

CASTLETON UNIVERSITY

GRADUATE CATALOG

2016-17

Graduate Programs

Master's degrees

Accounting (MS)

Castleton's Master of Science in Accounting (MSA) is designed to provide advanced preparation for high level careers in public, private and governmental accounting. The program also assists graduates in meeting the requirements for CPA licensure in Vermont. (As licensure requirements vary by state, students should review the specific requirements for initial licensure for states other than Vermont.) The MSA program, combined with appropriate undergraduate coursework, conforms to the 150 credit hour educational requirements for CPA license mobility put forth by the National Association of State Boards of Accountancy (NASBA) and the AICPA in the uniform Accountancy Act (UUA).

The program also helps students prepare for other professional certifications such as Certified Management Accountant (CMA), Certified Fraud Examiner (CFE), or Certified Internal Auditor (CIA).

The Master of Science in Accounting focuses on the study of four major areas:

- Financial accounting and auditing, including forensics
- Professional standards and ethics
- Management accounting and Finance
- Taxation

The ability to conduct research in taxation, accounting and auditing is emphasized throughout the program.

Graduates of the MSA program will have acquired:

- Technical competency and professional knowledge in advanced accounting theory, auditing and taxation.
- Critical thinking skills including the ability to gather, evaluate, analyze and apply relevant information to complex accounting-related issues and communicate the results effectively.
- The ability to work effectively in teams and communicate with others in solving complex problems.
- An understanding of appropriate professional conduct and ethical behavior.

Prerequisites

Prerequisites for admission to the MSA program are based on the background and previous training of the student. Students who have earned a Bachelor of Science in Business Administration with a Concentration in Accounting from Castleton University are likely to have completed all prerequisites. All students must be proficient with spreadsheet and word processing programs as well as use of the internet. The following courses (or their equivalent knowledge base)

are required for full admission to the MSA program. The Castleton University equivalent undergraduate course numbers are given in parentheses.

Accounting Courses

- Financial Accounting (ACC 2101)
- Accounting for Management Decisions (ACC 3010)
- Individual Taxation (ACC 4041)
- Auditing (ACC 4050)
- At least nine credits of Intermediate or Advanced Level Accounting (ACC 3211, ACC 3212 & ACC 4213)

Business Courses

- Organizational Behavior or Principles of Management (BUS 3250 or BUS 2020)
- Principles of Marketing (BUS 2230)
- Principles of Finance (BUS 3230)
- Micro or Macro Economics (ECO 2040 or ECO 2050)
- Business Law (BUS 3131)
- At least six credits in Calculus, Statistics, Quantitative Business Decisions or Operations Management (MAT 1531, MAT 2021, BUS 4131, or BUS 4110)

Additional Information

Applicants who have not completed the required undergraduate prerequisites may do so at Castleton. In order to take the necessary courses, students can choose one of the following methods:

- Apply to the MSA program to receive provisional acceptance based upon the completion of the prerequisites. You may then register for courses as a provisional MSA student.
- Register as an undergraduate non-degree student.
- Matriculate as an undergraduate student to complete the undergraduate requirements. It may be possible for you to register for any graduate courses for which you have the required prerequisites while you are completing the undergraduate courses.

We encourage students interested in the MSA program to discuss with an Accounting faculty member which of the three options would be most advantageous for them.

Admission

Admission to the Master of Science in Accounting program is based on a combination of the applicant's personal statement, resume, Graduate Management Admissions Test (GMAT) scores, undergraduate cumulative grade point average and letters of reference. Students must have or be near completion of a bachelor's degree from an accredited college or university and the GMAT must have been taken within the last five years.

Standards for admission are as follows:

- At least a 3.0 cumulative undergraduate GPA
- A score in at least the fiftieth percentile on the GMAT*
- The completion of the program prerequisites.

*Castleton University business alumni who have achieved a cumulative GPA of 3.0 and have received an average grade of B or higher in undergraduate accounting coursework are not required to take the GMAT for admittance.

Students who do not meet the above requirements may apply for provisional admittance. If accepted provisionally, students may complete up to ten graduate level credits during the probationary period. A student who has successfully completed nine credits with a minimum GPA of 3.0 may be considered for regular admission. Students who do not earn the minimum GPA will be dismissed.

Because class size is restricted, students are encouraged to apply early for acceptance into the program.

Course Work

To graduate with a Master of Science in Accounting, a student must maintain a 3.0 grade point (B) average and complete the following courses:

- ACC 5010 - Case Studies in Financial Management 3 cr
- ACC 5020 - Taxation of Business Entities 4 cr
- ACC 5030 - Governmental and Not-For-Profit Accounting 3 cr
- ACC 5050 - Advanced Auditing and Professional Ethics 3 c
- ACC 5210 - Strategic Cost Management 3 cr
- ACC 5220 - Accounting for Mergers and Acquisitions 3 cr
- ACC 5230 - Fraud and Forensic Accounting 4 cr
- ACC 5610 - Topics in Advanced Accounting 3 cr
- ACC 5620 - Accounting Research Seminar 4 cr

Credits required: 30 cr

An MSA student will be placed on academic probation if GPA in any semester falls below 3.0. If placed on probation, the student must raise the cumulative GPA to 3.0 or above in the next semester in which the student registers for classes. Failure to bring the GPA to 3.0 or higher in the next enrolled academic semester will cause the student to be dismissed from the program

Arts Administration (MA)

Castleton's Master of Arts in Arts Administration is designed to prepare future leaders to meet the challenges present in the fine and performing arts in the 21st century and to work within arts organizations to make significant and lasting impacts upon their communities. The program consists primarily of online coursework but requires initial and culminating residencies at the Castleton campus. Full-time students can complete the 30 credit hour degree in one calendar year, although students may certainly opt for a part-time, multi-year completion track as well. The initial and culminating residencies are offered in June and May, respectively (during the May culminating residency, graduating students will participate in commencement activities as well).

This Master's program culminates with a capstone and internship course in which students design, execute, and assess a significant project within an existing fine or performing arts organization from a position of executive leadership.

This degree is fully accredited; Castleton University has submitted a proposal to NEASC to expand online access to the program.

Program Objectives

Upon completion of the Master of Arts in Arts Administration, students will possess specific core competencies in certain areas, including:

- Financial and audience development, strategic analysis and planning
- The dynamics and logistics of institutional development related to how art gets presented and produced
- The legal, ethical, and policy environments for the arts
- Leadership in complex organizational environments including the dynamics of working with boards, organizational structure and staffing, and working with both artist and community constituencies
- The application of research methodologies to the field including the ability to conceptualize, analyze, synthesize, and evaluate data

A member institution of the Association for Arts Administration Educators (AAAE), Castleton's program has been designed according to Association guidelines and standards.

Admissions Requirements

Admission to the MA in Arts Administration is based upon a combination of the applicant's resume, personal statement, letters of reference, and undergraduate cumulative grade point average. Students must have attained or be nearing completion of a baccalaureate degree from a regionally accredited college or university in order to be considered for admission (nationally accredited institutions will be reviewed on a case-by-case basis).

Specific standards for admission are as follows:

- A current resume indicating significant work in the fine and/or performing arts. This may include administrative, artistic, or production credits, but must demonstrate an ongoing commitment to the arts as a career.
- A personal statement (not to exceed 1000 words) describing the student's background, how it informs their vision of the arts in our society in the 21st century, and their specific goals for achieving this vision as an arts leader.
- Two letters of recommendation from academic or professional references that speak directly to the student's potential to contribute to executive level administration in the fine and/or performing arts.
- A cumulative undergraduate GPA of at least 3.0.

It is not necessary for the student's undergraduate degree to be in an arts discipline, but their other application materials must demonstrate a life-long commitment to a career in the arts and arts leadership.

Students who do not meet the above requirements may apply for provisional admittance. If accepted provisionally, students may complete up to 9 graduate level credits during a probationary period. A student who has successfully completed these credits with a minimum GPA of 3.0 may be considered for full program admission. Students who do not earn the minimum GPA may be dismissed.

Because class size is restricted, students are encouraged to apply early for acceptance into the program. Applications are accepted on a rolling basis.

Course Requirements

To complete the Master of Arts in Arts Administration, a student must maintain a 3.0 cumulative GPA and complete the following courses:

- Initial residency
- AAD 5010 - Arts Administration and Community in the 21st Century 3 cr
- AAD 5020 - Writing and Research for Arts Administrators 3 cr
Online courses (cannot be taken until initial residency is completed)
- AAD 5030 - Leadership and Strategic Planning 3 cr
- AAD 5040 - Financial and Budget Management for Arts Administrators 3 cr *
- AAD 5050 - Marketing and Media for Arts Organizations 3 cr

- AAD 6010 - Fundraising and Development in the Arts 3 cr
- AAD 6020 - Law, Public Policy and Ethics in the Arts 3 cr
- AAD 6030 - Visual Arts Organizational Administration 3 cr **-OR-** AAD 6040 - Performing Arts Organizational Administration
Culminating residency
- AAD 6810 - Internship in Arts Administration 3-6 cr **

Notes

* One undergraduate accounting course (preferably either Accounting I or Managerial Accounting I) must be on the student's transcript prior to enrolling in AAD 5040. Students without this course on their current transcripts are advised to enroll in such a course either online or in person at a regionally accredited university, college, or community college and should verify with the Program Coordinator that the course is suitable for transfer as the prerequisite for AAD 5040.

** Prior to enrolling in AAD 6810, students must have completed at least 24 hours in the program. Students that have not met this requirement may take up to 6 hours of coursework concurrently with AAD 6810 as co-requisites with the approval of the Program Coordinator.

(Total credits required for the degree: 30 cr)

A student will be placed on academic probation if GPA in any semester falls below 3.0. If placed on probation, the student must raise the cumulative GPA to 3.0 or above in the next semester in which the student registers for classes. Failure to bring the GPA to 3.0 or higher in the next enrolled academic semester may cause the student to be dismissed from the program.

Athletic Leadership (MS)

The Master of Science in Athletic Leadership (MS.ATL) prepares students for success in administrative and/or head coaching positions in educational-based athletic organizations through professional and applied studies. Professional positions in high school, university or private youth athletic departments or organizations require specialized and applied training.

This is primarily an on-line program, with a short but important on-campus requirement. The 30-credit, professionally focused program contains five required athletic leadership Core Courses (15 credits) and allows students to select a 9-credit Emphasis Area in either Coaching Leadership or Athletic Administration. All students must complete a 6-credit culminating experience that consists of an internship or a special project.

Students may complete the degree in either one or two years. Castleton students with an undergraduate major in Sports Administration or who meet certain program prerequisites, and who meet selection criteria, may pursue a four plus one (4+1) program that will lead to the MS.ATL.

This degree is fully accredited; Castleton University has submitted a proposal to NEASC to expand online access to the program.

Program Objectives

Core Objectives:

- Demonstrate advanced critical thinking skills. Students will apply critical thinking skills across the fields of athletic administration and coaching by being able to analyze problems and offer solutions utilizing scholarly research.
- Understand and exhibit professional ethics as it relates to the field of athletics and coaching. Students will make administrative decisions that reflect moral and ethical judgment while striving to serve as positive role models.
- Develop leadership and effective communication skills to properly guide interscholastic and intercollegiate programs.
- Have a clear understanding of legal concepts and issues in athletic organizations and develop risk management strategies.
- Understand basic financial and accounting principles utilized in athletic organizations. Students will be able to financially plan for both short-term and the long-term needs within athletic organizations and teams.
- Demonstrate an understanding of revenue-generation techniques and principles in athletic organizations.
- Understand the applicability of various national compliance regulations and how to apply such regulations in athletic and coaching leadership positions.
- Demonstrate the ability to analyze and discuss current trends facing the industries of education-based athletic programs.
- Exhibit and demonstrate hands-on, day-to-day ability in an education-based athletic program or demonstrate advanced learning via primary and secondary research of a specific topic in athletic leadership.

Students in the Athletic Administration Emphasis will:

- Understand issues involved in marketing athletic programs including implications for communication campaigns.
- Demonstrate knowledge of athletic facility design considerations and the management of athletic facilities.

Students in the Coaching Leadership Emphasis will:

- Exhibit and be able to apply psychological techniques, specifically motivational-based techniques, to athletic team management and performance.
- Demonstrate an understanding of various techniques in maximizing athletic performance through conditioning and skill-based drills.

Admissions Requirements

1. A bachelor's degree from an accredited college or university. Applicants who apply for admissions prior to completion of their undergraduate degrees may be accepted into the program but will not be allowed to register for classes until completion of such degree and a final, official transcript is received by the Admissions Office.
2. A completed admissions application, and an application fee (\$40.00), submitted online or mailed to the Admissions Office, Castleton University, Castleton, Vermont, 05735.
3. An essay that addresses the following:
 - a) Education-based athletic programs are defined to be interscholastic athletic programs found within both public and private K-12 school systems, as well as intercollegiate athletic programs found at both public and private colleges and universities. With this in mind, please identify a current weakness or shortcoming within the industry of education-based athletics.
 - b) Then, please outline any preconceived notions you may have now about how an athletic leader might work to overcome this weakness or shortcoming.
 - c) Finally, please outline how you think your involvement in the MS.ATL will assist you, as an athletic leader, in finding a way to overcome this weakness or shortcoming in the near future.

4. A current résumé.

5. Two letters of reference that speak to the applicant's scholarship and potential to be an exemplary professional in Sports Administration.

6. Official transcripts of all college work, both graduate and undergraduate, sent directly or transferred electronically from the issuing institution to the Castleton University Admissions Office. Admission to the program may be granted if the applicant has an undergraduate G.P.A. of at least 3.0 on a four point scale and shows an aptitude for graduate studies as reflected in references, writing ability, and personal objectives. On occasion, students with a G.P.A that falls below a 3.0 may be admitted on a provisional basis. (See below)

7. Prerequisites: a) A management theory course. b) An introductory marketing course. c) An introductory sports administration/management course or five years as a professional in the industry of sport.

Provisional Admission:

Provisional admission may be granted if the applicant shows potential for graduate studies but fails to meet one of the stated criteria for admission. In some instances, provisional admission may be due to a routine logistical issue such as official transcripts replacing unofficial ones. In these cases, the University reserves the right to revoke a provisional admission should the final submissions differ from what was expected. In some cases, the Graduate Admissions Committee may have concerns about a student's ability to complete their program successfully. In these instances, students will be required to take two courses (ATL 5010 - Leadership and Management of Athletic Programs and any other core ATL course). Courses must be completed within two semesters of the date of provisional admission and passed with a grade of "B" or better. If these conditions are met, the applicant will be reconsidered for full admission to the program. If these conditions are not met, the student may be dismissed from the program. The Graduate Admissions Committee may admit students provisionally and require completion of other tasks such as submission of exam scores or completion of other courses as determined by the Graduate Admissions Committee.

Course Requirements

Complete these Core Courses (15 cr):

- ATL 5010 - Leadership and Management of Athletic Programs 3 cr
- ATL 5020 - Financial Administration of Athletics 3 cr
- ATL 5030 - Athletics Advancement 3 cr
- ATL 5040 - Legal Topics in Athletics 3 cr
- ATL 5050 - Compliance and Governance in Athletics 3 cr

and complete one of these two Emphasis Areas (9 cr):

Athletic Administration

- ATL 6210 - Facility Design and Management 3 cr
- ATL 6230 - Advanced Communications in Athletics 3 cr
- ATL 6220 - Current Trends and Topics in Athletic Leadership 3 cr

Coaching Leadership

- ATL 6420 - Current Trends and Topics in Coaching Leadership 3 cr
- ATL 6410 - Psychology of Coaching 3 cr
- ATL 6430 - Performance and Conditioning for Coaches 3 cr

and pass the Culminating Experience (6 cr):

- ATL 6810 - Internship in Athletic Leadership 3-6 cr
-OR-
- ATL 6890 - Special Project in Athletic Leadership 3-6 cr

(Total credits required for the degree: 30 cr)

The program may be completed in one or two years.

Students may begin the program in the Summer, Fall, or Spring.

COURSE OFFERINGS BY SEMESTER

Summer:

ATL 5010 - Leadership and Management of Athletic Programs
ATL 5030 - Athletics Advancement
ATL 5040 - Legal Topics in Athletics
ATL 6210 - Facility Design and Management
ATL 6430 - Performance and Conditioning for Coaches
ATL 6810 - Internship in Athletic Leadership
ATL 6890 - Special Project in Athletic Leadership

Fall:

ATL 5020 - Financial Administration of Athletics
ATL 5030 - Athletics Advancement
ATL 5050 - Compliance and Governance in Athletics
ATL 6810 - Internship in Athletic Leadership
ATL 6890 - Special Project in Athletic Leadership

Spring:

ATL 6230 - Advanced Communications in Athletics
ATL 6220 - Current Trends and Topics in Athletic Leadership
ATL 6420 - Current Trends and Topics in Coaching Leadership
ATL 6410 - Psychology of Coaching
ATL 6810 - Internship in Athletic Leadership
ATL 6890 - Special Project in Athletic Leadership

Education: Curriculum & Instruction (MA)

The Master of Arts in Education with an emphasis on Curriculum and Instruction is a course of study designed for educators who wish to strengthen their understanding of curriculum theory, integrated curricula, the role of technology in curriculum, curricula and global issues, and the ways in which action research can be used to shape more effective curriculum. This degree is intended for candidates who already have initial licensure. Candidates who are not planning to obtain a teaching license may also obtain this degree.

Students completing the master's degree in Curriculum and Instruction will demonstrate their successful realization of the following learning outcomes:

- Philosophy and Educational Organizations - Castleton University Curriculum and Instruction program graduates will have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- Curriculum - Castleton University Curriculum and Instruction program graduates will understand that curriculum should be relevant, engaging, challenging, personalized, and integrative for the learner. They will know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction - Castleton University Curriculum and Instruction program graduates will understand the principles of instruction, know a wide variety of teaching strategies and learning theories, and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation - Castleton University Curriculum and Instruction program graduates will analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they will understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning. Assessment practices will emphasize Proficiency-Based Systems (Vermont Act 77) where students are instructed and assessed based on pre-determined expectations of what the student will know and be able to do.
- Research - Castleton University Curriculum and Instruction program graduates, as critical consumers of educational research, will appreciate the role of educational research for informing practice, will develop the skills to conduct classroom research, and will collect and analyze data, and formally share their research findings.
- Diversity - Castleton University Curriculum and Instruction program graduates will understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- Subject Knowledge - Castleton University Curriculum and Instruction program graduates will demonstrate their knowledge of the content they teach through content coursework included in the degree and ongoing analysis of their work in connection with the Vermont Core Teaching Standards.

Candidates for the Master of Arts in Education: Curriculum & Instruction are required to take the following combination of required courses and electives:

Required Courses:

- EDU 6550 - Foundations and Current Issues In Education **3 cr**
- EDU 6560 - Curriculum Development **3 cr**
- EDU 6920 - Educational Research **3 cr**
- EDU 6740 - Graduate Seminar **3 cr** (note that EDU 6920 must be taken before EDU 6740)
- EDU 7960 - Master's Thesis **3-6 cr**

Electives

Additionally, the candidate chooses a combination of 18-21 credits of electives in education and the liberal arts relevant to their educational interests.

(Minimum credits required for the degree: 36 cr)

Within the first 12 credits of the MA.Ed Curriculum and Instruction program, each student is required to take EDU 6550 - Foundations and Current Issues In Education.

EDU 6740 - Graduate Seminar may be taken only after completing a minimum of 28 credits (including EDU 6920), usually during the penultimate semester.

All MAE candidates must write either a 3-credit or a 6-credit thesis. A thesis proposal must be completed and approved by the Director of Education prior to the semester in which the research begins. Graduate students must formally register for the thesis (EDU 7960) according to the published registration deadlines in the same manner as required for any regular course.

Education: Curriculum & Instruction: Applied Behavior Analysis (MA)

The Master of Arts in Education with an emphasis on Curriculum and Instruction is a course of study designed for educators who wish to strengthen their understanding of curriculum theory, integrated curricula, the role of technology in curriculum, curricula and global issues, and the ways in which action research can be used to shape more effective curriculum.

The concentration in Applied Behavior Analysis is an area of need that has grown significantly. Principals, special educators, and special education directors identify behavior interventions and strategies as priority needs in their schools. The courses in this concentration form a frame a collaborative concentration supported by both the Education and Psychology departments.

This degree is intended for candidates who already have initial licensure. Candidates who are not planning to obtain a teaching license may also obtain this degree.

-Application information-

Students completing the master's degree in Curriculum and Instruction will demonstrate their successful realization of the following learning outcomes:

- Philosophy and Educational Organizations - Castleton University Curriculum and Instruction program graduates will have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- Curriculum - Castleton University Curriculum and Instruction program graduates will understand that curriculum should be relevant, engaging, challenging, personalized, and integrative for the learner. They will know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction - Castleton University Curriculum and Instruction program graduates will understand the principles of instruction, know a wide variety of teaching strategies and learning theories, and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation - Castleton University Curriculum and Instruction program graduates will analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they will understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning. Assessment practices will emphasize Proficiency-Based Systems (Vermont Act 77) where students are instructed and assessed based on pre-determined expectations of what the student will know and be able to do.

- Research - Castleton University Curriculum and Instruction program graduates, as critical consumers of educational research, will appreciate the role of educational research for informing practice, will develop the skills to conduct classroom research, and will collect and analyze data, and formally share their research findings.
- Diversity - Castleton University Curriculum and Instruction program graduates will understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- Subject Knowledge - Castleton University Curriculum and Instruction program graduates will demonstrate their knowledge of the content they teach through content coursework included in the degree and ongoing analysis of their work in connection with the Vermont Core Teaching Standards.

Candidates for the Master of Arts in Education: Curriculum & Instruction who wish to pursue a concentration in Applied Behavior Analysis (ABA) must take the following courses:

Required Courses:

- EDU 6550 - Foundations and Current Issues In Education 3 cr
- EDU 6560 - Curriculum Development 3 cr
- PSY 6250 - Research Methods in Applied Behavior Analysis 3 cr
- EDU 6740 - Graduate Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

ABA Concentration:

- EDU 5150 - Survey of Exceptional Children and Young Adults 3 cr
- PSY 5371 - Applied Behavior Analysis I 3 cr
- PSY 6330 - Evaluating Academic Characteristics 3 cr
- PSY 6372 - Applied Behavior Analysis II 3 cr
- PSY 6373 - Applied Behavior Analysis III 3 cr
- PSY 6390 - Instructional Methods in Applied Behavioral Analysis 3 cr
- PSY 6925 - Ethical Considerations in ABA Principles 3 cr

(Minimum credits required for the degree: 36 cr)

Within the first 12 credits of the MA.Ed Curriculum and Instruction program, each student is required to take EDU 6550 - Foundations and Current Issues In Education.

EDU 6740 - Graduate Seminar may be taken only after completing a minimum of 28 credits (including PSY 6250), usually during the penultimate semester.

All MAE candidates must write either a 3-credit or a 6-credit thesis. A thesis proposal must be completed and approved by the Director of Education prior to the semester in which the research begins. Graduate students must formally register for the thesis (EDU 7960) according to the published registration deadlines in the same manner as required for any regular course.

Education: Educational Leadership (School Principal licensure) (MA)

The Masters in Educational Leadership is a 36-credit, field-based program in which candidates earn an MA in Education as well as school principal licensure.

The program combines convenient on-line coursework, exceptional readings, and face-to-face residencies rich with dialogues about transformative leadership. In addition, candidates conduct a closely supervised, two-year project to effect change in their school. The goal is to become exceptional principals who will work in concert with their school's faculty to create schools that allow students to realize their potential as citizens in a complex and changing world.

The program's philosophy is based on the notion that respected leaders engage in a constant process of self-examination and transformation. Leaders transform themselves by questioning their assumptions, acquiring skills and knowledge, enriching their understanding, developing their compassion and realizing their dreams. While doing so, they encourage their staff and students to develop their potential. Simultaneously, their schools undergo transformation as they realize and revisit their School Improvement Plans.

Students completing the master's degree in educational leadership will demonstrate their successful realization of the following learning outcomes in their respective leadership settings (statements in bold italics are from the Interstate School Leaders Licensure Consortium Standards):

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- Collaborative development and implementation of a shared vision and mission;
- Collection and use of data to identify goals, assess organizational effectiveness, and promote organizational learning;
- Creation and implementation of plans to achieve goals and promote continuous and sustainable improvement as well as to monitor and evaluate progress and revise plans.

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations;
- Creation of a comprehensive, rigorous, and coherent curricular program and monitor and evaluate the impact of the instructional program;
- Creation of a personalized and motivating learning environment for students;
- Supervision of instruction and development of assessment and accountability systems to monitor student progress;
- Development of the instructional and leadership capacity of staff to maximize time spent on quality instruction, and to promote the use of the most effective and appropriate technologies in support of teaching and learning.

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- Monitoring and evaluation of management and operational systems to obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
- Promotion and protection of the welfare and safety of students and staff through developing capacity for distributed leadership;
- Direction of teacher and organizational time to focus support on quality instruction and student learning.

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Collection and analysis of data and information pertinent to the educational environment;
- Promotion of understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
- Construction of sustained positive and productive relationships with families, caregivers, and community partners.

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner

- Establishment of a system of accountability for every student's academic and social success, which considers and evaluates the potential moral and legal consequences of decision-making;
- Modeling of the principles of self-awareness, reflective practice, transparency, and ethical behavior and safeguard the values of democracy, equity, and diversity;
- Promotion of social justice and a culture in which individual student needs inform all aspects of schooling.

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context

- Advocacy for children, families, and caregivers that effectively influences local, district, state, and national decisions affecting student learning;
- Assessment, analysis, and anticipation of emerging trends and initiatives in order to adapt leadership strategies.

Principal Endorsement

If a teacher is looking to add the principal endorsement to their current license and they already have a Master's degree in Education, they only need to take certain courses in the program that address the endorsement expectations for principal. See the section below titled "Principal Endorsement."

This program is approved for licensure by the Vermont Agency of Education and is framed by both the Core Leadership Standards for Vermont Educators and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. In addition, through the Mediated Achievement Plan (see EDU 6815), prospective candidates will be assured of meeting the 300-hour internship required by the state.

For more information, please contact Dr. Ric Reardon, Director of Education, at 802-468-1234 or Richard.reardon@castleton.edu.

Course Requirements

The courses were developed using the Interstate School Leadership Licensure Consortium (ISLLC) Policy Standards (which were originally designed for leadership preparation programs and have now been updated and are used for programs emphasizing effective leadership practice). In addition, the courses were designed considering the Vermont Core Leadership Standards. Finally, the courses are specifically designed to meet the rigorous requirements of the Principal endorsement (5440-91) as set forth by the Vermont Agency of Education.

Summer Residency I

- EDU 5510 - Transformative School Leadership 3 cr

Fall I

- EDU 6610 - Supervision, Evaluation and Professional Development 3 cr
- EDU 6815 - Mediated Achievement Plan 2 cr

Winter Residency I

- EDU 5530 - Reculturing the Meaning of Learning in your School 2 cr

Spring I

- EDU 6402 - Managing Change: School Law **3 cr**
- EDU 5215 - Managing the Learning Environments **2 cr**
- EDU 6815 - Mediated Achievement Plan **2 cr**

Summer Residency II

- EDU 6403 - Managing Change: School Finance **3 cr**

Fall II

- EDU 6022 - Establishing a Culture of Care and High Performance for All Students **3 cr**
- EDU 6815 - Mediated Achievement Plan **2 cr**

Winter Residency II

- EDU 5540 - Creating a Vision of an Inclusive School **3 cr**

Spring II

- EDU 5560 - Leading With Integrity **3 cr**
- EDU 6530 - The Larger Context: Community, Policy and Partnerships **2 cr**
- EDU 6815 - Mediated Achievement Plan **3 cr**

Principal Endorsement

For prospective practitioners interested in adding the principal endorsement to an existing license and who have earned a Master's degree in Education, the following courses would meet the expectations of the Principal Endorsement:

EDU 6610 - Supervision, Evaluation and Professional Development **3 cr**

EDU 6402 - Managing Change: School Law **3 cr**

EDU 5215 - Managing the Learning Environments **2 cr**

EDU 6403 - Managing Change: School Finance **3 cr**

EDU 6022 - Establishing a Culture of Care and High Performance for All Students **3 cr**

EDU 5560 - Leading With Integrity **3 cr**

EDU 6530 - The Larger Context: Community, Policy and Partnerships **2 cr**

In addition, those interested in earning the principal endorsement must complete an administrative internship consisting of a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings (see 5150 of the Rules Governing the Licensing of Educators and the Preparation of Educational Professionals for more information).

Education: Special Education (non-licensure) (MA)

The Master of Arts in Education with an emphasis on Special Education is a course of study designed for educators who wish to strengthen their understanding of special education best practice.

-Click [here](#) for application information-

Option 1: Vermont Higher Education Collaborative (VTHEC) Licensure Courses

Castleton currently has a memorandum of understanding with the Vermont Higher Education Collaborative (VTHEC). Students complete the first 18 credits in special education through the Higher Education Collaborative Program and then submit those courses to the Vermont Licensure Board for their special education endorsement through the transcript/academic review process. Students can then come to Castleton where those 18 credits are accepted and blended into a Master's Degree in Special Education.

-Complete 18 credits in special education with the VTHEC

-Complete 18 credits at Castleton University

- EDU 6550 - Foundations and Current Issues In Education 3 cr
- EDU 6920 - Educational Research 3 cr
- EDU 6740 - Graduate Seminar 3 cr
- EDU 7960 - Master's Thesis 3-6 cr
- EDU XXXX Elective Course(s) 3 or 6 cr

Total credits required: 36 cr

Option 2: Castleton Program with Core and Special Education Courses

Castleton offers graduate courses in special education that, once completed, can be submitted to the Vermont Licensure Board for the special education endorsement through the transcript/academic review process. Students complete a 36-credit program that includes both core courses and special education courses designed to address the knowledge and performance standards of the special education endorsement.

-Complete these Special Education courses:

- EDU 5150 - Survey of Exceptional Children and Young Adults 3 cr
- EDU 5155 - Curriculum in Special Education 3 cr
- EDU 5225 - Learning and Attention Difficulties: High Incidence Challenges 3 cr
- EDU 6220 - Special Education and the Law 3 cr
- EDU 6331 - Assessment for Instructional Planning in Special Education 3 cr
- EDU 6463 - Collaboration in Special Education 3 cr
- EDU 6468 - Cognitive and Emotional Challenges: Low Incidence Disabilities 3
- EDU 6880 - Graduate Practicum 1-9 cr

-Complete these core courses:

- EDU 6550 - Foundations and Current Issues In Education 3 cr
- EDU 6920 - Educational Research 3 cr
- EDU 6740 - Graduate Seminar 3 cr

- EDU 7960 - Master's Thesis 3-6 cr

Total credits required: 34-45 cr

Education: Specialization in Mathematics (MA)

We are no longer accepting applications for this program.

We will close out the program when the currently matriculated students complete their degrees.

The Masters of Arts in Mathematics Education bridges the gap between Mathematics and Mathematics Education Theory and Practice and prepares teachers for instructional leadership as master teachers of mathematics.

The program extends the professional competence of mathematics teachers through an in-depth study of mathematics and mathematics teaching and learning. The courses feature content based on the Common Core Standards and are designed to provide information that is compatible with those requirements.

Program participants will demonstrate their knowledge through individual and collaborative projects and presentations, field-based curriculum implementation and evaluation, and reflective classroom inquiry.

The degree, which is a collaborative effort of the Department of Education and the Department of Mathematics, provides opportunities for mathematics teachers to deepen their understanding of mathematics by learning advanced mathematical topics in relation to the mathematics that they actually teach. In addition, the program develops teachers' understanding of-and ability to apply-education research into their own practice. The courses allow teachers to learn math-specific technologies for implementing appropriate mathematics curriculum and to continue to develop as a professional educators.

As a culminating project, teachers will conduct research in their own classrooms, where they will analyze how aspects of their own practice will have an impact on their own as well as their students' learning.

Upon completion of the program, students will be able to:

1. Analyze and solve real-world problems using a variety of mathematical techniques,
2. Apply Mathematics Education Theory to practice in the field,
3. Apply Mathematics to related disciplines,
4. Communicate effectively via multiple avenues,
5. Utilize and choose technology appropriate to a given situation,
6. Appreciate the need and desire to be lifelong learners.

Coursework:

Complete the following Education courses (15-18 cr):

- EDU 6550 - Foundations and Current Issues In Education 3 cr
- EDU 6560 - Curriculum Development 3 cr
- EDU 6740 - Graduate Seminar 3 cr
- EDU 6920 - Educational Research 3 cr
- EDU 7960 - Master's Thesis 3-6 cr

And complete the following Mathematics courses (18-21 cr):

Complete both of these courses:

- MAT 5020 - Mathematics Education Theory and Practice I 4 cr
- MAT 5040 - Data Analysis 4 cr
And complete ONE of these courses:
- MAT 6030 - Geometry for Teachers 4 cr
- MAT 6040 - Number Theory for Teachers 4 cr
And complete 6-9 credits of any 5000-level or higher MAT courses
- [click here to see the menu of MAT courses](#)

Total credits required: 36 cr

Music Education (MM)

The only program of its kind in Vermont, Castleton's Master of Music Education (MM.Ed) emphasizes real world application with courses taught by experienced music educators.

The MM.Ed can be completed in one year as a full-time student, or on a part-time schedule tailored to the unique needs of in-service music educators or customized for each individual student. A flexible curriculum is provided with on-site, hybrid, and online courses that occur during the academic year and the summer months.

The 18-credit core curriculum will help students to expand and develop their classroom and musicianship skills and to learn the most current philosophies, methodologies, and technologies in the field.

A wide variety of Topics Courses (12 credits required) enable students to direct their own program, focusing on topics and skills they are most interested in. These courses, or any of the other MM.Ed music offerings at Castleton, will appeal to in-service educators desiring continuing education credits.

Students completing the Master of Music Education degree will demonstrate their realization of the following learning outcomes at a high level:

- advanced, essential knowledge in curriculum development;
- assessment of music learning;
- philosophy of music education;
- research methodology.

Masters candidates must provide transcripts indicating completion of coursework equivalent to that required for the Bachelor of Music at Castleton, which is required of all music education students. If any coursework is determined to be missing, students will be required to take the pertinent BA.MUS courses. Coursework may be found in the undergraduate catalog under BA Music.

Students may transfer up to 12 graduate credits from Castleton Center for Schools or outside workshops/classes. (Transfer credits must be approved by the Music Department.)

COURSEWORK (suggested timeline)

Summer (12 cr):

- MUS 5010 - Philosophical Approaches and Current Issues in Music Education 3 cr
- MUS 5090 - Research Methods in Music 3 cr
- MUS 5160 - Curriculum Development in Music Education 3 cr
- MUS 5710 - Topics in Music 1-6 cr

Fall (9 cr):

- MUS 5460 - Assessment of Music Learning 3 cr
- MUS 5710 - Topics in Music 1-6 cr
- MUS 6740 - Graduate Seminar 3 cr

Spring (9 cr):

- MUS 5710 - Topics in Music 1-6 cr
Complete ONE of these courses:
- MUS 7010 - Capstone Project 3 cr
- MUS 7960 - Master's Thesis 3 cr

Total credits required for the degree: 30 cr.

POST-BACCALAUREATE LICENSURE

MM.Ed students who have previously completed a Bachelors degree in music may be recommended for licensure by completing the following undergraduate courses in addition to the 30 credits required for the MM.Ed.

(Courses may be waived if equivalent experience and content from previous coursework or teaching experience can be documented by the Masters candidate.)

Complete all of these courses (32 cr)

MUS 1080 - Global Music 3 cr

MUS 2030 - Early Field Experience in Music Education 1 cr

MUS 2060 - Introduction to Exceptional Populations in Music Education 3 cr

MUS 2110 - Vocal Pedagogy 2 cr

MUS 2115 - Jazz Pedagogy 2 cr

MUS 3165 - Methods of Teaching General Music preK-12 3 cr

MUS 3166 - Methods of Teaching Choral Music 2 cr

MUS 3315 - Methods of Teaching Instrumental Music 2 cr

MUS 4610 - Seminar in Teaching Music 1 cr

MUS 4720 - Senior Recital 1 cr

MUS 4871 - Directed Student Teaching I 6 cr

MUS 4872 - Directed Student Teaching II 6 cr

And complete 3 of these courses (6 cr)

MUS 2120 - String Instrument Teaching Methods 2 cr

MUS 2130 - Woodwind Instrument Teaching Methods 2 cr

MUS 2140 - Brass Instrument Teaching Methods 2 cr

MUS 2240 - Percussion Instrument Teaching Methods 2 cr

And complete 1 of these courses (3 cr)

PSY 1050 - Human Growth and Development 3 cr

PSY 2110 - Educational Psychology 3 cr

PSY 3265 - Child and Adolescent Development 3 cr

Total credits required for licensure: 41

Notes

To be accepted into Student Teaching, a student must:

- Achieve an overall GPA of 3.0; or written certification of intellectual competence by an academic dean.
- Complete all Music and Music Education coursework; or obtain permission of the supervising music education faculty.
- Complete the Music Education Application to Student Teach form.
- Pass the Praxis Core Academic Skills Test for Educators and appropriate Praxis II examinations before teaching.
- Complete a minimum of 60 scheduled hours of field experience through related course work.

A student may be advised to discontinue the student teaching experience at any time if, in the professional judgment of the university supervisor, the director of field experience and cooperating teacher, the student does not possess the attitudes and competencies noted above.

To be recommended for licensure the student must:

- Complete all departmental course requirements listed above.
- Pass the Praxis Core Academic Skills Test for Educators and the Praxis II examination.
- Exemplify in conduct and attitude the maturity, judgment, ethical standards, and dedication expected in the teaching profession.
- Receive a grade of "B" or better in Student Teaching I, II, and Student Teaching Seminar.
- Complete all coursework with a cumulative GPA of 3.0

School Psychology (MA + CAGS)

The School Psychology program at Castleton University prepares students for careers as highly qualified school psychologists. Students graduate from this three-year program with a Masters Degree and a Certificate in Advanced Graduate Study. Graduates will work with children, adolescents, families, and other professionals in schools and related fields. They will provide direct educational, behavioral, and mental health services for-and collaborate with-

school administrators, educators, and other professionals to create supportive learning and social environments for students.

This is a residency based program following the training standards provided by the National Association of School Psychologists. The program requires two full years of coursework followed by one year of internship, resulting in a total of 72 credits. The program is grounded in a scientist-practitioner philosophy of training and education. The integration of science and practice is accomplished through a program of study that emphasizes the use of scientific methods to inform prevention and intervention-oriented problem solving approaches.

This program is consistent with the broader Castleton University goals of close student-faculty interactions, outside-the-classroom learning and deep integration with and support for the surrounding community. Fieldwork experience provides opportunities for students to apply their knowledge in a variety of settings that may include, but are not limited to: public or private educational settings, working with at-risk youth involved in the legal system, and community mental health agencies.

As the first School Psychology graduate program in the state of Vermont, we are deeply committed to supporting and improving the state's communities and schools by serving as a local resource to children, families, schools and community agencies.

The Masters program is structured to educate students in accordance with Vermont school psychologist endorsement requirements as administered by the Vermont Agency of Education. The program has been developed using the National Association of School Psychologists training guidelines; therefore, graduates will be eligible to apply for National Certification through the National Association School Psychology Certification System for non-NASP approved program.

The School Psychology program prepares professionals who:

- are capable of providing direct and indirect psychological services to children, parents, and teachers in a variety of education settings;
- possess knowledge within the areas of psychological foundations including development, learning, exceptionalities, psychopathology, and biological, social, and cultural influences;
- are competent in the use of major psychological and educational techniques including consultation, counseling, and assessment with advanced skills in cognitive behavioral approaches;
- are capable of functioning in a professional manner in educational settings and have had successful experiences in working effectively in a variety of school settings, including regular and special education, with preschool and different programs and levels of exceptionality, including referred and non-referred students;
- are knowledgeable of and possess operational competence with specialized school psychology roles and with legal and ethical guidelines;
- are committed to non-traditional services (pre-evaluation interventions, consultation and counseling, intervention-oriented assessment, and alternative delivery systems) as well as competence with traditional services;
- are competent as problem solvers, change agents, and advocates;
- are skilled in demonstrating an orientation as a consultant and mental health resource person in identifying and meeting the mental health, learning, and overall educational needs of individuals and educational systems;
- are knowledgeable about information technology and uses to safeguard work and to enhance the quality of services.

Course Requirements

Summer I

- EDU 5150 - Survey of Exceptional Children and Young Adults 3 cr

- PSY 5010 - Education Research Methods 3 cr
- MAT 5010 - Quantitative Analysis and Reasoning 3 cr
- Fall I**
- PSY 5030 - Introduction to School Psychology 3 cr
- PSY 5040 - Tests and Measurements 3 cr
- PSY 5050 - Theories of Counseling 3 cr
- PSY 5211 - Assessment I: Cognitive 3 cr
- Spring I**
- PSY 5212 - Assessment II: Educational 3 cr
- PSY 5213 - Assessment III: Social and Behavioral 3 cr
- PSY 5250 - Counseling Processes 3 cr
- PSY 5270 - Professional Ethics 3 cr
- Summer II**
- PSY 6020 - Educational Psychology Applied to Learning 3 cr
-OR- PSY 6025 - Learning and Cognition 3 cr
- PSY 6350 - School Based Assessment and Intervention 3 cr
- PSY 6372 - Applied Behavior Analysis II 3 cr
- Fall II**
- PSY 6410 - Child and Adolescent Counseling 3 cr
-OR- PSY 6420 - Working with At-Risk Youth in the Legal System 3 cr
- PSY 6421 - Practicum I 3 cr
- PSY 6430 - Consulting in the Helping Professions 3 cr
- PSY 6440 - Diversity and Cultural Issues 3 cr
- Spring II**
- PSY 6422 - Practicum II 3 cr
- PSY 6530 - Advanced Human Growth and Development 3 cr
- PSY 6540 - Personality Assessment and Adjustment 3 cr
- PSY 6550 - Physical Basis of Behavior 3 cr
- Fall III / Spring III**
- PSY 7810 - School Psychology Graduate Internship 6 cr

Theater (MA)

AS OF FALL 2016, THIS PROGRAM IS ON HIATUS UNTIL FURTHER NOTICE

The Master of Arts in Theater is a one-year graduate program unlike any other in northern New England. The Master's degree prepares students for careers as theater artists. The program also prepares students seeking terminal degrees in theater by laying a strong foundation of the discipline, developing an academic portfolio, introducing students to research methods, and teaching them to be successful in navigating the rigors and challenges of advanced degree study.

The courses cover history and criticism, research methods, script analysis, theoretical production, and theater practicum.

Students produce three major public performances, providing opportunities to hone their craft in a public forum (using the standards set by Actor's Equity Association, the union representing theater actors and stage managers).

Students develop advanced competencies in their areas of specialization. Such areas include (but are not be limited to): Acting, Directing, Scene Design, Lighting Design, Costume Design, Stage Management, Arts Management, Technical Direction, Dramaturgy, and Theater Pedagogy.

In addition, students develop advanced competencies to:

- Make effective artistic judgments in area of specialization.
- Effectively communicate artistic judgments and ideas to collaborators and audience.
- Demonstrate skills and proficiency in area of specialization.

-Click [here](#) for application information-

Coursework

Summer (9 cr):

- THA 5040 - Theater Practicum 3 cr
- THA 5090 - Research Methodology 3 cr
- THA 5120 - Script Analysis 3 cr

Fall (9 cr):

- THA 5040 - Theater Practicum 3 cr
- THA 5011 - History and Criticism I 3 cr
- THA 5741 - Graduate Seminar I 3 cr

Spring (12 cr):

- THA 5040 - Theater Practicum 3 cr
- THA 6012 - History and Criticism II 3 cr
- THA 6742 - Graduate Seminar II 3 cr
- THA 7960 - Master's Thesis 3 cr

Total credits required for the degree: 30 cr.

Course Descriptions

Accounting

ACC 5010 - Case Studies in Financial Management

ACC 5020 - Taxation of Business Entities

ACC 5030 - Governmental and Not-For-Profit Accounting

ACC 5050 - Advanced Auditing and Professional Ethics

ACC 5210 - Strategic Cost Management

ACC 5220 - Accounting for Mergers and Acquisitions

ACC 5230 - Fraud and Forensic Accounting

ACC 5610 - Topics in Advanced Accounting

ACC 5620 - Accounting Research Seminar

Arts Administration

AAD 5010 - Arts Administration and Community in the 21st Century

AAD 5020 - Writing and Research for Arts Administrators

AAD 5030 - Leadership and Strategic Planning

AAD 5040 - Financial and Budget Management for Arts Administrators

AAD 5050 - Marketing and Media for Arts Organizations

AAD 6010 - Fundraising and Development in the Arts

AAD 6020 - Law, Public Policy and Ethics in the Arts

AAD 6030 - Visual Arts Organizational Administration

AAD 6040 - Performing Arts Organizational Administration

AAD 6810 - Internship in Arts Administration

Athletic Leadership

ATL 5010 - Leadership and Management of Athletic Programs

ATL 5020 - Financial Administration of Athletics

ATL 5030 - Athletics Advancement

ATL 5040 - Legal Topics in Athletics

ATL 5050 - Compliance and Governance in Athletics

ATL 6210 - Facility Design and Management

ATL 6220 - Current Trends and Topics in Athletic Leadership

ATL 6230 - Advanced Communications in Athletics

ATL 6410 - Psychology of Coaching

ATL 6420 - Current Trends and Topics in Coaching Leadership

ATL 6430 - Performance and Conditioning for Coaches

ATL 6810 - Internship in Athletic Leadership

ATL 6890 - Special Project in Athletic Leadership

Education

EDU 5050 - Developing Literacy K–6: Multiple Perspectives

EDU 5055 - Language Based Learning Difficulties in Adolescence: A Conceptual Model

EDU 5060 - Diagnosis and Analysis of Reading

EDU 5065 - Adolescence: Language, Cognition and Emotional Development

EDU 5075 - Literacy: Interaction of Language and Learning in the Middle and Upper Grades

EDU 5080 - Child and Adolescent Development: Exceptionality and Learning

EDU 5090 - Curriculum, Instruction, and Assessment

EDU 5145 - Issues in Science Education

EDU 5150 - Survey of Exceptional Children and Young Adults

EDU 5155 - Curriculum in Special Education

EDU 5158 - Behavior Challenges: Social and Academic Success for all

EDU 5210 - Literature for Young Adults

EDU 5215 - Managing the Learning Environments

EDU 5220 - Learning Disabilities

EDU 5225 - Learning and Attention Difficulties: High Incidence Challenges

EDU 5245 - Brain Compatible Teaching and Learning

EDU 5270 - Models of Secondary Teaching

EDU 5320 - Technology in Education

EDU 5345 - Communication Skills for Educators

EDU 5370 - Reading and Writing in the Content Areas

EDU 5420 - Writing Workshop for Teachers

EDU 5465 - Assessment in Science Education

EDU 5510 - Transformative School Leadership

EDU 5520 - Teacher Leadership

EDU 5530 - Reculturing the Meaning of Learning in your School

EDU 5540 - Creating a Vision of an Inclusive School

EDU 5560 - Leading With Integrity

EDU 5740 - Student Teaching Seminar

EDU 5910 - Independent Study

EDU 5925 - Application: Action Research I

EDU 6010 - Supervision and Staff Development

EDU 6015 - Leadership Theories and Analysis

EDU 6022 - Establishing a Culture of Care and High Performance for All Students

EDU 6055 - Evaluation and Intervention with Adolescents with Learning Difficulties

EDU 6065 - The Impact of Information Processing Difficulties on Language Based Learning

EDU 6075 - Special Topics: Language Based Learning Difficulties in Academic Content Areas

EDU 6085 - Leadership: Evaluating, Developing, and Coordinating Academic and Systemic Support for Adolescents With LLD

EDU 6090 - Pedagogical Content Knowledge

EDU 6115 - Cultural Competencies

EDU 6130 - Education of the Mildly Handicapped in the Regular Classroom

EDU 6140 - School Law

EDU 6215 - Leading Change

EDU 6220 - Special Education and the Law

EDU 6315 - Quantitative Research Methods

EDU 6331 - Assessment for Instructional Planning in Special Education

EDU 6402 - Managing Change: School Law

EDU 6403 - Managing Change: School Finance

EDU 6404 - Managing Change: Special Education Finance

EDU 6410 - Public School Finance

EDU 6415 - Qualitative Research Methods

EDU 6420 - Models of Elementary Teaching

EDU 6460 - Learning Impairments

EDU 6463 - Collaboration in Special Education

EDU 6466 - Assessment In Special Education II

EDU 6468 - Cognitive and Emotional Challenges: Low Incidence Disabilities

EDU 6530 - The Larger Context: Community, Policy and Partnerships

EDU 6550 - Foundations and Current Issues In Education

EDU 6560 - Curriculum Development

EDU 6610 - Supervision, Evaluation and Professional Development

EDU 6615 - Advanced Research Topics

EDU 6650 - Exhibition, Portfolio, and Program Evaluation

EDU 6670 - Special Education Law II

EDU 6740 - Graduate Seminar

EDU 6810 - Internship in Education

EDU 6815 - Mediated Achievement Plan

EDU 6851 - Student Teaching I

EDU 6852 - Student Teaching II

EDU 6860 - Field Experience

EDU 6880 - Graduate Practicum

EDU 6920 - Educational Research

EDU 6930 - Independent Study

EDU 7010 - Professional Research Symposium

EDU 7012 - Collaborating, Networking, and Outreach

EDU 7015 - Organizational Leadership and Resource Management

EDU 7020 - Professional Paper: Cags

EDU 7112 - Curricular Design in Higher Education

EDU 7115 - Technology for Educational Leaders

EDU 7117 - Human Resource Management in Higher Education

EDU 7212 - Educational Technology and Online Learning

EDU 7215 - School Law

EDU 7312 - Legal Issues in Higher Education

EDU 7315 - School Finance/Operations

EDU 7412 - Academic Governance in Higher Education

EDU 7415 - Human Resource Management in Education

EDU 7512 - Resource Allocation in Higher Education

EDU 7515 - Supervision of Instruction

EDU 7612 - Student Populations and Experiences

EDU 7615 - Leadership, Curriculum, and Academic Standards

EDU 7712 - The Future of Higher Education

EDU 7715 - Policy, Governance, and Community

EDU 7810 - Field Experience

EDU 7812 - Program Evaluation and Assessment

EDU 7815 - Assessment of Student Learning

EDU 7910 - Independent Study

EDU 7912 - Strategic Planning in Higher Education

EDU 7920 - Advanced Educational Research

EDU 7960 - Master's Thesis

EDU 8010 - Comprehensive Examination: CAGS

EDU 8015 - Internship I

EDU 8115 - Internship II

EDU 8215 - Dissertation Seminar

EDU 8315 - Dissertation Research

EDU 8415 - Dissertation Presentation

Mathematics

MAT 5010 - Quantitative Analysis and Reasoning

MAT 5020 - Mathematics Education Theory and Practice I

MAT 5040 - Data Analysis

MAT 5110 - History of Mathematics and Math Education

MAT 5810 - Internship in Mathematics

MAT 5820 - Graduate Mathematics Tutorship

MAT 5910 - Independent Study

MAT 6010 - Multivariate Statistics

MAT 6020 - Mathematics Education Theory and Practice II

MAT 6030 - Geometry for Teachers

MAT 6040 - Number Theory for Teachers

MAT 6210 - Graduate Mathematics Research Seminar

MAT 6720 - Graduate Mathematics Teaching Seminar

MAT 6740 - Advanced Topics in Mathematics and Mathematics Education

MAT 6810 - Internship in Mathematics

MAT 6910 - Independent Study

Music

MUS 5010 - Philosophical Approaches and Current Issues in Music Education

MUS 5090 - Research Methods in Music

MUS 5160 - Curriculum Development in Music Education

MUS 5460 - Assessment of Music Learning

MUS 5710 - Topics in Music

MUS 5740 - Topics in Music Theory

MUS 6740 - Graduate Seminar

MUS 7010 - Capstone Project

MUS 7960 - Master's Thesis

Psychology

PSY 5010 - Education Research Methods

PSY 5030 - Introduction to School Psychology

PSY 5040 - Tests and Measurements

PSY 5050 - Theories of Counseling

PSY 5211 - Assessment I: Cognitive

PSY 5212 - Assessment II: Educational

PSY 5213 - Assessment III: Social and Behavioral

PSY 5250 - Counseling Processes

PSY 5270 - Professional Ethics

PSY 5371 - Applied Behavior Analysis I

PSY 6020 - Educational Psychology Applied to Learning

PSY 6025 - Learning and Cognition

PSY 6130 - Learning Theory and Human Development

PSY 6250 - Research Methods in Applied Behavior Analysis

PSY 6330 - Evaluating Academic Characteristics

PSY 6350 - School Based Assessment and Intervention

PSY 6372 - Applied Behavior Analysis II

PSY 6373 - Applied Behavior Analysis III

PSY 6390 - Instructional Methods in Applied Behavioral Analysis

PSY 6410 - Child and Adolescent Counseling

PSY 6420 - Working with At-Risk Youth in the Legal System

PSY 6421 - Practicum I

PSY 6422 - Practicum II

PSY 6430 - Consulting in the Helping Professions

PSY 6440 - Diversity and Cultural Issues

PSY 6530 - Advanced Human Growth and Development

PSY 6540 - Personality Assessment and Adjustment

PSY 6550 - Physical Basis of Behavior

PSY 6925 - Ethical Considerations in ABA Principles

PSY 7810 - School Psychology Graduate Internship

Theater

THA 5011 - History and Criticism I

THA 5040 - Theater Practicum

THA 5090 - Research Methodology

THA 5120 - Script Analysis

THA 5741 - Graduate Seminar I

THA 6012 - History and Criticism II

THA 6742 - Graduate Seminar II

THA 7960 - Master's Thesis