil. M.A., M.S. Clinical Mental Health
 Younce, Patricia. Interdisciplinary Graduate Programs
 Zelechowski, Kristine. M.S., M.S. Clinical Mental Health

Instructional Staff

Cioffari, Annamarie. Director, M.S. Clinical Mental Health, Ph.D. University of Vermont
 Rauch, Michelle. Assistant Director, M.S. Clinical Mental Health, M.S. University of Vermont

Administrative Staff

Anderson, Thomas, Associate Provost/Associate Dean for Academic Programs & Faculty
Angione, Jeffrey, Circulation Coordinator, Library
Aubin, Jennifer, Assistant Registrar
Bassett, Thomas, Admissions Coordinator
Bourbeau-Moses, Denise, Coordinator for Disability Services
Carter, Tammy, Associate Registrar
Chasse, Sarah, Administrative Coordinator, M.S. Clinical Mental Health- Weekend Format
Feiner, Michele, Coordinator for Disability Services
Goodell, Kim, Director of Financial Aid
Hall, Sandra, Administrative Assistant, Office of Graduate Studies
Harrington, Bethany, Admissions Specialist
Kanat, Leslie, Interim Academic Dean
Michaud, Brian, Director of Public Safety
Palagonia, Michael, Director of Public Safety
Pastor, Rebecca, Teacher Education Licensing Office Coordinator
Raymond, Diane, Senior Staff Assistant, Education- Lyndon
Russell, Deneen, Bursar
Ryan, Jason, Interim Chief Technology Officer
Sanborn, Vicky, Staff Assistant, Education- Johnson

Academic Calendar

Academic Calendar 2016-2017

Monday August 22, 2016	First Day of Classes
Monday, September 5, 2016	Labor Day - No Classes
Friday September 16, 2016	Major Activities Day
Friday September 23, 2016	Homecoming (9/23- 9/25)
Friday September 23, 2016	Family Weekend (9/23- 9/25)
Monday, October 3, 2016	Fall Break (10/3- 10/7)
Monday, November 21, 2016	Thanksgiving Break (11/21- 11/25)
Friday, December 9, 2016	Last Day of Classes
Monday, December 12, 2016	Final Examinations (12/12- 12/15)
Tuesday, January 17, 2017	First Day of Classes
Monday, February 27, 2017	Winter Break (2/27- 3/3)

Monday, April 3, 2017

Spring Break (4/3- 4/7)

Friday , May 5, 2017

Last Day of Classes

Monday, May 8, 2017

Final Examinations (5/8- 5/11)

Sunday, May 14, 2017

Commencement

Monday, May 15, 2017

Professional Development Day (faculty work day)

Campus Life

Graduate work is more than advanced coursework: it is a time for professional reflection and expansion. Lyndon State provides graduate students with opportunities to become acquainted with fellow students, professors, and with other professionals as they focus their studies and explore areas of concern and interest. In order to help you make the most of those experiences, Lyndon provides an array of services and opportunities

Samuel Read Hall Library

The library was named for Samuel Read Hall, the Concord, Vermont schoolmaster who pioneered teacher education and published the first textbook on the principles of teaching. The library, an integral part of the Lyndon Learning Commons, is where students gather to study, have a cup of coffee, do research, use computing facilities, view a film or play a game of chess. Students visit the library because it provides a comfortable and secure space for study and supports student research needs by providing helpful staff and access to high-quality resources.

Library staff teach research skills and information literacy and help all library users find the information they need. In addition to our own collections, the library provides access to information resources at the other Vermont State College libraries and most U.S. and international libraries. The library's online resources are available to our college community across campus and off-site.

The library provides access to several special collections of interest to the campus and local community. There is a Vermont collection focusing on Vermont and Northeast Kingdom history, geography and current events. The library hosts Lyndon State College archives as well as the Instructional Materials and Children's Literature Centers that support the Education Department and local educators.

Information technology support is also available at the INFOdesk located in the main lobby.

Library Mission

The Samuel Read Hall Library supports the academic, intellectual and cultural life of the Lyndon State College community by:

- Developing responsive, user-centered services and information resources.
- Providing friendly, professional staff and a welcoming atmosphere.
- Maintaining comfortable spaces for focused study and collaboration.
- Promoting information skills and critical thinking.

The Library is dedicated to the College's mission of preparing every student for personal and professional success, as well as supporting the information needs of the Northeast Kingdom.

The Learning Commons

Academic Support Center

Academic Success is central to your life at Lyndon. The Academic Support Center Strives to create a welcoming and information-rich environment to support students in the completion of their educational and professional goals. All students are eligible to receive academic support services at no extra cost. Located in LAC 325, the Academic Support Center houses Project Excel, Student Academic Development, and Services for Students with Disabilities. Make sure to visit us in order to explore the useful services available to you!

Student Academic Development

Student Academic Development includes drop-in tutoring in a variety of subject areas in addition to help with time management, test anxiety, study skills, test-taking strategies, note-taking, English as a second language, and many other academic issues.

Student Disability Services

Student Disability Services provides a broad spectrum of accommodations for students with documented disabilities. Students who would like to talk with someone about educational assistance and/or accommodations should contact the Learning Specialist in the Academic Support Center. Conversations are confidential in nature and need not result in an application for assistance unless the student desires one. Instructors and student support personnel will provide reasonable and appropriate accommodations based on the nature of the disability and the of the course.

Lyndon does not have separate degree programs for students with disabilities; all students must meet requirements for individual courses, general education requirements, and degree programs. The college observes provisions of Section 504 or the Rehabilitation Act of 1973 and the appropriate sections of the Americans with Disabilities Act of 1990 (ADA). For further information, students may consult the Academic Policy manual in the library, the Learning Specialist in the Academic Support Center, or the Dean of Administrative Affairs.

Writing Center

The Writing Center offers free, one-to-one peer consultation on a drop-in basis. Trained Writing Consultants work with writers of every skill level, from the most confident writers looking for constructive feedback to those students for whom writing can feel like a challenge. Located in the Library, the center is open Sunday through Friday.

Advising Resources

Advising Resources provides hands-on assistance in course selection, scheduling, and using the online registration system, or other tips related to advising at Lyndon such as how to make the most of meetings with your faculty advisor. Advising Resources offers one-on-one help and take-away resources such as add/drop slips, calendars for mapping your week or your semester, a list of faculty advisor offices, general education courses and checklists, graduation standards information, and more.

Career Services

Career Services provides a variety of career planning and placement services for all Lyndon community members. Career counseling is available for students wanting assistance in choosing a major or career. Additionally, Career Services works with the college's academic departments and employers to facilitate internship opportunities for students. The Career Services office and website offer students access to occupational references, self-assessment tools, employer directories, job and internship listings, and college and graduate school catalogs. In addition, Career Services is on both Facebook and Pinterest. Events and workshops are posted on Facebook and both social media pages offer students tips, strategies, and tools related to résumé writing, professional dress, networking, searching for a job or internship, and interviewing.

Career Services disseminates jobs and internship announcements to students, maintains an alumni career network, and assists students in developing job search skills. The information is used in conjunction with workshops in résumé preparation, job search and interviewing techniques in order to provide Lyndon graduates with a competitive edge in the modern work place.

Information Technology Services

The Lyndon State College Information Technology department provides high quality Information Technology services for our learning community. We deliver this service in the context of the vision, mission and goals of LSC and the VSC. The ability to use existing technology and to develop technology skills that are transferable to new tools is integral to the college experience. The campuswide academic and administrative information technology network and its related services bring both the tools and the opportunity to develop important technology skills to every classroom, residence hall room, and office.

Several campus computer labs (providing over 300 Windows and Apple workstations) are available for student use during varying hours throughout the day and night. All students, faculty, and staff are provided with e-mail services (Microsoft Exchange) and network storage (Microsoft SharePoint Services). A Help Desk provides software and hardware support Monday – Friday 8:00AM – 4:00PM. Wireless is accessible in most academic and administrative areas of the college including the Library, Student Center, Dining Hall, Conference Rooms, etc. Our Learning Management System is hosted by Moodle Rooms, our portal is hosted by Ellucian, and our content is stored in Microsoft SharePoint Services.

The services provided by the Information Technology Department expand and change frequently. For the most current information, please see the LSC Information Technology Services website at www.lyndonstate.edu/infotech.

Academic Services

Veterans Affairs

At Lyndon, veterans are encouraged to make full use of the educational benefits to which they are entitled. The benefits recipient will need to identify from which program the education benefits will be received. Each semester, enrollments at Lyndon are verified to the agency providing the veteran's education benefits. If any questions arise concerning educational benefits or veteran-related problems, contact the Student Services Office.

Student Services Office

The Student Services Office in Vail 348 contains the services normally provided by the Registrar's, Financial Aid and Business Offices — all centralized in one location. Students can receive a multitude of services ranging from registration in classes, paying a bill, changing a meal plan, receiving financial aid assistance, making an address change, requesting a transcript, requesting verification of enrollment, checking on graduation requirements, etc. We have three Student Services Consultants available to serve the student population on the "frontline" as well as Financial Aid, Registrar's Office, and Business Office specialists who are available for consultation. This one-stop-shop concept enables students to take care of all their Registrar, Financial Aid and Business Office issues and concerns in one location.

Student Affairs

Health Services

Lyndon's Campus Health Service is supervised by a physician. The staff provides assessment and treatment of routine health matters, conducts educational programs on health-related issues and makes referrals to local practitioners or to the Northeastern Vermont Regional Hospital, located in nearby St. Johnsbury. If you have a specific health need, do not hesitate to contact the Health Service for information and advice, extension 6440. Emergency services are available 24 hours at Northeastern Vermont Regional Hospital. During office hours you may reach the hospital at (802) 748-8141; for emergencies call 911 for ambulance services.

Personal Counseling

The college experience is often a time of change and personal growth. The combination of new life experiences, new friends and a new environment can occasionally be unsettling. Lyndon recognizes that you might need someone supportive and understanding to speak to during those unsettled times. Professionally trained counselors are available to you to discuss personal issues. The service is confidential.

A professional and collaborative referral system is maintained with mental health professionals in the community for students who require an intensive and or long-term counseling relationship. To arrange a counseling appointment, call extension 6440.

Services for Commuters

Commuting students will find that Lyndon is committed to working with them—individually and as a group—to help enrich their college experiences. Commuting students can often be found working on group assignments or socializing in a variety of settings offering WiFi access including Vail's Student Center, the library, and the lounge in the Harvey Academic Center. Also, monthly nontraditional learner lunches are a means for commuting adults to share their experiences. Commuter meal tickets, usable in either the snack bar or the dining hall, are handy resources for them. Commuters and their families are encouraged to use college facilities like the pool and attend on-campus entertainment. Finally to avoid unnecessary travel, commuters can find out about cancelled classes by calling 626-6767.

Emergency Messages to Students

During the regular business day, Monday-Friday, 8 a.m.-4 p.m., if there is an URGENT situation, please have family, friends, employers, etc. call 626-6418. We will try to locate you according to your class schedule. We will then deliver a message to you at your campus location. However, this service is only for emergency situations. We are not able to offer a general message service. In emergency situations at times other than Monday-Friday, 8 a.m. - 4 p.m., call the switchboard at 626-6200. They will attempt to deliver a message.

In addition, emergency telephones that connect to Public Safety are available in the Library and Academic Center hallways, in the hallway outside the Burke Mountain Room, in the SHAPE facility hallway and the women's locker room, in the Stonehenge, Vail, and Rita Bole parking lots, and on the exterior of each Residence Hall.

Campus Activities Board

The majority of Lyndon's entertainment programs and cultural events are produced under the direction of the Campus Activities Board. This student-run organization is responsible for selecting lecturers, films and performers, producing annual events such as Winter Weekend, and organizing outings and special activities.

Twilight Players

If your interests are in the performing arts, the Twilight Players present a full season of live theater for both the campus community and the surrounding area. At center stage are their spring and fall performances, which have the tradition of combining popular theater with thought-provoking and intense drama. Tryouts and backstage positions are open to all students.

Sports

Lyndon's campus recreational facilities are among the best in the region. The Rita L. Bole Center includes a fitness center, and houses racquetball courts, two gymnasiums and a 25 meter, six-lane swimming pool. Outdoors, there are tennis courts and fields for baseball, softball, and soccer. Skiers enjoy local cross-country trails while downhillers enjoy the facilities at nearby Burke Mountain, and the Lyndon Outing Club.

The Bookstore

Located near the Student Center in Vail 204, the LSC Bookstore stocks required textbooks and general stationary supplies, in addition to clothing, gifts, an assortment of art and photographic supplies, and snacks. The bookstore is open weekdays throughout the year and will allow you to cash small personal checks. The bookstore does not cash third party checks and during the last two weeks of each semester, personal check-cashing privileges are suspended. Students may send and receive faxes at the bookstore for a small fee. For more information, their telephone number is (802) 626-6466 or see their web site at www.lsc.bkstr.com.

The LSC Alumni Association

When you graduate from Lyndon State College, you will become a part of the Lyndon State College Alumni Association. There are currently over 7,000 alumni of Lyndon State College, representing all 50 states and a number of foreign countries! Lyndon's alumni have gone on to be extremely successful in their fields of choice. You will find our alumni on major television networks, in school classrooms, forecasting the weather, on the radio, in human service agencies, environmental firms, at ski areas, graphic design companies, and everywhere in between. Our alumni are doing great things and their success is a testament to the education and experience they received here at Lyndon State.

The Lyndon State College Alumni Association promotes the college and our alumni and creates a link between you and Lyndon. Alumni can participate in a variety of educational and cultural programs, socialize with other graduates and rekindle old friendships through the Alumni Association.

For more information about our Alumni Association, please contact Sara Duprey Lussier '02, Assistant Director of Annual Giving, at (802) 626-6426 or at sara.lussier@lyndonstate.edu.

Rights and Responsibilities

Lyndon students are entitled to enjoy the same freedoms and rights as other citizens. This means that they are expected to assume the responsibilities that accompany rights. In other words, students are not exempt from local and state laws merely because they hold student status, and the college is not a sanctuary from the law.

LSC has its own set of regulations (stated in the Student Handbook) to ensure that individual rights are protected and to maintain a campus environment that allows the college to pursue its aims and goals. These regulations were designed to contribute to harmonious living by emphasizing respect for one another, the college and its property, and the town of Lyndon.

Degree Program Overviews

Graduate Course Work & Faculty

Graduate course work, generally, will introduce students to contemporary issues in the discipline, help them develop a critical perspective for evaluating these and future developments, and empower them to become advocates for best practice in education. In that regard, graduate course work is designed to be significantly different from undergraduate studies in the following ways:

- requiring a greater depth and intensity of study;
- demanding a higher level of academic/intellectual rigor;
- focusing primarily on advanced and specialized topics;
- exploring the integration of theory and practice; and
- relying on pedagogical practices that require more personal interactions with the instructor, more collaborative interactions with fellow graduate students, and more self-directed learning than undergraduate studies.

Cohort-based coursework may be offered in locations convenient to students if there are at least 10 students at the off site location. Schools may request graduate program coursework for specific cohorts.

The graduate programs offer face-to-face, hybrid, and online courses. Classes are available during the school year (late afternoons, evenings and Saturdays) and during the summer.

NVU-Johnson Graduate Programs

- Counseling: Addictions (M.A.)
- Counseling: Clinical Mental Health (M.A.)
- Counseling: School Counseling (M.A.)
- Counseling: General (M.A.)
- Clinical Mental Health: Integrated Mental Health & Addictions Treatment for Children, Youth, & Families (M.S.) (weekend intensive format)
- Clinical Mental Health: Integrated Mental Health & Addictions Treatment for Adults (M.S.) (weekend intensive format)
- Education: Applied Behavior Analysis (M.A.)
- Education: Curriculum & Instruction, Inclusive Childhood Education (M.A.)
- Education: Curriculum & Instruction, Middle-Level (M.A.)
- Education: Curriculum & Instruction, Secondary (M.A.)
- Education: Curriculum & Instruction, Unified Arts (M.A.)
- Education: Foundations of Education - Approved Program of Transfer (M.A.)
- Education: Foundations of Education - Self-Designed (M.A.)
- Education: Special Education (M.A.)
- Studio Arts (M.F.A.)

NVU-Johnson Certificate of Advanced Graduate Studies

- Certificate of Advanced Graduate Study: Applied Behavior Analysis
- Certificate of Advanced Graduate Study: Foundations in Education, Self-Designed

NVU-Lyndon Graduate Programs

- Master of Education (M.Ed.)
- Master of Arts in Liberal Studies (MALS)

M.Ed. (Lyndon)

Action Research

To complete a M.Ed., students must design, conduct, and present the results of an Action Research Project. This project is typically the culmination of the M.Ed. program and is a part of EDU 6945 Action Research Practicum, one of the Core Courses.

Students planning to conduct Action Research must submit a copy of their research proposal to the LSC Institutional Review Board for Human Subject Research (IRB). (See Human Subjects Research Policy.)

Additional Certificate Programs

Additional certificate programs are available from time to time through the Vermont Higher Education Collaborative (VTHEC). Lyndon has articulation agreements with the Higher Education Collaborative and the Upper Valley Education Institute for those students wishing to complete the M.Ed.

Graduate School Faculty

NVU-Johnson

Counseling Program

Dr. Kimberly Donovan

Dr. Gina Mireault

Dr. Daniel Weigel

Education Program

Dr. Kathleen Brinegar

Dr. Audrey Hoffmann

Dr. David McGough

Dr. Hannah Miller

Dr. Robert Schulze

Studio Arts Program

Mr. Kenneth Leslie

Dr. Mary Martin

Mr. John Miller

NVU-Lyndon

Dr. Ai Kamei

Dr. Alan Giese

Dr. Alexandre Strokhanov

Dr. Alison Lathrop

Dr. Andrea Luna

Dr. Benjamin Mirkin

Mr. Chandler Gilman

Dr. Daisy McCoy

Dr. David Johnston

Dr. Elaine Razzano

Ms. Kristi Castleberry

Ms. Meaghan Meachem

Dr. Philip Parisi

Dr. Tara Fortner